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001. list	Conference on Urban Violence participants list (partial) (2 pages)	n.d.	P6/b(6)
002. report	Violence in Television (partial) (1 page)	09/22/1993	P6/b(6)

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FOLDER TITLE:

[National Commission on Drug-Free Schools] [Binder] [1]

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RESTRICTION CODES

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- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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*School crime and violence prevention —
parents make a difference*

School Safety

UPDATE

An important message to parents: schools need you

Nearly 3 million thefts and violent crimes occur on or near school campuses every year, according to the National Crime Survey. That is almost 16,000 incidents per school day or one every six seconds that school is in session.

Although the number of crimes committed on school campuses has remained about the same for the last few years, recent trends indicate that these crimes are becoming more serious in nature. The age at which children are committing these crimes is becoming younger, and the frequency of assaults is increasing. These crimes occur regardless of economic class or cultural/ethnic group.

Consider the following statistics:

- Every day, 10 Americans aged 19 and under are killed in gun accidents, suicides and homicides.
- One in seven students is affected by bullying.
- About one in 12 students has stayed home from school because of fear of being hurt at school. One in five students has feared being attacked at school; one in eight has feared being attacked going to and from school.
- One in 11 students reported being a crime victim at school. Property crimes affected 7 percent of students, and violent crimes victimized 2 percent.
- Fifteen percent of students reported gangs present at their schools. Of these, 35 percent feared attack at school; 24 percent feared attack going to or from school.

- In a 30-day period, one in five high school students carried a weapon, although not necessarily to school.

The fear of violence is powerful, motivating children to protect themselves with whatever is at their immediate disposal. Self-preservation is a high human priority — one that far too many students face on a daily basis. They witness serious injuries to others and attempt to prevent these injuries to themselves as best they can.

Students typically will not report crimes committed against them at school to teachers, administrators, police or parents. Yet as parents, we have to ask and we need to know what our children experience each day. We also have a responsibility to become aware of state laws and district policies on reporting violence.

Whatever the causes of school violence — media messages, low self-esteem, parental example, poor communication skills, peer pressure, prejudice, inconsistent discipline, disrespect for authority, societal influences — teachers cannot teach and students cannot learn in an environment filled with fear and intimidation.

The presence of community crime tends to breed more violence on school campuses. When fighting escalates, weapons are brought to school. It is unfortunate that many students perceive the need for protection to get through the course of an ordinary school day. Energy spent on survival is lost to academics.

Parents no longer face only concerns about content and quality of education. School used to be a place of safety, but today's reality provides no such assurance of security. The magnitude of school crime and violence cannot be ignored. This critical issue has come to the forefront of public concern, but a long-term solution will require parents to work with educators, law enforcement officials and the community in implementing prevention and intervention strategies to alleviate violence in our nation's schools.

Parents must get involved. The well-being and safety of children cannot be left to chance. Presented in this issue are a number of actions parents can take to prevent the victimization of their own children and to help make schools safer.

Violence-free school: parents and schools working together

By sharpening parenting skills and developing positive relationships with their children, parents can prevent many problems. Here are a few basic tips for raising responsible children:

- Talk *with* and listen *to* your child.
- Children will not wait — be available to them. Spend special time with each child at home and at school.
- Help your child to improve self-image by praising effort as well as accomplishment. Emphasize the things your child does right.
- Be direct. Tell your children what you expect of them.
- Set limits. Reasonable boundaries make children feel secure.
- Be a good example. Your actions reflect the standards you expect.
- Occupy your children's free time with positive activities. Give them responsibilities at home.
- Monitor television viewing.
- Get children involved in after-school programs, city recreation or religious activities. Support those activities by showing up at special events in which they participate or are honored.
- Do not allow your children to stay out late or spend a lot of unsupervised time out in the streets.
- Know your children's friends. Find out who they are and what influence they have over your children. Determine how these friends spend their free time.
- Keep commitments you make to children.
- Admit mistakes — yours, not theirs.
- Challenge them with achievable goals.

Parents' presence at school demonstrates interest in their student, and volunteering is a good way to remain actively involved in your child's education. Volunteers make a significant contribution to overall school climate. The presence of parents in the classroom, the library and the hall-

ways subtly enhances school security. Personal attention from a volunteer tutor provides academic assistance and augments a student's self-esteem. And, having parents on campus validates education as a valuable process.

Parents and schools work best in partnership. No parent can do everything, but each contribution of time will enrich the school community. Attend school functions such as plays, concerts, sporting events, open house, conferences and PTA meetings. Within this range, parents will find something that especially interests them:

- Help supervise the campus during "passing periods" and patrol parking lots before and after school.
- Organize or join a safe school planning task force that will promote dialogue among multicultural groups.
- Work with the school to incorporate a violence prevention curriculum and/or a peer mediation program.
- Create a safe school corridor by volunteering to supervise walking routes to and from school.
- Provide a "safe house" in the community.
- Form a crew for special cleanup projects like renovating old classrooms, repairing playground equipment and removing graffiti.
- Share special talents and information regarding career opportunities: art lessons, languages, photography, dance, drama, woodworking, cooking, model building, gymnastics — the possibilities are endless.
- Organize fund-raisers for items the school cannot afford.
- Chaperone field trips and school events.
- Provide clerical assistance.
- Enhance special education classes by working as an extra aide.

Volunteering does not require any special degree, only a genuine interest in people and a concern for the future. Age does not matter. As a volunteer you choose the amount of time you are able to give, the age of students you prefer to work with, and the tasks you can do. Both the home and the school are interested in producing responsible future adults. With this common goal, a partnership between the two can achieve excellent results, even in times of reduced budgets.

Many employers offer professional development opportunities to their employees as a standard practice. Parenthood as a long-term occupation can also benefit from professional development. Learn how to be a more successful parent — attend parenting classes and join support groups. Many communities offer such classes for free or at very low cost.

Keeping weapons out of school is everyone's business

More than ever, our public school system must confront weapons in schools. Any instrument used to attack another person can be considered a weapon, even a nail file when factors indicate that the individual in possession of such an article has the intention of using it to inflict physical or mental harm.

Children have always managed to take a variety of weapons to school, but the ones available today are much more powerful. School officials are concerned about all weapons, but knives, guns and explosive devices present the greatest threat to school safety. Of these, firearms pose the greatest risk to both students and school staff, multiplying the potential for serious injury and death.

Students carry weapons for a variety of reasons. Some do it to show off or display the weapon to a friend. Others carry a weapon out of fear — for their own protection. Many weapons also come to school because of the proliferation of gangs and drug activity.

Weapons are found in schools simply because weapons are available in the community. It is estimated that half of the households in this country possess a firearm.

Underlying the reasons students cite for bringing weapons to school seems to be society's attitude that violence is an effective way to deal with a problem. Television and movies regularly include violence as a problem-solving technique. Even the "good guys" such as Rambo, Rocky and Dirty Harry conquer evil through violent means.

Probably the most controversial method for locating weapons is the metal detector. Although metal detectors are deterrents, they cannot offer a guarantee that weapons will remain outside the schoolhouse door.

One of the most effective means for detecting the presence of weapons on campus is receiving tips from students. One school superintendent stated, "We use portable metal

detectors and sweep schools, but we don't believe that it's the most effective way to secure the weapons." He thinks it is better to use information obtained from the students.

Parents can reassure their children that reporting the presence of weapons does not translate as disloyalty to peers. Reporting may actually prevent injury and save lives. Keeping schools weapon-free is everyone's business. Parents can actively help:

- Ensure that firearms and other dangerous weapons at home are inaccessible — lock them up!
- Talk with your children about the consequences of weapon use and violence.
- Participate in neighborhood patrols before, during and after school.
- Report suspicious individuals or unusual activity around the campus.
- Learn and teach personal safety techniques.
- Endorse implementation of a conflict resolution program.
- Encourage the formation of professionally supervised peer counseling and peer mediation programs.
- Advocate official crime tracking and reporting for all crimes committed on campus.
- Inform your political representatives about your concern.
- Support the posting of "weapon-free/crime-free school zone" signs.
- Promote the adoption of weapon and violence prevention curricula.
- Provide a means for students to make anonymous reports about weapons.

At school, clear policy regarding weapons violations is critical. Parental support of the school administration

and the school board is necessary if such a policy is to have the desired deterrent effect.

The penalties for possession or use of weapons or dangerous instruments vary by locality. In some school districts, student possession or use results in immediate removal from school, a hearing and a recommendation for expulsion from the public school system. In others, a student caught with a weapon is automatically suspended for 60 days. In yet others, students found carrying guns are recommended for expulsion for the remainder of the school year as well as the following year.

The actions of some school districts may seem harsh to parents, but the presence of weapons at school places all people on campus at risk. As a former public school chancellor stated, "I think it's harsh when you have guns and weapons in school. That's my definition of harsh."

Social, emotional issues affect your child's safety

At times, schoolchildren of all ages experience physically and psychologically harmful events at school. When these occur, parents frequently are not the "first to know," but deduce that something is wrong through verbal clues, physical evidence or behavioral changes in their children. Possible indications of troubled youth include: sudden withdrawal; sharp drop in grades; frequent illnesses, such as stomach-aches, that clear up after being allowed to stay home; radical changes in behavior patterns; discontinuation of hobbies or usual activities; or generalized fearfulness in relation to school.

Children growing up amid community or familial violence are at risk of developmental harm. They may demonstrate difficulty in concentrating, memory impairment, anxious attachment to their mothers, aggressive play, tough actions to hide fears, uncaring behavior resulting from experiencing hurt and loss, and severe restriction in their activities, exploration and thinking.

A word about gangs

Young people join gangs for reasons that make sense to them: a psychological need to belong; excitement; protection; a chance to earn money; companionship; prestige. The community — family, school, and religious and civic groups — helps children meet their basic needs. When children and teen-agers feel a lack of identity, acceptance and belonging, they may turn to a gang to provide what they feel society does not.

Gang membership crosses all economic, cultural and racial boundaries. There is a general supposition that gang activity is limited to low-income youth in low-income neighborhoods. In reality, middle- and upper-class suburbs as well as rural areas also face problems caused by gangs, whose members reside within their home communities.

It is often possible to detect gang membership through the

presence of several indicators. Your child may adopt some of these practices as either a gang member or an imitator:

- special hand signals;
- symbols or slogans on books or clothing, on walls as graffiti, or on the body as tattoos;
- wearing certain kinds or colors of clothing in very specific ways;
- a particular method of grooming;
- possessing relatively large, unexplained sums of money;
- a distinctive language; and
- behavioral changes.

Although children might not want to admit it, joining a gang raises the likelihood of involvement in illegal activities. A recent government survey showed that nationally, 6 percent of state prison inmates belonged to a gang before entering prison. These inmates joined at an average age of 14. They reported the following level of participation in group gang activities: fighting other groups, 92 percent; manufacturing, importing, or selling drugs, 69 percent; stealing motor vehicles or parts, 63 percent; and breaking into homes or buildings, 58 percent.

Parents can help reduce or prevent gang problems. Begin with an awareness of the gangs and drug activity in your own community. Keeping your own children out of gangs will require regular attention — as they mature, normal children gradually place increasing importance on peers. Noticing a shift in friends is impossible if parents do not have an ongoing relationship with their children.

- Do not buy or allow your children to dress in gang-style clothing. Doing

so displays an interest in gangs, and your children may become targets of gang aggression.

- Express to your children at an early age your disapproval of gang activities and of any family member joining a gang.
- Discourage your children from "hanging around" with gang members. If your children choose friends from gangs, they are more likely to become involved in one.
- Do not allow your children to write or practice writing gang names or symbols or any other type of gang graffiti.
- Discourage gangs from hanging around your neighborhood. Remove graffiti from around your home, preferably early in the morning, on a daily basis if necessary.
- Know where your children are at all times.

Children want to be loyal to their friends and may not un-

derstand why you do not want them associating with gang members. Even children who have no intention of joining a gang have difficulty realizing that the problem is one of image. If your child *looks* like a gang member or is *seen* with a gang member, rival gangs cannot differentiate between your child and the *real* gang member. Your child has a very good chance of being the innocent target of violent gang behavior.

Gang influence can create an intimidating school environment, and that environment has much to do with your children's success. When students are fearful, they cannot concentrate on schoolwork.

To report suspected gang or drug activity, call the Special Investigation Unit, 1-800/497-DARE.

Bullying: terrorism at school

Schoolyard bullying cannot be shrugged off as an integral part of children's play. One in 10 students is victimized by a bully, enduring repeated exposure, over time, to deleterious negative behavior. Many adults carry permanent emotional scars from childhood encounters with bullies. Institutional toleration of such conduct does the bully no service either. Research has shown that a child who bullies others has a one in four chance of ending up with a criminal record at age 30, compared to a one in 20 chance for nonbullying peers.

In addition to more generalized withdrawal or a drop in grades, parents can also suspect bullying if children exhibit unexplained bruises or torn clothing, frequently "lose" personal possessions taken to school, or develop a history of "disappearing" lunch money or popular school supplies.

Parents can help students deal with the situation:

- Acknowledge the problem openly;
- Inform the school about the situation;
- Keep a written record of all incidents;
- Get a copy of the school's discipline and conduct codes;
- Insist that the school protect your child;
- Refrain from using bullying or pressure tactics on your child; and
- Teach your child to act assertively, not aggressively.

Sexual harassment: victim-blaming unacceptable

Often labeled as horseplay, flirting or merely "boys being boys," sexual harassment is one of the most overlooked problems in schools today. Sexual harassment is the abuse of power, forcing attention upon someone who does not want it. It is the victim who defines the harassment, not the perpetrator. This abuse can take many forms, including:

- comments about a person's body;
- touching, grabbing, staring or leering;
- pulling or lifting clothing;

- whistling, catcalls, or offensive noises;
- displays of pornography or sex-related objects;
- obscene gestures or dirty jokes;
- sexual gossip, innuendoes, remarks or suggestions;
- pressure for dates or sexual activity;
- blocking a person's movements; and
- sexual assault, including rape.

The majority of offenders are male, though females can also be guilty of sexual harassment. The harassment can be male to female, female to male, male to male, or female to female. Sexual harassment is often confused with flirting, but flirting is reciprocal in nature. Harassment is one-sided, and the recipient does not invite or enjoy the attention.

Schools that allow such actions to continue provide a calloused climate that interferes with a student's ability to benefit from education. The U.S. Supreme Court has ruled that schools may be held financially liable if sexual harassment is allowed to persist.

Teen suicide: prevention is possible

Suicide is the third leading cause of death among teen-agers, and the suicide rate for adolescents aged 15 to 19 has tripled since 1950. There is general agreement among helping professionals that most suicidal people want to continue living. However, teen-agers frequently feel overwhelmed, unable to find alternative solutions to the problems troubling them.

Seventy percent of teen suicides occur in the victims' homes; guns are used in 65 percent of male teen suicides and 47 percent of female teen suicides. One very specific caution for parents is to restrict the accessibility of weapons at home.

Many suicidal people give warning of their intentions. An immediate response is indicated, without judgmental comments or moralizing. Do not promise that "everything will be OK." Such statements are empty rhetoric.

Possible warning signs include:

- abrupt changes in patterns of behavior, social response, sleeping and eating;
- depression that persists for an extended period of time;
- threats of suicide, which should be taken seriously;
- hints about their absence from family life;
- "final" arrangements — giving away personal possessions;
- prior attempts — 80 percent of all suicide victims have made at least one unsuccessful try; and
- preoccupation with death as the sole focus of art, personal reading and all writings.

Professional help is important, and your child's school may already have a list of agencies that provide counseling. Mental health experts can help both potential suicides and their families deal with the stresses prompting such action.

Model programs support, enhance family structure

Although the structure of the "traditional American" family has changed, the majority of parents (and the term "parents" denotes primary caregivers, whether related or not) still have happy, healthy children as a fundamental goal of child rearing. Many community programs, such as those presented here, support parents — helping them to both prepare children for learning and maintain the family.

Parents Assuring Student Success

On the basis of the premise that "parents are a child's first teacher, and the home is a child's first classroom," PASS presents training for parents that enables them to be learning facilitators. In group classes, parents learn how to improve their children's study habits. These techniques do not take long to learn, and the reward is the acquisition of skills that directly help parents raise student achievement.

Specific lessons address attitude enhancement; a productive learning environment; teaching children to manage time, listen and concentrate; homework; preparing for and taking tests; note taking; memory and thinking; and teaching reading. These study skills are presented in a modular format and can be taught in any order.

As parents study together in the PASS workshop, they learn from each other and create an informal network of support. Friendship is often one of the unexpected results. For parents who cannot attend the workshop sessions, the material can be purchased and studied on an individual basis. The workbooks are available from the National Educational Service, 1610 West Third Street, P.O. Box 8, Bloomington, IN 47402, 812/336-7700.

Parent University

Continuing education takes a new direction in Broward County (Florida) Public Schools. There, Parent University

offers classes for parents of students covering general parenting and family dynamics, accessing the school system, and discipline and behavior. Four sites serve diverse communities within the school district, making travel to attend classes much easier. These classes are also offered in Spanish at the campus serving a large Hispanic population and in Creole at the site serving a large Haitian population.

In addition to helping parents improve their parenting skills, the courses also provide information about the community services available to families. For more information, call Broward County Public Schools, 305/760-7334.

United Parent Services of America

With "Love, faith, hope" as a motto, United Parent Services of America strives to break the cycle of violence within the community through programs that redirect youths who are interested in gangs, graffiti and drugs. Counseling and education efforts focus upon teaching teen-agers how to be respected, active members of the community.

One very successful component is TAG — Teaching Artistic Goals. In this program, students learn to market their artistic abilities rather than illegally deface property with graffiti. Regular lessons include instruction in the equipment, methods and materials of fine and graphic arts. In addition, students receive career assistance in these areas. While enrolled in this program, students sign contracts regarding school attendance and grades, as well as an agreement not to participate in any tagging activity. For further information, contact Miguel A. Rios, Executive Director, United Parent Services of America, 33105 Santiago

Road, #121, Acton, CA 93510.

Save Our Sons and Daughters

SOSAD was started in January of 1987 by Clementine Barfield, whose two teen-aged sons had been shot, one fatally. It began as a support group for parents with children killed by gunfire.

From this group has grown an organization dedicated to crisis intervention and violence prevention. SOSAD provides grief counseling to people of all ages, including very young children. In the schools, members promote conflict resolution and teach classes on dealing with anger, frustration and trauma.

SOSAD has chapters nationwide. For information, write: SOSAD, 2441 W. Grand Blvd., Detroit, MI 48208, or call 313/361-5200.

Helpful resources: where parents can go for assistance

- *Annotated Bibliography for Teaching Conflict Resolution in Schools* by Annie Cheatham is a comprehensive source for mediation and conflict resolution materials for students of all ages. National Association for Mediation in Education, 205 Hampshire House, University of Massachusetts, Amherst, MA 01003, 413/545-2462.

- **National Youth Gang Suppression and Intervention Program**, a cooperative research and development project between the University of Chicago and the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention, features gang intervention models and technical assistance materials. School of Social Service Administration, University of Chicago, 969 East 60th Street, Chicago, IL 60637, 312/702-5879.

- *Preventing Violence: Program Ideas and Examples* profiles 27 different community-based programs representing a cross section of the country. National Crime Prevention Council, 1700 K Street, NW, Second Floor, Washington, DC 20006-3817, 202/466-6272.

- *Project YES* is an anti-gang and drug curriculum for grades 2 through 7. Orange County Department of Education, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628, 714/966-4473.

- *Publications for Parents* lists the U.S. Department of Education's booklets on learning activities for parents. Send your name and address to OERI, Department EIB, 555 New Jersey Avenue, NW, Washington, DC 20208-5641. Ask for publication No. PIP 91-920.

- *STAR (Straight Talk About Risks)*, a pre-K through grade 12 curriculum, teaches students about decision making, conflict management and other skills necessary to help them react properly if they encounter a gun. Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1100, Washington, DC 20005, 202/289-7319.

- *Sexual Harassment and Teens: A Program for Positive Change*, by Susan Strauss with Pamela Espeland is a guide for addressing and solving sexual harassment problems in schools. Free Spirit Publishing, Inc., 400 First Ave., North, Suite 616, Minneapolis, MN 55401, 612/338-2068.

- **Student Crime Stoppers** is a program for reporting campus crime. Information is available from Crime Stoppers International, Inc., 3736 Eubank Boulevard, NE, Suite B-4, Albuquerque, NM 87111, 505/294-2300

- *Taking Stock: the Inventory of Family, Community and School Support for Student Achievement* was developed as an assessment tool to help examine parental, community and staff perceptions about current school practices. The National Committee for Citizens in Education, 900 Second Street, NE, Suite 8, Washington, DC 20002-3557, 202/408-0447.

- *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services*, a book of collaborative strategies for better serving children and families, is produced jointly by the U.S. Department of Education and the U.S. Department of Health and Human Services. U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402.

- *Violence Prevention*, a curriculum by Deborah Prothrow-Stith, examines the importance of both preventing violence and providing alternatives to such behavior. Education Development Center, 55 Chapel Street, Suite 24, Newton, MA 02160, 800/225-4276.

National hot lines

- **The Bureau of Alcohol, Tobacco and Firearms** takes reports of gun, gang and drug activity, 1-800/ATF-GUNS.
- **Gang Suppression Hot Line** — 1-800/78-CRIME.
- **National Runaway Switchboard** — 1-800/621-4000.
- **Teen Suicide Hot Line** — 1-800/522-TEEN.

National organizations

- **Center for Research on Women**, Wellesley College, Wellesley, MA 02181-8259, 617/283-2510, studies sexual harassment in school.
- **Juvenile Justice Clearinghouse** — 1-800/638-8736.
- **National Clearinghouse for Alcohol and Drug Information** — 1-800/729-6686.
- **National Victim Center**, 309 West 7th St., Suite 705, Fort Worth, TX 76102, 817/877-3355, has general victimization information.

School crime and violence: NSSC responds

The National School Safety Center was created by presidential directive in 1984. A partnership among the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention, the U.S. Department of Education and Pepperdine University helps facilitate the multidisciplinary approach. NSSC's mandate is to promote safe schools — free of crime and violence — and to help ensure quality education for children nationwide.

NSSC focuses national attention on cooperative solutions to problems that disrupt the educational process. Special emphasis is placed on efforts that rid schools of crime, violence and drugs, and on programs to improve student discipline, attendance, achievement and school climate. NSSC provides technical assistance, offers legal and legislative assistance, and produces publications and films. The Center also serves as a clearinghouse for current information on school safety issues. The following resources have been produced to complement these efforts:

- *School Safety News Service*, considered America's leading school crime prevention resource, features articles by prominent authors and communicates trends and exemplary

programs for delinquency prevention and school safety.

- *School Crime and Violence: Victims' Rights* is a comprehensive text on school safety law, providing advice to educators about risk and liability prevention and implementation of campus violence prevention programs.
 - *School Discipline Notebook* helps educators establish fair and effective discipline policies and procedures.
 - *School Safety Check Book*, NSSC's most comprehensive text on school crime and violence prevention, addresses school climate and discipline, school attendance, personal safety and school security.
 - *Child Safety Curriculum Standards* helps prevent child victimization by assisting youth-serving professionals in teaching children to protect themselves. Age-appropriate standards deal with a wide variety of safety issues and include sample strategies that can be integrated for both elementary and secondary schools.
 - *Set Straight on Bullies* examines the myths and realities about schoolyard bullying. Strategies to better prevent and respond to bullying are presented. A videotape by the same name, "Set Straight on Bullies," tells the dramatic story of a bullying victim and how the problem adversely affects his life as well as the lives of the bully, other students, parents and educators.
 - *Gangs in School: Breaking Up is Hard to Do* offers an introduction to youth gangs as well as practical advice on preventing or reducing gang encroachment in schools.
- NSSC strives to effect change by providing appropriate information to our nation's parents and youth-serving professionals so that they may be better prepared to deal with the problems children face in schools today. NSSC is dedicated to the support and protection of our children — our nation's most precious resource and our future.

Pepperdine University's
National School Safety Center
4165 Thousand Oaks Blvd., Suite 290
Westlake Village, California 91362

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Executive Editor: Ronald D. Stephens
Editor: June Lane Arnette
Associate Editors: Sue Ann Meador and George Butterfield
Typographer: Kristene A. Kenney
Special Counsel: Bernard James
Business Manager: James E. Campbell

THE SCHOOL-TO-WORK OPPORTUNITIES ACT OF 1993
U.S. Senate Subcommittee on Employment and Productivity Hearing
October 14, 1993
Dirksen Senate Office Building Room 430
10:00 AM

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The Honorable Bruce Todd
Mayor
Austin, Texas

MARY CROSS

AFT

Richard Kasehess

Edward Pauly
Senior Research Associate
Manpower Demonstration
Research Corporation
New York, New York

PANEL II

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Co-Chair
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Workforce Development
Washington, DC

Rudy Oswald
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PANEL III

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CONFERENCE ON URBAN VIOLENCE

CHARGE TO THE MEETING

Mark H. Moore
September, 1993

I. The Mayoral Perspective

The Mayors have described violence as it appears in and affects their cities. For them, finding some kind of effective response is an urgent task -- perhaps their most important priority.

At their command (more or less) are important organizations of the city government -- the police, public works, parks and recreation, and the schools. They may also make calls on state and county level agencies -- the welfare programs, child protective services, maternal and child health, the court system (including juvenile and family courts), and the correctional system.

Potentially available for mobilization are many different kinds of private groups. Businesses may be concerned enough to contribute money, or jobs, or training or time. Community groups may be prepared to patrol the streets of their neighborhoods. Professional associations of physicians or lawyers may be willing to contribute time and effort. Traditional charitable organizations such as United Way, the YMCA, and so on, may also be willing to do something to help with the problem.

The Mayors may also hope for assistance from two important groups specially invited to this meeting: the federal government, and the social science research community. The federal government is represented here by officials from the Office of National Drug Control Policy, and the Departments of Justice, Health and Human Services, Housing and Urban Development, and Education. The researchers are represented by the Chairs and participants of National Academy of Sciences' Panels on violence, children at risk, and child abuse and neglect. They have issued reports relating what social science knows about the extent, causes, and plausibly effective remedies for these problems.

II. Our Task: To Devise a Plausibly Effective Mayoral Response

Our task over the next day and a half is to exploit the collective wisdom of this group to outline a plausibly effective response to the problem of urban violence as it appears to the Mayors who have come here to help us focus our attention on this urgent problem. They are our clients for the purposes of this exercise.

III. The Case of Cornet City

As the basis for our discussions, we will rely on the case entitled "Violence in Cornet City". This case was developed by Abt Associates under the National Institute of Justice Research Applications Program. It gives a realistic picture of how violence will be seen and analyzed in a real city (through newspaper reports, neighborhood meetings, and pre-existing statistical reporting systems); and how cities begin responding to the problem (through political mobilizations at city and local levels, and pre-existing bureaucratic responses). By using this case as a basis for our discussions, we hope to keep the conversations specific, concrete, applied, and practical.

Yet, because the case is somewhat abstract, because we will have five different groups working on the same case, and because we will all be looking for "master strokes" that could produce a large, durable impact on the problem of violence, it is likely that our discussions will produce some powerful general ideas as well as some particular solutions to the problem of Cornet City. Or, put more succinctly, if we make progress in dealing with the problems of Cornet City as they appear in this case, we will know more than we do about how to deal with problems of many different cities because, to some degree at least, Cornet City stands for all cities in our discussions.

IV. The Method and Procedures of the Conference

Our method will be to divide this large group into five Working Groups. Each group will be led by a Mayor and staffed by a rapporteur. The members of the Working Groups will have representatives from many different agencies at the state and local level, community groups, feds, and academics. They should think of themselves as members of the Task Force established by the Mayor in the Cornet City case.

Their job will be to develop the outlines (and as much detail as they can manage) of a realistic, plausibly effective response to violence in Cornet City. The response should be embodied in the outlines of a strategic plan that the Mayor could present as his (or her) plan for dealing with the violence. What is key to the plan is that it point in the general direction of some potentially promising interventions.

V. Towards an Effective Strategic Plan

A. The Perceptual and Substantive Problems

Note that Cornet City's violence problem may be at least partly political and perceptual -- a sense that things have gotten out of control, that the city has no effective response, that people have become paralyzed by fear, and that the neighborhoods in which the violence is occurring feel abandoned and ostracized. The more immediately obvious part of the problem is the real victimization that is occurring in the community: the injuries and deaths that mark the growth in violence.

B. Institutional and Substantive Responses

The Working Groups might also wish to distinguish "institutional" and "process" responses from "programmatic" and "substantive" responses. By "institutional" responses, I mean the establishment or creation of new institutional mechanisms or procedures. The creation of the Task

Force is one such response. So might an effort to shift local police departments from "rapid response policing" to "community policing". So might the creation of an intergovernmental task force that joined local officials with county, state, and federal levels. Such responses might be necessary either to deal with short run political issues, or to create a continuing capacity to implement a complex programmatic response to the problem that involved effective co-ordination across agencies or levels of government, or to authorize and sustain a spirit of innovation and co-operation among agencies and communities that would be required to search for and develop new programmatic responses to different parts of the violence problem.

By "programmatic" and "substantive" responses, I mean particular ideas about governmental action that could be plausibly effective in dealing with one or more aspects of the violence problem. Programs focusing police and prosecutorial resources on arresting and prosecuting "dangerous offenders", mobilizing community watch groups to help suppress street level drug dealing, helping to mediate conflicts between warring youth gangs, establishing mid-night basketball leagues so that young men have places to go at night, removing guns from homes where domestic violence has occurred, strengthening families that have neglected or abused their children through intensive interventions that help them organize their finances, housing and schooling, increasing the quality and utility of job training programs for youth, etc. are all substantive policy or program ideas that may or may not require special institutional arrangements to initiate or carry out.

C. Short, Medium and Long Run Programs and Effects

In developing a plausibly effective response to the problem, it would probably be useful to distinguish what should be done in the short run (i.e. within the next six months); what should be done in the medium run (i.e. within the next two years); and what can be done in the long run (i.e. five to ten years from now). Of course, there are many things that can be done in the short run which will produce relatively quick results. But there are other things that can be done now which will not produce the desired results for a long time. For example, doing something now to reduce child abuse could have both an immediate and a long run impact on the violence problem: the short run effect is produced by reducing the current violence to children; the long run effect may be produced by reducing the tendency of children raised in abusive homes to use violence both inside and outside the home as they grow older. The point is, however, to make the distinction between what can be done now, and what has to be done later because it depends on a complex developmental process; and when the effects of actions taken now will begin to appear.

D. Different Size Programs

As we planned this meeting, we came to understand that the substantive programs planned for action or results in the short, medium, or long run, also came in many different sizes. We also realized that the size of program could be reckoned in several different dimensions.

One important dimension registered the impact of the program: how many different components of the violence problem were plausibly affected by the program, and how strong each effect was likely to be. Some programs plausibly had a large impact on many components of the violence problem. These were the "master strokes" that we were all searching for. Others had potentially large effects on a small component of the problem. Those were certainly often worth doing, and might, if enough of them were done, accumulate to a solution of the violence problem in general. Still others had only uncertain effects on the problem of violence, but might be worth doing for entirely other reasons. And so on.

A second dimension registered the cost or political and institutional feasibility of fielding a particular program. Some of the programs were expensive, but could be done quickly if funds became available. Others were expensive and required significant political mobilizations or institutional reforms to be successfully adopted and implemented. Still others could be done inexpensively and quickly if local community mobilizations occurred, or bureaucratic agencies became a little bit more innovative. Such considerations of cost and political and bureaucratic feasibility inevitably determine how many programs can be mounted, and how soon.

E. Intergovernmental Co-Ordination

Finally, we recognized that the programs required different kinds of co-operation across levels of government. There were many things that could be done at the community or city level using resources and capabilities that existed at that level.

Yet it was also true that some efforts undertaken at higher levels of government could complement or even substitute for efforts taken at lower levels. For example, local efforts to regulate the availability of alcohol, or drugs, or guns, could be made much more effective if the federal government played its part in raising alcohol taxes, or immobilizing international drug trafficking networks, or tightly regulating federally licensed gun dealers and giving them the capacity to distinguish legally entitled gun purchasers from legally proscribed.

And it was also true that many local efforts would require some kind of federal encouragement if they were to be initiated and sustained. Sometimes this meant federal financial assistance. Or, it could mean a combination of federal encouragement of innovative programs, combined with technical assistance to communities that wanted to initiate them on their own.

F. Summary

So, in outlining a plausibly effective strategic response to the problem of violence in Cornet City, the Working Groups might think:

- 1) About the perceptual problems as well as the underlying substantive problems, and how solutions to each of these could help solve the other;
- 2) About both institutional and programmatic interventions that must be to deal with the twin problems of demoralization and victimization;
- 3) About short, medium, and long run responses to the problem, and how actions taken now might strengthen the capacity for additional actions in the future; and
- 4) About a portfolio of programmatic responses that includes broadly as well as narrowly acting programs, and programs that are innovative and experimental as well as proven successes.

G. Emphasizing Intergovernmental Co-Ordination

Once the Working Groups have a rough sense of what be effective in dealing with Cornet's problem, it would also be important to step back for a moment and ask the question of what the citizens and officials of Cornet City would need from higher levels of government in order to be successful. This would include county, state, and federal levels. But given the fact that this meeting is being held in Washington with high level federal officials, it might be particularly important to

focus some attention on the sort of relationships they would have to have with the federal government to ensure that they get the financial support, technical assistance, political sponsorship, and operational backing they need to allow their local programs to be successful.

We recognize in advance that it might turn out that plausibly effective local responses would require important changes in the existing relationships between the federal and local governments, and we would be eager to explore new options for structuring the relationships as the cities face the problem of urban violence.

V. Getting Started

I am providing printed copies of these remarks to the extent that they might be useful to you in shaping your discussions, and preparing the reports to be given on Saturday morning. We start tomorrow at 8:30 in Room 130 of this building with continental breakfast and a plenary session in which the researchers who have been studying violence provide briefings of what they have learned and concluded. We will also have some presentations at mid-day from federal officials to hear from them how they are now thinking about approaching the problem. But the main work will be that of the working groups as they confront violence in Cornet City, and the main event of the conference will be the presentation of their reports on Saturday morning.

Thank you for your attendance, your attention, and most of all, for the knowledge and creativity you will bring to the task of making an effective short, medium, and long run response to the problem of violence in Cornet City.

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CONFERENCE ON URBAN VIOLENCE

Group 1 ROOM GR 122

Group Leader: Mayor John Norquist
Rapporteur: Cathy Spatz Widom

John A. Carver
Suzan Johnson Cook
Beverly Watts Davis
Lucy Friedman
William E. Gladstone
Roberta K. Lee
William Modzeleski
Gene Morrison
Richard Neal
Armando Ruiz
Robert J. Sampson
Mike Stiers
Dennis West

1

Group 3 ROOM GR 128

Group Leader: Mayor Paul Tauer
Rapporteur: Philip J. Cook

Michael Beaver
Shay Bilchik
Michele Cavataio
Michael Chertoff
James Foreman
Nancy Guerra
Deborah Haack
John Hagan
James Mercy
George Napper, Jr.
Ellen Schall
Stuart Sims
Laura Skaff
Steve Thompson

2

Group 2 ROOM GR 130

Mayor: Mayor Steven Goldsmith
Rapporteur: Jeffrey Roth

Peter Edelman
Richard W. Friedman
William Grinker
Joel F. Handler
Hal Holzman
Paul Juarez
Jill E. Korbin
Joyce A. Ladner
E. O. McAllister
Mary Nelson
William Ritter
Laurie Robinson
Marty Tapscott

3

Group 4 ROOM GR 127

Group Leader: Mayor Kurt L. Schmoke
Rapporteur: Michael Smith

L. Annette Abrams
Ross Deck
Julie Fagan
Ralph E. Griffith
Hope Hill
Janet Juban
Elizabeth H. McCann
Thomas K. Peterson
Albert J. Reiss, Jr.
Domingo Rodriguez
Joel Wallman
Dottie Wham

5

Group 5

ROOM GR 132

Group Leader: Mayor Edward Rendell
Rapporteur: Francis Hartmann

Gordon L. Berlin
Sylvester Daughtry
Michael B. Janis
Linda Lantieri
George Latimer
Joan McCord
Michael Schrunck
David Stevenson
Joyce N. Thomas
Nancy Thompson
Christy Visher
Louie L. Wainwright
William Wiist

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NATIONAL RESEARCH COUNCIL--J.F. KENNEDY SCHOOL OF GOVERNMENT

INVITATIONAL CONFERENCE ON URBAN VIOLENCE

National Research Council
2001 Wisconsin Avenue NW
Green Building, Room 130
Washington, DC

October 7-9, 1993

AGENDA

Thursday, October 7, 1993

- 6:30 p.m. Reception
- 7:00 p.m. Welcoming Remarks and Participant Self-Introductions
Bruce Alberts, President, National Academy of Sciences
Mark H. Moore, Conference Chair
- 7:15 p.m. Working Dinner
- 8:15 p.m. Defining the Violence Problem
Madeleine Kunin, Deputy Secretary, U.S. Department of Education
John Norquist, Mayor, Milwaukee, Wisconsin
Kurt Schmoke, Mayor, Baltimore, Maryland
- 9:15 p.m. Charge to the Conference
Mark H. Moore
- 9:30p.m. Adjourn for the Evening

Friday, October 8, 1992

Morning Plenary

- 8:00 a.m. Continental Breakfast
- 8:30 a.m. Overviews of Panel Reports
Mark H. Moore, Chair
- Understanding and Preventing Violence
Albert J. Reiss, Jr.
- Losing Generations: Adolescents in High Risk Settings
Joel Handler
- Understanding Child Abuse and Neglect
Cathy Spatz Widom
- Growing Up Violent: Contributions of Inner City Life
Joan McCord

Morning Task Force Meetings

9:30 a.m. Task Forces: "Violence in Cornet City"

Problems and Needs
Programmatic Recommendations

12:00 noon LUNCHEON

Federal Strategies for Violence Prevention

Peter Edelman, Counselor, Office of the Secretary,
Department of Health and Human Services
Philip Heymann, Deputy Attorney General, Department of
Justice
Ed Jurith, Director of Legislative Affairs, Office of National
Drug Control Policy
George Latimer, Director, Office of Special Actions,
Department of Housing and Urban Development
William Modzeleski, Director, Drugs, Planning, and Outreach
Staff, Department of Education

Afternoon Task Force Meetings

2:30 p.m. Reconvene Task Forces: "Violence in Cornet City"

Organizational Recommendations
Intergovernmental Coordination
Priority-setting

6:00 p.m. RECEPTION AND DINNER

Saturday, October 9, 1993

Task Force Meetings

8:00 a.m. CONTINENTAL BREAKFAST

8:30 a.m. Review/Revise Task Force Statements

Plenary: Local/Federal Dialogue

9:45 a.m. Presentations of Task Force Statements

11:00 a.m. Urban Violence: Common Problems, Strategies, and Needs

Panel Discussion of Task Force Reports
Open Discussion

1:00 p.m. ADJOURN

Support for this conference provided by the Centers for Disease Control and Prevention and the Harry Frank Guggenheim Foundation.

- Peter Edelman
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- Lee Brown's Assistant - In the past drug policy was made in a vacuum. The most serious aspect of the problem is "hard core" drug users. If you look at "root causes" you must look at issues of poverty, hopelessness and how these problems cluster in the inner city.

How do we target prevention, treatment and dealing with punishment in order to make communities safe again.

- Bill Modzeleski - essential that we have safe schools; learning is directly linked to safety

- Many schools are safe; A lot of data shows that violent activities occur outside of schools

- There is a lot of information that is indicative of the dimension of the problem

- There are a lot of programs out there and we are not so sure of the impact of these curriculum.

- Prevention can work - provided we move beyond simplistic solutions

- Youth as customers

- We must look at youth as our customers and begin asking them what they need.

- GROWING community support

- Project Smart

- George Latimer : This is about more than housing; it is about community building; all programs should serve families which are at the core of communities; spatial segregation by class/race are unacceptable.

NATIONAL RESEARCH COUNCIL--JOHN F. KENNEDY SCHOOL OF GOVERNMENT
CONFERENCE ON URBAN VIOLENCE

Participants

L. Annette Abrams
Institute of Children, Youth and Families
Department of Sociology
Michigan State University
316 Berkey Hall
East Lansing, MI 48824-1111
OFC: 517-336-2022
FAX: 517-336-2856

Michael Beaver
Director of Public Safety
E222 City County Building
200 East Washington Street
Indianapolis, IN 46204
OFC: 317-327-5089
FAX:

Gordon L. Berlin
Manpower Demonstration Research Corp.
3 Park Avenue, 32nd Floor
New York, NY 10016
OFC: 212-532-3200, ext. 291
FAX: 212-684-0832

Shay Bilchik
Associate Deputy Attorney General
Department of Justice
10th St. & Constitution Avenue NW,
Room 4216
Washington, DC 20530
OFC: 202-514-4637
FAX:

John A. Carver
Chief
Pretrial Services Agency
400 F Street NW
Washington, DC 20001
OFC: 202-727-2914
FAX:

Michele Cavataio
Office of the Deputy Secretary
Department of Education
400 Maryland Avenue SW, Room 4015
Washington, DC 20202
OFC: 202-401-1000
FAX:

Michael Chertoff
U.S. Attorney
Federal Building
970 Broad Street, Room 502
Newark, NJ 07102
OFC: 201-645-2700
FAX: 201-645-3036

Philip J. Cook
Terry Sanford Institute of Public Policy
Duke University
Box 90245
Durham, NC 27708-0245
OFC: 919-684-2207
FAX: 919-681-8288

Suzan Johnson Cook
Old Executive Office Building, Room 217
17th Street & Pennsylvania Avenue NW
Washington, DC 20500
OFC: 202-456-7777
FAX:

Sylvester Daughtry
Police Chief
Police Department
P.O. Box 3136
Greensboro, NC 27402-3136
OFC: 919-373-2450
FAX: 919-373-2268

Beverly Watts Davis
Executive Director
San Antonio Fighting Back
850 E. Drexel
San Antonio, TX 78210
OFC: 210-533-6592
FAX: 210-532-1256

Ross Deck
Senior Policy Analyst
Office of National Drug Control Policy
Planning Staff
Washington, DC 20500
OFC: 202-467-9889
FAX:

Peter Edelman
Counselor
Office of the Secretary
Department of Health and Human Services
200 Independence Avenue SW, Room 615
Washington, DC 20201
OFC: 202-690-8157
FAX: 202-690-7595

Julie Fagan
Director, Drug-Free Neighborhoods
Division
Public and Indian Housing
Department of Housing and Urban
Development
451 7th Street SW, Room 4118
Washington, DC 20410
OFC: 202-708-1197
FAX: 202-708-0690

James Foreman
Coordinator
Metro Orange Hat Coalition
1713 17th Street SE
Washington, DC 20020
OFC: 202-678-2389
FAX:

Lucy Friedman
Victims Service Agency
2 Lafayette Street - 3rd Floor
New York, NY 10007
OFC: 212-577-7705
FAX:

Richard W. Friedman
Director
Juvenile Justice Advisory Council
Office of the Governor
301 West Preston Street
Baltimore, MD 21201
OFC: 410-225-4817
FAX: 410-333-5924

William E. Gladstone
Special Advisor
Office of Senator Bob Graham
SH-524 Hart Senate Office Building
Washington, DC 20510-0903
OFC: 202-224-3041
FAX:

Hon. Stephen Goldsmith
Mayor
2501 City-County Building
200 E. Washington Street
Indianapolis, IN 46204
OFC: 317-327-7978
FAX: 317-327-3980

Ralph E. Griffith
Director
Risk Management and Security
Prince William County Schools
P.O. Box 389
Manassas, VA 22110
OFC: 703-791-7206
FAX: 703-791-7404

William Grinker
Fellow
20th Century Fund
9 Prospect Park West
Brooklyn, NY 11215
OFC: 718-622-3807
FAX:

Nancy Guerra
Department of Psychology-Rm 3022C
PO Box 4348
University of Illinois at Chicago
Chicago, IL
OFC: 312-413-2626
FAX: 312-413-4122

Deborah Haack
Colorado Department of Health
4300 Cherry Creek Drive, South
Denver, CO 80222-1530
OFC: 303-692-2587
FAX: 303-782-0095

John Hagan
University of Toronto
School of Law
78 Queens Park Crescent
Toronto, CANADA M5S 2C5
OFC: 416-978-6795
FAX: 416-978-7899

Joel F. Handler
University of California
School of Law
405 Hilgard Avenue
Los Angeles, CA 90024-1476
OFC: 310-825-1746
310-206-1107
FAX: 310-206-6489

Francis X. Hartmann
Executive Director
Program in Criminal Justice Policy and
Management and Malcolm Wiener Center
for Social Policy
Kennedy School of Government
Harvard University
79 John F. Kennedy Street
Cambridge, MA 02138
OFC: 617-495-5188
FAX: 617-496-9053

Hon. Philip Heymann
Deputy Attorney General
Department of Justice
10th Street and Constitution Avenue NW
Room 4111
Washington, DC 20530
OFC: 202-514-2000 or 2101
FAX: 202-514-0467

Hope Hill
Professor
Psychology Department
Howard University
PO Box 1097
Washington, DC 20059
OFC: 202-806-6805
FAX:

Hal Holzman
Research Analyst
Office of Policy Development and
Research
Department of Housing and Urban
Development
451 7th Street SW
Washington, DC
OFC: 202-708-2031 x229
FAX:

Michael B. Janis
General Deputy Assistant Secretary for
Public and Indian Housing
Department of Housing and Urban
Development
451 7th Street SW, Room 4100
Washington, DC 20410
OFC: 202-755-0702
FAX:

Paul Juarez
Department of Family Medicine
Charles Drew Medical Center
1621 East 120th Street
Los Angeles, CA 90059
OFC: 310-603-4965
FAX: 310-645-9303

Janet Juban
Texans War on Drugs
3555 Timmons Lane, Suite 735
Houston, TX 77027
OFC: 713-622-9890
FAX: 713-622-9899

Ed Jurith
Director of Legislative Affairs
Office of National Drug Control Policy
Executive Office of the President
Washington, DC 20500
OFC: 202-467-9825
FAX:

Jill E. Korbin
Associate Professor
Department of Anthropology
Case Western Reserve University
Cleveland, OH 44106-7125
OFC: 216-368-2278 (direct)
216-368-2264 (office)
FAX: 216-368-5334

Joyce A. Ladner
Vice President Academic Affairs
Howard University
2400 6th Street SW
Washington, DC 20059
OFC: 202-806-2550
FAX:

Linda Lantieri
Coordinator
Resolving Conflict Creatively Program
163 3rd Avenue
New York, NY 10003
OFC: 212-260-3867
FAX: 212-

George Latimer
Director, Office of Special Actions
Department of Housing and Urban
Development
451 7th Street SW, Suite 10232
Washington, DC 20410
OFC: 202-708-1547
FAX: 202-708-3794

Roberta K. Lee
Professor, Community Health
University of Texas School of Nursing
University of Texas Medical Branch
Route J-29
1100 Mechanic, Room 4.201
Galveston, TX 77555-1029
OFC: 409-772-8312
FAX: 409-772-5864

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E. O. McAllister
Executive Director
Dade County Public Schools Police
6100 NW 2nd Avenue
Miami, FL 33127
OFC: 305-757-0514
FAX: 305-751-7626

Elizabeth H. McCann
Manager of Public Safety
1331 Cherokee Street, Room 302
Denver, CO 80204
OFC: 303-640-3141
FAX: 303-640-3377

Joan McCord
Department of Criminal Justice
Temple University
623 Broadacres Road
Narberth, PA 19072
OFC: 215-787-8080 (Temple).

P6(b)(6)
FAX: 215-787-3872 (o).
(h)

James Mercy
Chief of Epidemiology
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention
Mail Stop F36
4770 Buford Highway
Atlanta, GA 30341-3724
OFC: 404-488-4646
FAX: 404-488-4422

William Modzeleski
Director, Drugs, Planning, and Outreach Staff
Department of Education
400 Maryland Avenue SW
Room 1073 FOB6
Mail Stop 6123
Washington, DC 20202
OFC: 202-401-3030
FAX: 202-401-1069

Mark H. Moore
Kennedy School of Government
Harvard University
79 John F. Kennedy Street
Cambridge, MA 02138
OFC: 617-495-1113
FAX: 617-495-1972

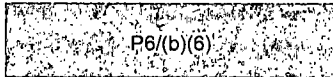
Gene Morrison
Office of Special Actions
Department of Housing and Urban Development
451 7th Street SW, Room 10232
Washington, DC 20410
OFC: 202-708-1547
FAX: 202-401-6725

Hon. George Napper, Jr.
Commissioner
Children and Youth Services
878 Peachtree Street NE
Atlanta, GA 30309-9844
OFC: 404-894-5929
404-657-2400
FAX: 404-853-9004

Hon. Richard Neal
Commissioner of Police
City of Philadelphia
Police Administration Building
8th & Race Streets, Room 314
Philadelphia, PA 19106
OFC: 215-686-1776
FAX: 215-625-0612

Mary Nelson
President
Bethel New Life, Inc.
367 N. Karlov
Chicago, IL 60651
OFC: 312-826-5540
FAX:

Hon. John Norquist
Mayor



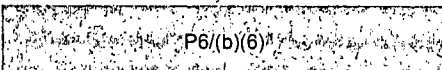
OFC: 414-286-2200
FAX: 414-278-3191

Judge Thomas K. Peterson
Circuit Court Juvenile Division
3300 NW 27th Avenue, Room 210
Miami, FL 33142
OFC: 305-638-6873
FAX: 305-638-6042

Albert J. Reiss, Jr.
Department of Sociology
Yale University
P.O. Box 9277
New Haven, CT 06533
OFC: 203-432-3321
FAX: 203-432-5772

Hon. Edward G. Rendell
Mayor
City Hall, Room 215
Philadelphia, PA 19107
OFC: 215-686-2181
FAX: 215-686-2180

William Ritter
District Attorney



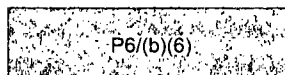
OFC: 303-640-5739
FAX: 303-640-3180

Laurie Robinson
Associate Deputy Attorney General and
Acting Assistant Attorney General for the
Office of Justice Programs
Department of Justice
633 Indiana Avenue, NW, Room 1300
Washington, DC 20531
OFC: 202-307-5933
FAX: 202-514-7805

Domingo Rodriguez
Vice President
Chicanos por la Causa
1112 East Buckeye Road
Phoenix, AZ 85034
OFC: 602-257-0700
FAX: 602-256-2740

Jeffrey Roth
Abt Associates
4800 Montgomery Lane, Suite 600
Bethesda, MD 20814
OFC: 301-913-0543
FAX: 301-652-3618

Armando Ruiz



OFC: 602-268-4295
FAX: 602-276-5714

Robert J. Sampson
Department of Sociology
University of Chicago
1126 E. 59th Street
Chicago, IL 60637
OFC: 312-702-4290
FAX: 312-702-3788

Ellen Schall
Robert Wagner Graduate School of Public
Service
New York University
600 Tisch Hall
40 W. 4th Street
New York, NY 10012
OFC: 212-998-7440 (school), 212-998-
7420 (direct)
FAX: 212-995-4162

Hon. Kurt L. Schmoke
Mayor
250 City Hall
100 N. Holiday Street
Baltimore, MD 21202
OFC: 410-396-3835
FAX: 410-576-9425

Hon. Michael Schrunk
District Attorney
1021 S.W. 4th Street, Room 600
Portland, OR 97204
OFC: 503-248-3162
FAX: 503-248-3643

Hon. Stuart Sims
State's Attorney
Clarence Mitchell Courthouse Bldg.
110 N. Calvert Street
Baltimore, MD 21202
OFC: 410-396-4986
FAX: 410-539-5212

Laura Skaff
Assistant Commissioner
Social Services Administration
Minnesota Department of Human Services
444 Lafayette Road
St. Paul, MN 55155-3839
OFC: 612-297-8281
FAX: 612-297-4692

Michael Smith
President
Vera Institute of Justice, Inc.
377 Broadway
New York, NY 10013
OFC: 212-334-1300
FAX: 212-941-9407

David Stevenson
Office of the Under Secretary
Department of Education
400 Maryland Avenue SW
Washington, DC 20202
OFC:
FAX:

Mike Stiers
Division Chief, Investigative Services
Aurora Police Department
15001 East Alameda
Aurora, CO 80012
OFC: 303-341-8598
FAX: 303-341-8656

Donald Sykes
Director
Office of Community Services
Department of Health and Human Services
370 I'Enfant Promenade SW
Washington, DC 20447
OFC: 202-401-9333
FAX:

Marty Tapscott
Chief
Police Department
City Hall
900 E. Broad Street
Richmond, VA 23219
OFC: 804-780-6700
FAX: 804-644-1210

Hon. Paul Tauer
Mayor
Office of the Mayor
1470 South Havana
Aurora, CO 80012
OFC: 303-695-7015
FAX: 303-695-7123

Carl S. Taylor
Professor, School of Criminal Justice
Grand Valley State University
Allendale, MI 49401
OFC: 617-771-6586
FAX: 617-771-6571

Joyce N. Thomas
President
Center for Child Protection and Family
Support
714 G Street SE
Washington, DC 20003
OFC: 202-544-3144
FAX: 202-547-3601

Nancy Thompson
State of Nebraska
State Capitol
P.O. Box 94848
Lincoln, NE 68509-4848
OFC: 402-471-2526
402-471-2244
FAX:

Hon. Steve Thompson
Senate of Georgia
State Capitol
301 Legislative Office Building
Atlanta, GA 30334
OFC: 404-427-2600
404-656-0041 (capitol office)
FAX: 404-651-8503

Christy Visher
Science Advisor to the Director
National Institute of Justice

Department of Justice
633 Indiana Avenue NW, Room 845
Washington, DC 20531
OFC: 202-307-0694
FAX: 202-307-6394

Louie L. Wainwright
President and Chief Executive Officer
Wainwright Judicial Services
839 E. Park Avenue, Suite A
Tallahassee, FL 32301
OFC: 904-222-4886
FAX: 904-222-4701

Joel Wallman
Harry Frank Guggenheim Foundation
527 Madison Avenue
New York, NY 10022-4304
OFC: 212-649-4907
FAX: 212-649-5110

Dennis West
Director
Public Housing Authority
135 S.W. Ash
Portland, OR 97204
OFC: 503-228-2178
FAX: 503-228-4872

Hon. Dottie Wham
Colorado State Senate
State Capitol
Denver, CO 80203-1784
OFC: 303-866-4866
FAX: 303-698-0919

Cathy Spatz Widom
Director
Hindelang Criminal Justice Research
Center
State University of New York-Albany
135 Western Avenue
Albany, NY 12222
OFC: 518-442-5226
MSG: 518-442-5210
FAX: 518-442-5603

William Wiist
Houston Department of Health and Human
Services
8000 N. Stadium Drive
Houston, TX 77054
OFC: 713-794-9181
FAX: 713-798-0806



UNITED STATES DEPARTMENT OF EDUCATION

THE DEPUTY SECRETARY

To: Richard Riley, Ray Kahler, Mary Anne Schmitt, Bill Modzewleski, Eunice Henderson, Rod McCowan

From: M. Kumin

Re: Violence Conference Followup

D.C. Desk
Visit schools next week

Date: August 7, 1993

The panel discussion and call in segment of the violence conference were very successful in that we were able to reach a wide audience, convey our concern as an administration, and provide some examples of "things that work" in the communities.

I suggest we try to repeat it in other ways:

Have a similar panel in a nearby city (Philadelphia, Baltimore) where it would get some press attention. Locate the panel in a school, invite parents and community members, and arrange for call ins from other schools around the country.

Follow panel discussion with panel of young people, similar to the group that we had, either same night, or as a follow up.

Urge communities to have their own panel discussions.

Publish publication that people could send for -- a simple brochure that could be used in schools, doctors' offices, and other semi-public places.

Consider a parents' panel discussion, or students and parents.

It seems to me that this subject needs discussion, and that the solutions are difficult to find in legislation. Therefore, using television to convey the message and involving schools in the discussion may be a positive approach to a problem none of us fully understands.

Funding: Our corporate friends.

Other possibilities:

PBS to do a series -- recall their visit early in the administration and their high interest in education.

Media industry itself -- to sponsor something like this to improve its image.

Invite C-Span or CNN to cover it, though that can't be

assured.

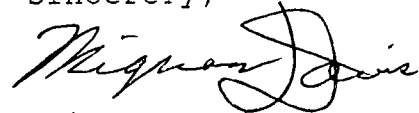
Make a tape of panel that could be sent to schools for their use; this would take professional direction and filming. Seek foundation sources, or other sources within government.

Would appreciate receiving your feedback. Let Diana Phillips know, and she'll get the word to me while I'm on vacation.

September 21, 1993

It is an honor to be here at another Goals 2000 Town Meeting. Attached is a paper on television violence I will be giving at an NIH conference tomorrow. I would appreciate a public reply from AAAS or National Geographic.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mignon Davis".

Mignon Davis

FOUNDATION

Jeri Eckhart (Found

PANEL MEETING TO REVIEW NIH RESEARCH ON
ANTI-SOCIAL, AGGRESSIVE AND VIOLENCE RELATED
BEHAVIORS AND THEIR CONSEQUENCES -- INFORMATION

Violence in Television

by

Mignon Davis

The telecommunications and finance subcommittee of the House Energy and Commerce Committee recently held a hearing on television violence and its impact on minorities. Newly confirmed Surgeon General Joycelyn Elders was well prepared with an array of statistics.

"Violence in America is a public health issue....
Homicide is the second leading cause of death among 15 to 24 year olds....In 1987 19.9 billion dollars was spent on physical and mental health....The average cost per year to keep an offender in prison is \$35,600."

When minorities or socioeconomic levels are calculated separately, these numbing costs skyrocket even higher. While the new surgeon general emphasized that violence in America was a complex problem with no simple solutions, she listed, among other things, easy access to firearms and violence on television as major causes of violent behavior. She urged partnerships with the media to help solve the problem.

Congressman Edward J. Markey is chairman of the subcommittee. He wants a \$3 computer chip on every television that would block violent programs with the push of a button. A senior member of the subcommittee, Congressman Carlos Moorhead, wants to block programs that portray offensive sexual behavior for families who teach sexual abstinence. Perhaps a second chip is warranted.

In my opinion, the race is on to see which state will be first to pass legislation for all new televisions sold, console and portable, to have these chips. Governor Schaefer of Maryland has already announced his support of a similar proposal. A computer chip is already available for the nation's 20 million deaf Americans to view closed caption programming. Surprisingly, immigrants have benefited greatly from this technology.

Immigrants are highly motivated to learn the english language through closed caption programming. Will parents be as motivated to regulate the television viewing of children? Increasingly, evidence shows that parents fall short in their responsibilities.

Wouldn't it be wonderful if the National Rifle Association joined the battle against television violence? If the NRA does not get vocal and visible against violence, the general public can assume that NRA is indifferent or even in support of violence. After all, violence, or the fear of it, does increase gun sales.

Authoritative references in the field of television viewing are so great in number that there needs to be an index book to references. One authority, George Comstock, has a listing of references extending from page 313 to 355 in his thirteenth and most comprehensive text, Television and the American Child published in 1991.

If the general public were asked to name the foremost authority on television viewing, the answer would likely be A. C. Nielsen and Company. However, in 42 pages of references, only two references are cited for A. C. Nielsen. This confirms my suspicion of the value of the Nielsen ratings. In fact, I believe the Nielsen ratings are part of the problem. The selection and duration of television programming should not be a popularity contest and should not be based on the greatest number of viewers. Quantity may be important to selling advertising, but another rating system is needed to satisfy the growing number of critics of television quality. Too many of Nielsen's top rated programs are those that depict behavior in conflict to that taught in most homes and certainly all schools. Violence and disrespect are rampant in Nielsen's top-rated television serials and movies. The company must change its focus if it is to survive the inevitable changes in the television industry. If network programs were rated by school teachers, the role models and lessons taught on television would compliment those in schools and churches.

The argument for this second rating system is strong. The amount of time children and teenagers in the United States spend with television has increased steadily since the medium was introduced in the late 1940's and early 1950's (Comstock et al., 1978; Lyle & Hoffman, 1972a; Nielsen, 1986; Schramm et al., 1961). By 1986, viewing by children ages 2 to 11 had increased to 28 hours per week (Comstock, 1991, p. 61, see graph). That is equal to the amount of time most children are in school. A child who misses school for illness, truancy, or suspension is likely to spend more time with the television than with teachers.

The film and television industries made a historic announcement on June 30, 1993 to address concerns about violence on television. For the first time, they admitted that violence on television was a factor in producing violence. If it is true that sick or troubled children spend more time under the influence of television than with teachers, no wonder violence in America has become a public health issue.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. report	Violence in Television (partial) (1 page)	09/22/1993	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7323

FOLDER TITLE:

[National Commission on Drug-Free Schools] [Binder] [1]

2011-0255-S

rc202

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

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P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

are still involved in concern about violence on television
and how it affects children and church ministries.
The fact that howl is the second leading cause of death in is
... .. in all
Americans. All Americans should be aware that the average cost
per year for violence is The American
insurance industry is one of this country's largest growing
industries. high
growth industries health, safety and insurance costs
... .. rules have
shocked. are his business. To a country
... .. are at war
with themselves and with the world. The whole world is reacting
... .. and don't
... .. can only be solved through
the commitment of cooperation and commitment of all of the
American people. Parents, teachers, and ministries have the
... .. and that the American
... .. should that
... .. believe that they have
... .. always. The
franchises. of the television
industry must be believe the
... .. an investor owned
... .. that
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"... .."
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9/22/93

DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of the Secretary

Washington, D.C. 20201

October 4, 1993

MEMORANDUM

TO : Interagency Working Group on Violence

FROM : Peter Edelman
Counselor to the Secretary

SUBJECT: Meeting Wednesday, October 6, 2:00 p.m., Deputy
Attorney General's Office, Department of Justice

I am looking forward to seeing all of you on Wednesday. I am attaching an updated version of the work plan for you to look at. It differs from the last version in five ways:

- It adds firearms as one of the working groups. HHS feels strongly that this is an issue deserving of interdepartmental consideration.
- It drops research as a subgroup under youth, contemplating that research will be an agenda item for all groups and subgroups.
- It moves media from being a youth subgroup to being a working group. Media should be an agenda item for every group and subgroup, but there are also over-reaching issues that a group working specifically on the media should address.
- It handles the issue of ages zero to three within the family group instead of the youth group.
- It mentions suicide, although it contemplates work by HHS on the issue.

We are of course open to comment on all of these items. I remind everyone to be prepared to hand in names of people from your agency for chairs, co-chairs, and members of the groups and subgroups.

See you Wednesday.

Attachment

DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of the Secretary

Washington, D.C. 20201

October 1, 1993

MEMORANDUM

TO: Violence Working Group

FROM: Philip Heymann and Peter Edelman

SUBJECT: Work Plan

The subject of our inquiry is physical harm that is inflicted intentionally or recklessly by people on other people. (Some policy work on suicide is going on within HHS, which perhaps can be added to our work product.)

Our deadline is the end of December. We need not produce an exhaustive set of recommendations by then, but rather a compilation that lends itself to good decision-making about next steps. We will, tentatively, make an interim report to the Domestic Policy Council in November, to get feedback and make mid-course corrections.

We are to produce both short-term and long-term ideas, so as to offer both guidance as to immediate steps and a blueprint for the next few years for policy development. We must seek ideas for immediate and visible leadership steps to speak out about and take action to reduce the wave of violence that is engulfing so many of our communities and creating such enormous uncertainty in people's lives. We need to pay attention to other relevant activity within the Administration, to avoid duplication. And we will want to find ways to tap the tremendous amount of expertise and information that exists around the country on the subject.

We will divide into six groups, on youth violence, family violence, intercommunal violence, sexual assault, firearms, and media. They are described more fully below. Each group will probably need to solicit outside advice and counsel in the course of its work, so it will need to think through at an early point its modus operandi for doing so.

Agenda for the Groups

All six groups will ask (with variations, as appropriate):

1. What is the current size and scope of the problem in the area they are looking at?

Page Two

2. What do we know about how it came to be the way it is?
3. What is being done to deal with it now by the federal government and by other institutions and actors?
4. What are appropriate remedies and what role should the federal government play with regard to those remedies? How can various parts of the federal government work together and how can the federal government as a whole work in partnership with others in the design and implementation of remedies?

When we talk about "remedies," the action items suggested by our work might include legislative proposals, ideas for reconfiguration of and interdepartmental cooperation among existing programs, leadership and speech ideas for the President and cabinet members, media and communications strategies of all kinds, and possibilities for action by institutions and individuals in other parts of American society.

The Department of Education suggests common themes for each inquiry: community-wide involvement, a variety of approaches, limited resources, a need for sufficient research, and a tension between the need for immediate concrete action and drawing up a comprehensive federal strategy. The ultimate aim of the effort will be a limited number of initiatives in the context of a strategy for a comprehensive federal effort.¹

5. What should the research and evaluation agenda be with regard to the problem set in question? Among other things, the research inquiry should be directed toward:

- identifying the risk factors and protective factors for the violence area in question, by analogy to those related to drugs and alcohol, with intervention strategies designed to take these factors into consideration; and

- collecting information on effective programs for use in the creation of other programs.

6. What sort of technical assistance do people need to design and implement relevant remedies in particular communities?

¹ The Department of Education suggests the following dissemination strategies: collaboration with other organizations on a national violence public awareness campaign; providing a resource guide to local communities; quarterly town hall meetings to showcase successful community efforts; and panel discussions of federal officials and community leaders over cable and satellite television, like the panel that was presented at the July 20-21 violence conference.

Angela Duran
690-6056

Page Three

Configuration of the Groups

The six groups, with an indication of our ideas as to which department or departments should be the lead or leads, will be:

1. Youth (Education, HHS, Labor) *Getting you now in long scale down*
2. Family, including child abuse, domestic violence (interspousal and interpartner), and elder abuse, and also including development and prevention issues for ages zero to three (HHS)
3. Intercommunal, including hate violence (Justice and HUD)
4. Sexual assault (Justice)
5. Firearms (Justice and HHS)
6. Media (Education and HHS)

*Interdepartmental
Initiative*

All departments are invited to participate in all groups, and we apologize for not creating a leadership role for all, but this seems to us to be the most workable approach.

Groups 2 through 6 will operate on a unitary basis, without subgroups (unless they see the need to subdivide after they begin their work). Youth is more complicated and will have five subgroups, which will be "steered" on an overall basis by the three youth co-chairs and chaired individually as indicated below:

a. Youth development (Labor, HHS, Education, but with the definite participation of people from all of the departments). This subgroup will have the discrete and specific task of coming up with an interdepartmental youth development initiative. The Labor Department has already begun interdepartmental conversations about the implementation of Youth Fair Chance, a program for which it has \$50 million in new fiscal 1993 funds. They have already met with some of the departments, including HHS and HUD. We can use this subgroup to explore the possibility that Youth Fair Chance can be supplemented with the participation of other departments and become the sort of comprehensive intervention many of us would like to see.

← b. Juvenile justice (Justice and HHS). The charge to this subgroup would at a minimum be a compilation of best practices regarding interventions in lieu of traditional incarceration or institutionalization and reintegration into the community following institutionalization. It might conceptualize some demonstrations, too.

← c. Schools (Education). Education would of course participate in both of the above groups, as well as others, but this group would

*(5 min.)
JOHN WILSON
302-5911*

*Bill Whiteley
401-3090*

Page Four

be particularly concerned with antiviolenace curricula and mediation and conciliation initiatives. The Dept of Ed is of course already working on these issues, so the purpose of the group would in effect be for them to get the advice and possible participation of other departments regarding programs in this area.

*Julie
Ragan*
d. Place (HUD). The responsibility of this subgroup would be ideas that strengthen places for which HUD takes responsibility. This is at least about public housing, although that may not be all it is about. The point is the same as with schools, i.e. HUD is undoubtedly already working on how to reduce youth violence in public housing, but it may be that the advice and participation of other departments would be of assistance.

e. Process (Justice). This group would be chaired by Shay Bilchik and would work, perhaps with Denver and Omaha as case examples of cities with which DOJ has already started to work, on conceptualizing a model planning process for communities to deal with youth violence, including an approach to simplifying the process of approaching the federal government for assistance in the youth area.

- Discussion of the issue emphasizing the theme of prevention.

+ Carol Pasco would like something in November and then December

- Empowerment / Enterprise zones

* More action oriented research

- Curves what IS known about size, relevance of existing programs.

- A clear understanding of people's programs that will enable us

Ready → Fire → Aim } government

* "non-defensive" about law enforcement

→ How do you quantify violence?

- What are the statistics?

- Distinction among violence and crime

→ Developing Group -

- Youth BUILD - Job Training

- I HAVE A DREAM GOES FROM SCHOOLS
TO PUBLIC HOUSING

- HUD IS WORKING ON SITE SPECIFIC WORK

- SOMEONE NEEDS TO PULL TOGETHER AND TELL
US ABOUT VIOLENCE AND YOUTH EMPOWERMENT

-



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE DEPUTY SECRETARY

MEMORANDUM

TO: VIOLENCE PREVENTION TASK FORCE MEMBERS
FROM: MICHELE CAVATAIO, SPECIAL ASSISTANT TO THE DEPUTY
SECRETARY
BILL MODZELESKI, DIRECTOR, DRUG-FREE SCHOOLS AND
COMMUNITIES PROGRAM
DATE: OCTOBER 18, 1993
SUBJECT: MEMBERSHIP LIST AND CHARGE

Thank you for participating on President Clinton's Interdepartmental Working Group on Violence. The group has been charged with the development of a report focusing on prevention measures to complement the law enforcement efforts outlined in the President's crime bill.

The task force defines violence as intentionally inflicted physical harm. There are a number of premises which will guide the group. Solutions based in neighborhoods and communities will be emphasized. Although national leadership and federal assistance are important, wide civic and citizen participation at all levels are essential. Other premises guiding the group are that a variety of approaches are necessary, since violence prevention is multidimensional and must be shaped by local strengths and weaknesses, and that resources are limited.

Peter Edelman, Counselor to the Secretary at the Department of Health and Human Services, has devised a strategy for the task force, which he and Philip Heyman, Deputy Attorney General at the Department of Justice, are leading with the Deputy Secretary of Education Madeleine Kunin. Four of the subgroups will be centered around types of violence. They are as follows: Youth (divided into Youth Development, Juvenile Justice, Schools, Place, and Process); Family; Intercommunal; and Sexual Assault. The other two subgroups will consider the cross-cutting issues of firearms and the media. Bill Modzeleski is co-chairing the Youth Development and chairing the Schools subgroup. Michele Cavataio is co-chairing the media and violence group. You will receive more detailed descriptions of the subgroups next week.

The task force's overall deadline is the end of December, with interim progress reports due November 12. Group and subgroup reports, approximately 20 pages in length, will be due December 10. The reports will address: 1) the size and scope of the problem; 2) current policies and programs; 3) proposed remedies; and 4) a research and evaluation agenda.

A list of other ED employees involved in the task force is attached to this memo. You will receive calls to schedule meetings from the chair of your subgroup. Please contact Michele at 401-1000 or Bill at 401-3030 if you have any questions. Thank you very much for your interest and cooperation.

CC: ASSISTANT SECRETARIES
ATTACHMENT

VIOLENCE PREVENTION TASK FORCE
WORKING GROUP LISTS
DEPARTMENT OF EDUCATION

I. Youth

A. Youth Development

- Co-Chair: Bill Modzeleski (OESE, 401-3030)
- Judy Wurtzel (OUS, 401-3281)
- Genevieve Cornelius (OESE, 401-0113)
- Gaynor McCowan (OS, 401-1120)
- Jackie Jenkins (OERI, 219-2239)

B. Juvenile Justice

C. Schools

- Chair: Bill Modzeleski (OESE, 401-3030)
- Jerry Whitlock (OPE, 708-9069)
- Oliver Moles (OERI, 219-2211)
- LeRoy Rooker (OHRA, 732-1807)
- Rosemary Fennel (OCR, 205-9220)

D. Place

- Deborah Rudy (OESE, 401-3030)

E. Process

- Bill Modzeleski (OESE, 401-3030)

II. Family

- Bill Modzeleski (OESE, 401-3030)
- Mary Jean Le Tendre (OESE, 401-1682)

III. Intercommunal

- Dan De Lacy (OCR, 205-5437)

IV. Sexual Assault

- Jerry Whitlock (OPE, 708-9069)
- Jennifer Wallace-Brodeur (ODS, 401-2932)

V. Firearms

- Deborah Rudy (OESE, 401-3030)

VI. Media

- Co-Chair: Michele Cavataio (ODS 401-1000)
- Tony Fowler (OIIA, 401-3673)

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750 - 1000 WORDS
New York Times Colverton
Supplement

OVERVIEW
OF
SCHOOL CRIME/VIOLENCE RELATED STATISTICS

During the past ten years, threats and injuries to students and theft and vandalism of student property have been on the rise. The number of weapons confiscated in schools has also increased. However, while most school administrators agree that school crime and violence has been on the increase, the exact rate of increase has been difficult to determine because of poor or non-existent record keeping. What we do know about school crime and violence essentially comes from several national, state-wide, and local surveys. Those surveys paint a rather bleak picture. They show:

- o Nearly 3 million thefts and violent crimes occur on or near school campuses every year. This equates to almost 16,000 incidents per school day or one every six seconds (1.9 million of these incidents are considered violent crimes--rape, robbery, and assault).

- o Nearly 20% of all students in grades 9-12 reported they had carried a weapon at least once during the 30 days preceding the survey. Knives or razors (55%) were carried significantly more often than clubs (24%) or firearms (20%) (The survey did not obtain information about whether the weapons were carried on school grounds). [YRBS]

- o Two percent of students had taken something to school to protect themselves from attack or harm at least once during a 6-month period. Objects for protection could have included weapons like a gun, knife, or brass knuckles, or things that could be used as weapons--razor blades, spiked jewelry, and other objects capable of hurting an assailant. [Justice/Bureau of Justice Statistics, 1991]

- o Nearly 8% of all students in grades 9-12 reported that during the 30 days preceding the survey they had been in at least one physical fight that resulted in an injury requiring treatment by a doctor or nurse (the extent to which physical fights occurred on school premises was not determined). [YRBS]

- o Fifteen percent of the students said their school had gangs, and 16% claimed that a student had attacked or threatened a teacher at the school. [BJS]

- o High school seniors were the least likely students to be crime victims. Ninth grade students were more likely to be crime victims than were students in all higher grades. [BJS]

o From 1980 through 1989, more than 11,000 persons died in the U.S. as a result of homicides committed by high school-aged youth using firearms, cutting instruments, or blunt objects. [FBI, UCR Supplementary Reports]

o Nearly one out of five public school teachers reported being verbally abused by students in the 30 days before the survey. Eight percent reported being physically threatened, while 2% reported being physically attacked during the year before the survey. Teachers in cities are more likely than teachers in other areas to be victims of verbal abuse and threats.[ED, Fast Response Survey]

o Homicide remains a major cause of death for blacks, regardless of gender or age. Homicides were the leading cause of death for black males aged 5 years and older. In each of the three age groups (5 to 9 years, 10 to 14 years, and 15 to 18 years) homicides accounted for 30%, 41%, and 62% of the total deaths, respectively. For females, homicides ranked as the leading cause of death in the 10 to 14 and 15 to 18 year old age groups, accounting for 36% and 32% of all deaths.

o The non-homicide death rate for the urban population showed a nominal 11% increase (nine year period), the homicide rate, however, showed a highly significant 252% increase over the same period (homicide went from about 18% of the total urban all-cause mortality rate to approximately 41%).

STUDENT VICTIMIZATION TRENDS

During the past eleven years, threats and injuries to high school seniors and theft and vandalism of their property have been on the rise.

	<u>1980</u>	<u>1985</u>	<u>1990</u>	<u>1991</u>
Threatened with a weapon	11%	15%	13%	16%
Threatened without a weapon	19%	26%	25%	26%
Theft of student's property	34%	39%	42%	42%
Injured with a weapon	5%	6%	6%	7%
Injured without a weapon	11%	14%	14%	15%
Vandalism/ students property	25%	27%	29%	28%

Percent of public school teachers who reported being
victimized by a student from their school in the following
ways, 1991:

	<u>Verbally</u>	<u>Threatened</u>	<u>Physical Attack</u>
All Schools	19%	8%	2%
City	28%	15%	3%
Suburb	17%	6%	3%

NCES/Teacher Survey

Keys to Excellence, Inc.

Ronald G. Kuhn
Phyllis R. Antonelli
Keys to Excellence, Inc.
26550 North Wrangler Road
Scottsdale, AZ 85255
602/585-3535

Since 1980, thousands of teenagers and adults across the United States, Canada and Australia have been empowered to create positive changes in their lives through **Keys to Excellence, Inc.** programs. Working with the belief that self-concept is at the core of human behavior and motivation, **Keys to Excellence, Inc.** has developed processes that enable individuals and groups to positively alter their self-concepts. These processes are presented in the curriculum, ***Keys to Innervision***.

The ***Keys to Innervision*** curriculum includes an adolescent video series, participant and facilitator manuals, a separate adult video series and a parenting component. The curriculum is specifically designed for at-risk adolescents and adults in juvenile and adult corrections agencies, school systems, drug treatment organizations and other groups that work with at-risk individuals. The curriculum is designed to change beliefs and behaviors that lead to drug use, dependency and criminal behavior.

Results of the program show that violence in institutions is reduced, student academic performances increase as students monitor their own behavior, staff turnover and use of sick leave are reduced, and staff training rises to a new standard of participation, enthusiasm and subsequent program implementation.

Ronald G. Kuhn, DMA, is founder and president, and Phyllis R. Antonelli, M.Ed., is vice president and training director of **Keys to Excellence, Inc.** They are the co-authors of and featured teachers on the ***Keys to Innervisions*** video curriculum. Since 1990, they have implemented the curriculum in hundreds of agencies across the United States. Together they wrote and produced the series, ***Focus on Alcohol***, and the adult curriculum, ***Unlocking your Natural Resources***.

National Association for Mediation in Education

Annette Townley
National Association for Mediation in Education
205 Hampshire House
University of Massachusetts
Amherst, MA 01003
413/545-2462

The National Association for Mediation in Education promotes the development, implementation and institutionalization of school- and university-based conflict resolution programs and curricula. Since its founding in 1984, the organization has grown from a small, informal network of people interested in teaching students conflict resolution skills to the primary national and international clearinghouse for information, resources, technical assistance and training in the field of conflict resolution.

Services provided by NAME include:

- Maintaining a clearinghouse for information;
- Distributing books, manuals and articles pertinent to the field;
- Providing a network of support for conflict resolution and peacemaking programs in the schools;
- Promoting the development of quality programs with multicultural perspectives;
- Building linkages with national educational associations;
- Supporting theory and research efforts that demonstrate the impact of conflict resolution programs in educational settings.

Since 1984, NAME has sponsored eight national conferences; sponsored training institutes and workshops; provided schools and communities around the world with information, resources and technical assistance on conflict resolution programs; produced numerous publications; developed a strong membership organization and published a bi-monthly newsletter, *The Fourth R*.

Annette Townley, M.Ed., is the executive director of the National Association for Mediation in Education and a coauthor of *Peaceful Persuasion*, a technical assistance manual for college administrators interested in starting a mediation program on campus. She is also the coauthor of *Waiting for Mr. Stone*, a curriculum and video which examine intercultural dispute resolution in an educational setting.

Office of Violence Prevention

Selena M. Respass
Office of Violence Prevention
Massachusetts Department of Public Health
150 Tremont Street
Boston, MA 02111
617/727-1246, ext. 30

The Massachusetts Department of Public Health's Office of Violence Prevention was established to coordinate and expand violence prevention programs and activities designed to reduce interpersonal violence and intentional injury. The objectives of the office include:

- To coordinate and strengthen existing violence prevention activities within the department and other state agencies;
- To promote and support the development of comprehensive community-based violence prevention initiatives with Massachusetts cities and towns;
- To disseminate information about violence prevention initiatives to the general public, schools, public health and public safety professionals, and health care providers on national and local levels; and
- To increase the capacity of the department and other state agencies to address violence and intentional injury as a public health issue through existing programs and grant writing activities.

The Office of Violence Prevention has recently produced three products to assist Massachusetts communities in developing violence prevention programs: *Violence Prevention Program Guidelines*; *Statewide Violence Prevention Program Directory*; and *Update of the Violence in Massachusetts: The Epidemiology of Weapons in Massachusetts*.

Planned for Spring 1994, the "Words Not Weapons" campaign will encourage high school students throughout the state to pledge to not bring weapons to school. Students will also receive training in conflict resolution, mediation and peer leadership and will then share these skills with middle and elementary school students.

Selena Respass is director of the Massachusetts Department of Public Health's Office of Violence Prevention. In this position, Ms. Respass coordinates and promotes violence prevention activities throughout the state, keeping communities and local, state, federal and national agencies informed about the department's violence prevention initiatives.

Project BREGA

Irene Melendez
Project BREGA
BCD Cooperative Plaza
Suite 905 B
623 Ponce de Leon Avenue
Hato Rey, Puerto Rico 00917
809/789-5612

Project BREGA strives to prevent youth involvement in criminal gang and drug activity. BREGA, a slang Spanish word meaning "to deal with or handle," stands for Betterment of Resources and Effort for Gang Alternatives. A consortium of 11 public and private agencies works together, dedicating their own resources as well as assisting in the development of additional resources through federal grants.

More than 250 youths, ages eight to 16 years old, participate in the program. Project BREGA operates in 10 lower income communities in Ponce, Puerto Rico, which has traditionally been associated with high rates of criminal gang activity.

Strategic components of the program include the "godparent" project, in which volunteer healthy families are paired with at-risk families; a parenting school offering classes to improve parenting skills; dropout tutoring programs; a "veterans" program for former gang members; a mentoring program in which community youth leaders provide peer counseling to at-risk youth; DARE (Drug Abuse Resistance Education); "Youth of the Month Awards" in which the Manufacturers Association of Puerto Rico recognizes one young person each month for meritorious effort and goal achievement; the Salsa Ballet Troupe, a cultural arts program operated by the city government; and the Community Theatre Group, developed and operated by a local actor/producer.

Irene Melendez, Ed.D., is president of RESOURCES, Inc., a private consulting firm for evaluation of federal programs and grant development. RESOURCES, Inc. has been the external evaluator for Project BREGA for the past three years and will continue in this effort. Dr. Melendez received her doctoral degree in education administration from the International Graduate School of St. Louis of Washington University and her master's in social work from the University of Puerto Rico.

Trenton Safe Havens Program

John T. Bailey
Trenton Safe Havens Program
Department of Recreation, Natural Resources and Culture
319 East State Street
Trenton, NJ 08608
609/989-3154

Weed and Seed is a pilot program aimed to reduce illegal crimes and drugs and revitalize communities through alternatives and opportunities for education, recreation, cultural, social and economic programs. This approach unites community organizations, social service providers and the criminal justice system in partnership with people in the community to remove crime and violence and rebuild social institutions and family life.

Through the Department of Recreation, Natural Resources and Culture, the Trenton Weed and Seed program operates four **Safe Haven** sites. Each of the Safe Havens sites provide children and young adults alike opportunities to discover new hobbies and activities. The sites are open daily after school, evenings and Saturdays. Arts and crafts, basketball, tutoring and homework assistance, dance and swimming are just a sample of the activities offered. Safe Haven staff often arrange special events including the Mayor's Earth Day Clean-Up program, a poster contest sponsored by the Mercer County Prosecutor's Office and a trip to a professional basketball game. These opportunities provide experiences that enrich and expand youngsters' horizons and help build their self-confidence.

The Safe Haven sites also serve as meeting places for numerous community meetings and activities. Future goals for the Safe Havens include active involvement in neighborhood development activities and building partnerships with area businesses and community organizations.

John T. Bailey is project director for the Trenton Weed and Seed program, a federally-funded, community-based strategy for fighting crime, drug abuse and gang activities. Mr. Bailey serves as the Weed and Seed program liaison with state and federal agencies. He previously served in Denver, Colorado, as executive director of the Salvation Army Red Shield Community Center, public relations director for the Girl Scouts Mile Hi Council and executive director of the Joint Effort Youth Foundation. Mr. Bailey also played professional basketball in the American Basketball Association.

Turn Off the Violence

Rose Griep
Turn off the Violence
P.O. Box 27558
Minneapolis, MN 55427
612/593-8041

Turn off the Violence is a coalition of Minnesota organizations working together to reduce violence by educating people about how to resolve conflict without violence. The campaign, which began in 1991, has a two-fold approach. First, citizens are encouraged to take a closer look at what they are choosing for entertainment and to consider that violence for the sake of violence should not be entertaining. The second approach is to provide the opportunity for people to learn conflict resolution skills to enable them to solve interpersonal problems without resorting to violence.

The project is guided by the National Crime Prevention Council's Foundation for Action Principles, asserting that crime prevention:

- is everyone's business.
- is more than security.
- is a responsibility of all levels of government.
- is linked with solving social problems.
- is cost-effective.
- requires a central position in law enforcement.
- requires active cooperation among all elements of the community.
- requires education.
- requires tailoring to local needs and conditions.
- requires continual testing and improvement.
- improves quality of life for every community.

Rose Griep is a crime prevention specialist for the city of Fridley, Minnesota. In this role, she functions as a liaison between the police department and the four elementary schools located in Fridley. She coordinates crime prevention programs, which include discussions about personal safety, nonviolent conflict resolution, self-care skills, theft, vandalism and bike safety for children in grades K- 4. Ms. Griep is currently president of the Minnesota Crime Prevention Officers Association and chair of the Education Committee for Turn Off the Violence. She is also a volunteer mediator for Mediation Services of Anoka County.

SAFE SCHOOLS
James P. Timilty Middle School
Roxbury, Massachusetts

Timilty was considered one of the worst schools in Boston when a group of Timilty students, assisted by teachers, sponsored a forum to discuss strategies for ending violence. Student councils from eight schools attended and agreed that conflict resolution be offered as part of middle school curriculum and that all students and staff to make a written commitment to end violence.

With violence under control, Timilty was able to concentrate on improving academic achievement. It implemented "Project Promise," which adds 90 minutes of reading and math instruction four days a week -- more than double the time students in most schools spend on these subjects. In addition, students are dismissed early on Fridays, giving faculty time to work together and plan interdisciplinary themes and next week's instruction. The results have been the highest reading and math scores in Boston Middle Schools for the last five years.

Other innovations are under way as well. The school has four self-governing clusters of 80 - 100 students, each led by a team of nine teachers who design and offer interdisciplinary instruction together. Parents serve on Timilty's management council. A staff member works half-time on parent outreach. Doctors, nurses, and engineers from Massachusetts General Hospital help students with science projects and career exploration. Three new summer programs have been added to provide continued academic instruction and community service to the elderly in the vicinity of Timilty. An adult literacy program has been developed to assist Spanish speaking parents and has been very successful.

Contact: Roger Harris, principal
 James P. Timilty Middle School
 205 Roxbury Street
 Roxbury, Massachusetts 02119
 (617) 635-8109

Boys and Girls Club of America

Robbie Callaway
Boys & Girls Clubs of America
Government Relations Office
611 Rockville Pike, Suite 230
Rockville, MD 20852
301/251-6676

The Boys & Girls Clubs of America is a national nonprofit youth organization providing support services to 1,460 Boys & Girls Club facilities. Through these local clubs, more than 1.84 million young people are provided with opportunities for personal growth and achievement. Boys & Girls Clubs of America is the only nationwide youth agency with a primary mission of service to young people from disadvantaged circumstances. Approximately 71 percent of club members live in urban areas, and 66 percent come from families with annual incomes under \$15,000.

Boys & Girls Clubs of America provides the following services to local clubs:

- Program research and development;
- Personnel recruitment and training;
- Training in fund raising, marketing and communications;
- Building design, construction and maintenance assistance;
- Evaluation of club effectiveness and compliance with national standards; and
- Assistance to volunteer leaders interested in establishing new clubs.

Every club is a professionally staffed, fully equipped facility with daily programs that promote the health as well as the social, educational and character development of boys and girls ages six to 18. Programs are designed to make a positive impact on young lives by building self-esteem and encouraging the development of values and skills during critical periods of childhood growth. Each club is a private, nonprofit agency with policy set by a volunteer board whose members are local residents.

Robbie Callaway is the assistant national director for Government Relations for Boys & Girls Clubs of America. He served on the Maryland Governor's Juvenile Justice and Delinquency Advisory Committee from 1976 to 1988. In addition, Callaway played a key role in creating and developing the National Center for Missing and Exploited Children and currently serves on the board of directors as vice chairman.

Institute for Juvenile Research

Patrick Tolan
Institute for Juvenile Research
University of Illinois at Chicago
907 South Wolcott (M/C747)
Chicago, IL 60612
312/413-1763

The **Institute for Juvenile Research**, a division of child psychiatry in the University of Illinois School of Medicine, is a multidisciplinary organization dedicated to serving urban children and their families through service, training of mental health professionals and advancing knowledge through research. IJR was founded as the first child guidance clinic in the United States and was an outgrowth of the first juvenile court.

Among the projects conducted at the Institute is a comprehensive review of programs aimed at preventing or curtailing adolescent violence. The review, sponsored by the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, examined available information on existing programs to evaluate what works in response to youth violence. In particular, researchers identified programs that have empirical evidence of effectiveness and approaches that seem most promising. One major finding of the study is that most interventions have not been evaluated in any substantive manner, and those that have been evaluated are not necessarily the most needed programs.

The evaluation outlines a taxonomy of types of violence and approaches to intervention that considers the full range of violent acts that occur in our society. Many of the interventions used at this time focus on only one type of violence—predatory—and may overemphasize the importance of individual characteristics. Exemplary programs and recommendations for future evaluations, programming and policies were identified in the review.

Patrick Tolan, Ph.D., is associate professor in the departments of Psychiatry and Psychology at the University of Illinois at Chicago. He is also director of Research at the Institute for Juvenile Research. His research focuses on prediction and prevention of antisocial behavior among inner-city children.

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COMMITTEE ON LABOR AND
HUMAN RESOURCES
WASHINGTON, DC 20510-6300

September 14, 1993

The Honorable Madeleine Kunin
Deputy Secretary
Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Deputy Secretary:

On behalf of the Subcommittee on Education, Arts and Humanities, I would like to invite you to testify at a hearing on school safety, "Recess from Violence: Making our Schools Safe". The hearing will be held at 2:00 p.m. on Thursday, September 23, in room 430 of the Dirksen Senate Office Building.

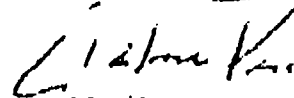
Your commitment to and interest in school violence represents the federal leadership and guidance we need to ensure the safety of our schoolchildren across the nation. I am hopeful that The Safe Schools Act of 1993 will provide the initial step toward achieving safe and drug-free schools and communities. We look forward to gaining your insight with respect to this most important issue.

If possible, please have a member of your staff deliver 50 copies of your testimony to Dirksen 648 by 10:00 a.m. on Wednesday, September 22. Should you have any questions concerning this hearing, please contact Margaret Smith of the Education Subcommittee staff at (202) 224-7666.

I look forward to your testimony, and hope you will be able to participate.

With warmest regards.

Ever sincerely,



Claiborne Pell
Chairman
Subcommittee on Education,
Arts and Humanities

HEARING

Subcommittee on Education, Arts and Humanities

RECESS FROM VIOLENCE: MAKING OUR SCHOOLS SAFE

September 23, 1993 2:00 p.m.
Dirksen Senate Building
Room 430

Panel 1

The Honorable Madeleine Kunin
Deputy Secretary
U.S. Department of Education
Washington, D.C.

Mrs. Jettie Tisdale
Principal
The Longfellow School
Bridgeport, CT

Miss Mia Robinson, age 12
Student--from D.C.

Panel 2

Dr. Ronald D. Stephens
Executive Director
National School Safety Center
Weslake Village, CA

W. Rodney Hammond, PhD
Associate Professor & Assistant Dean
School of Professional Psychology
Wright State University
Dayton, OH

Mr. Tom Roderick
Executive Director
Educators for Social Responsibility
Metropolitan Area
New York, NY

Ms. Beverly Watts-Davis
Executive Director
San Antonio Fighting Back
San Antonio, TX

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TESTIMONY

OF THE HONORABLE MADELEINE M. KUNIN

BEFORE THE

COMMITTEE ON LABOR AND HUMAN RESOURCES

SEPTEMBER 23, 1993

GOOD AFTERNOON. MR. CHAIRMAN, AND MEMBERS OF THE SUBCOMMITTEE ON EDUCATION, ARTS, AND HUMANITIES, SECRETARY RILEY AND I WANT TO THANK YOU FOR THE OPPORTUNITY TO TALK WITH YOU ABOUT HOW WE CAN WORK TOGETHER TO MAKE OUR SCHOOLS "SAFE, DISCIPLINED, AND DRUG-FREE."

THIS HEARING COMES AT A VERY OPPORTUNE TIME--THE BEGINNING OF A NEW SCHOOL YEAR. A TIME WHEN MILLIONS OF CHILDREN GO OFF TO SCHOOL, MANY FOR THE FIRST TIME, WITH HIGH EXPECTATIONS AND A GREAT SENSE OF EXCITEMENT. A TIME WHEN TRADITIONALLY MILLIONS OF PARENTS TURN THEIR MINDS TO PREPARING THEIR CHILDREN FOR THE FIRST DAY OF SCHOOL SHOPPING FOR CLOTHES, SHOES, AND NOTEBOOKS, OFTEN SACRIFICING TO ENSURE THAT THEIR CHILDREN HAVE WHAT THEY NEED. AND, IT IS A TIME WHEN TEACHERS AND ADMINISTRATORS ANXIOUSLY AWAIT THE ARRIVAL OF A NEW CLASS OF STUDENTS KNOWING THAT EDUCATION HOLDS THE KEY TO OPPORTUNITY AND SUCCESS FOR OUR CHILDREN.

THE BEGINNING OF EVERY SCHOOL YEAR ALSO BRINGS THE EXPECTATION--OF STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, AND CITIZENS--THAT OVER THE COURSE OF THE SCHOOL YEAR STUDENTS WILL BE ABLE TO ATTEND A SCHOOL WHERE THEY WILL GROW SOCIALLY AND INTELLECTUALLY WHILE LEARNING THE SKILLS NECESSARY TO SUCCEED IN OUR SOCIETY.

BUT, THIS YEAR THINGS ARE DIFFERENT. OUR CHILDREN AND PARENTS ARE INCREASINGLY WORRIED ABOUT SAFETY. IN RECENT YEARS THE

OPENING OF SCHOOL SIGNALS NOT ONLY THE TRADITIONAL START OF THE FORMAL LEARNING CYCLE, IT ALSO REPRESENTS THE START OF THE WORRYING CYCLE: WORRYING NOT ONLY ABOUT WHETHER A CHILD IS GOING TO DO WELL IN SCHOOL, BUT ALSO WHETHER A CHILD WILL GET TO SCHOOL AND THROUGH A SCHOOL DAY WITHOUT BEING THREATENED, BEATEN, ASSAULTED, INTIMIDATED, OR EVEN KILLED; WORRYING ABOUT WHETHER THE NEXT PHONE CALL WILL BE FROM THE SCHOOL, OR FROM THE POLICE OR THE EMERGENCY ROOM.

AND PARENTS--BE THEY FROM URBAN, SUBURBAN, OR RURAL SCHOOL DISTRICTS OR AFFLUENT OR POOR DISTRICTS--HAVE EVERY RIGHT TO BE WORRIED, FOR THE FACT IS THAT MANY OF OUR SCHOOLS ARE UNSAFE.

IN TOO MANY OF OUR SCHOOLS GANG ACTIVITY, STEALING, VANDALISM, THEFT, AND SEXUAL HARASSMENT AND ASSAULT HAVE BECOME REGULAR, EVERYDAY OCCURRENCES. WEAPONS ARE COMMONPLACE, INCLUDING GUNS. IT IS CLEAR THAT EDUCATION AND VIOLENCE DO NOT MIX, AND THAT WE CANNOT ASK PARENTS TO ACCEPT VIOLENCE AS AN OCCUPATIONAL HAZARD OF SENDING THEIR CHILD TO SCHOOL.

IN THE FEW WEEKS SINCE SCHOOL OPENED WE HAVE ALREADY SEEN GUNS BROUGHT INTO SCHOOL, A SCHOOL BUS DRIVER DYING AFTER AN ALTERCATION WITH STUDENTS, A STUDENT KIDNAPPED WHILE WAITING FOR A BUS TO GO TO SCHOOL, AND A STUDENT SHOT AND KILLED IN A SCHOOL CAFETERIA. LET ME GIVE YOU A FEW EXAMPLES OF INCIDENTS THAT HAVE ALREADY OCCURRED:

O NEW SALEM, PA (SEPTEMBER 1993): AN 11-YEAR OLD GIRL WAS ABDUCTED FROM A SCHOOL BUS STOP AT KNIFE POINT AND TIED TO TREE WHERE SHE STAYED FOR MORE THAN TWO DAYS UNTIL SHE WAS ABLE TO FREE HERSELF. THE CHILD THEN WALKED FIVE MILES AND HID IN THE WEEDS OVERNIGHT BEFORE MAKING IT TO A TRAILER HOME AND CALLING HER MOTHER.

O FAIRFAX COUNTY, VIRGINIA (SEPTEMBER 1993): A 14-YEAR OLD STUDENT WAS CHARGED WITH CARRYING A CONCEALED WEAPON--A .25 CALIBER PISTOL--AT ANNANDALE HIGH SCHOOL.

O WASHINGTON, D.C. (SEPTEMBER 1993): A 14-YEAR OLD DISTRICT YOUTH WAS HELD ON CHARGES THAT HE AND ANOTHER YOUNG MALE ALLEGEDLY FIRED AT LEAST 15 SHOTS OUTSIDE SHAW JUNIOR HIGH SCHOOL AS CLASSES ENDED. NO ONE WAS INJURED BUT ON THE SECOND DAY OF CLASSES THE INCIDENT KEPT STUDENTS RUNNING FOR COVER.

O ATLANTA, GEORGIA (SEPTEMBER 1993): A NINTH-GRADE STUDENT DIED AFTER BEING SHOT IN A CROWDED LUNCHROOM AT ATLANTA'S HARPER HIGH SCHOOL BY ANOTHER STUDENT WITH WHOM HE HAD BEEN FEUDING FOR MONTHS. ANOTHER 10-GRADER WAS WOUNDED IN THE SHOOTING. THE MURDERED YOUTH WAS SHOT WITH A .22-CALIBER HANDGUN THAT WAS OBTAINED FROM HOME. ABOUT 150 STUDENTS WERE IN THE CAFETERIA WHEN THE SHOOTING OCCURRED.

O BOCA RATON, FLORIDA (SEPTEMBER 1993): A 53-YEAR OLD SCHOOL BUS DRIVER DIED OF AN APPARENT HEART ATTACK HOURS AFTER FIGHTING WITH FOUR MIDDLE SCHOOL STUDENTS OVER THROWING AN EARRING ON THE SCHOOL BUS. THE DRIVER COMPLETED HIS ROUTE AFTER THE ALTERCATION AND HE WAS FOUND DEAD IN HIS BUS THE NEXT DAY. THE STUDENTS WERE SUSPENDED FOR AT LEAST 10 DAYS PENDING A FURTHER INVESTIGATION.

O LOS ANGELES, CALIFORNIA (SEPTEMBER 1993): A 15-YEAR OLD BOY, AN INNOCENT BYSTANDER TO AN ARGUMENT, WAS SHOT AND CRITICALLY WOUNDED AT DORSEY HIGH SCHOOL AS CLASSES RESUMED FOR THE NEW SCHOOL YEAR. THE SHOOTING OCCURRED AS 2,000 STUDENTS WERE QUEUING UP TO REGISTER FOR CLASSES. THE BOY WAS SEEKING A PERMIT TO TRANSFER TO DORSEY FROM HIS HOME SCHOOL IN CENTRAL LOS ANGELES WHEN AN ARGUMENT BETWEEN THREE YOUTHS AND ANOTHER STUDENT BROKE OUT. THE THREE YOUTHS LEFT, THEN RETURNED AND SHOT THE BOY. METAL DETECTORS WERE AVAILABLE BUT WERE NOT USED.

O DALLAS, TEXAS (SEPTEMBER 1993): A 15-YEAR OLD STUDENT WAS FATALLY SHOT BY A FELLOW STUDENT IN A CROWDED HALLWAY AT ROOSEVELT HIGH SCHOOL. THE STUDENT WAS SHOT AT POINT BLANK RANGE IN WHAT POLICE CALL A CONTINUING DISPUTE. A 16-YEAR OLD YOUTH WAS ARRESTED FOR THE KILLING.

IF PRIOR YEARS ARE ANY INDICATION OF WHAT WE CAN EXPECT IN THIS COMING SCHOOL YEAR, THE INCIDENTS CITED ABOVE CAN BE EXPECTED TO

BE REPEATED OVER AND OVER AGAIN. BEFORE THIS SCHOOL YEAR IS OUT WE CAN EXPECT TO SEE:

O MORE STUDENTS FEARFUL OF GOING TO SCHOOL OR TRANSFERRING SCHOOLS BECAUSE OF FEAR OF VIOLENCE.

A RECENT SURVEY OF TEENS FOUND THAT OVERALL 37 PERCENT OF STUDENTS DON'T FEEL SAFE IN SCHOOL. THIS IS DOUBLE THE NUMBER FOUND IN A SIMILAR SURVEY USA WEEKEND CONDUCTED IN 1989. THE SURVEY ALSO FOUND THAT 50 PERCENT OF STUDENTS KNOW SOMEONE WHO SWITCHED SCHOOLS TO FEEL SAFER; 43 PERCENT OF PUBLIC SCHOOL KIDS AVOID SCHOOL RESTROOMS; 20 PERCENT AVOID HALLWAYS; AND 45 PERCENT AVOID THE SCHOOL GROUNDS. (USA TODAY WEEKEND AUGUST 13-15, 1993).

O MORE WEAPONS BEING TAKEN FROM STUDENTS, SOME AS YOUNG AS 7 AND 8 YEARS OLD.

ANOTHER RECENT SURVEY FOUND THAT 59 PERCENT OF THE STUDENTS SURVEYED NATIONWIDE SAID GUNS WERE EASILY OBTAINABLE, WHILE 35 PERCENT SAID IT WOULD TAKE THEM LESS THAN 60 MINUTES TO GET ONE. THE SURVEY FOUND THAT MORE THAN ONE IN FIVE (22 PERCENT) OF THE STUDENTS CLAIMED THAT THEY CARRIED A WEAPON TO SCHOOL DURING THE LAST SCHOOL YEAR (SURVEY CONDUCTED BY THE LOUIS HARRIS CORPORATION, PREPARED FOR THE HARVARD SCHOOL OF PUBLIC HEALTH, JULY 1993). THIS SURVEY IS CONSISTENT WITH THE FINDINGS OF THE YOUTH RISK BEHAVIOR SURVEILLANCE SYSTEM OF THE CENTERS FOR DISEASE CONTROL WHICH

REPORTED THAT NEARLY 20 PERCENT OF ALL STUDENTS IN GRADES 9-12 SAID THEY HAD CARRIED A WEAPON AT LEAST ONCE DURING THE 30 DAYS PRECEDING THE SURVEY. MALE STUDENTS (31.5 PERCENT) WERE MUCH MORE LIKELY THAN FEMALE STUDENTS (8.1 PERCENT) TO REPORT HAVING CARRIED A WEAPON (1990-1991 YOUTH RISK BEHAVIOR SURVEILLANCE SYSTEM).

O MORE FIGHTS

NEARLY 8 PERCENT OF ALL STUDENTS IN GRADE 9-12 REPORTED THAT DURING THE 30 DAYS PRECEDING THE SURVEY THEY HAD BEEN IN AT LEAST ONE PHYSICAL FIGHT--THOUGH NOT ALWAYS AT SCHOOL--THAT RESULTED IN AN INJURY REQUIRING TREATMENT BY A DOCTOR OR NURSE (1990-1991 YOUTH RISK BEHAVIOR SURVEILLANCE SYSTEM).

O MORE GANGS

FIFTEEN PERCENT OF THE STUDENTS SAID THEIR SCHOOL HAD GANGS (BUREAU OF JUSTICE STATISTICS).

O MORE STUDENTS INJURED AND MORE STUDENTS BEING RAPED AND SEXUALLY ASSAULTED.

THE DEPARTMENT OF JUSTICE REPORTS THAT NEARLY 3 MILLION THEFTS AND VIOLENT CRIMES OCCUR ON OR NEAR SCHOOL CAMPUSES EVERY YEAR. THIS EQUATES TO ALMOST 16,000 INCIDENTS PER SCHOOL DAY OR ONE EVERY SIX SECONDS. 1.9 MILLION OF THESE INCIDENTS ARE CONSIDERED VIOLENT CRIMES AND THEY INCLUDE RAPE, ROBBERY, ASSAULT AND MURDER.

O MORE TEACHERS BEING ASSAULTED

NEARLY ONE OUT OF FIVE PUBLIC SCHOOL TEACHERS REPORTED BEING VERBALLY ABUSED BY STUDENTS IN THE 30 DAYS BEFORE THE SURVEY, EIGHT PERCENT REPORTED BEING PHYSICALLY THREATENED, AND TWO PERCENT REPORTED BEING PHYSICALLY ASSAULTED DURING THE YEAR.

O MORE STUDENTS KILLED

ALTHOUGH NATIONAL RECORDS ARE NOT KEPT, DATA FROM THE NATIONAL SCHOOL SAFETY CENTER INDICATES THAT APPROXIMATELY 30 PERSONS WERE KILLED IN SCHOOLS, ON THEIR WAY TO SCHOOLS, OR ON SCHOOL PROPERTY DURING THE LAST SCHOOL YEAR.

ALL OF US HERE TODAY SHARE THE BELIEF THAT THE EDUCATION OF OUR CHILDREN IS ESSENTIAL TO THE FULFILLMENT OF THE AMERICAN DREAM. WE CANNOT EDUCATE OUR CHILDREN IF THEY AND THEIR FAMILIES AND TEACHERS LIVE IN FEAR. WE CANNOT EDUCATE OUR CHILDREN UNLESS WE CREATE AN ENVIRONMENT THAT IS CONDUCIVE TO LEARNING--AN ENVIRONMENT THAT IS SAFE, DISCIPLINED AND DRUG-FREE. WITHOUT SUCH AN ENVIRONMENT CHILDREN CANNOT LEARN, TEACHERS CANNOT TEACH, AND PARENTS ARE RELUCTANT TO SEND THEIR CHILDREN TO SCHOOLS.

CREATING SUCH AN ENVIRONMENT WILL REQUIRE A NEW PARTNERSHIP BETWEEN THE FEDERAL GOVERNMENT AND OUR NATION'S SCHOOLS. AS WE HEARD REPEATEDLY AT THE RECENT VIOLENCE PREVENTION FORUM SPONSORED BY THE DEPARTMENTS OF EDUCATION, JUSTICE, HOUSING AND

URBAN DEVELOPMENT, AND HEALTH AND HUMAN SERVICES, WE CAN PREVENT VIOLENCE FROM OCCURRING IF EVERYONE JOINS TOGETHER ON BEHALF OF OUR CHILDREN. EVERY SEGMENT OF THE COMMUNITY--SCHOOLS, LAW ENFORCEMENT, SOCIAL SERVICES, BUSINESSES, CLERGY, PARENTS, AND STUDENTS--HAS A ROLE TO PLAY.

THE DEPARTMENT OF EDUCATION HAS A VITAL LEADERSHIP ROLE TO PLAY AS DO STATE EDUCATION AGENCIES, LOCAL EDUCATIONAL AGENCIES AND INTEREST GROUPS. TOGETHER WE MUST WORK TO DEVELOP PROGRAMS, POLICIES, AND PRACTICES AIMED AT PREVENTING VIOLENCE. TO ACCOMPLISH THIS ROLE WE FEEL IT IS ESSENTIAL TO PROVIDE ADEQUATE RESOURCES TO STATE EDUCATION AGENCIES AND LOCAL EDUCATION AGENCIES AND TO WORK COOPERATIVELY WITH OUR COLLEAGUES IN OTHER FEDERAL AGENCIES TO ENSURE THAT COMPREHENSIVE VIOLENCE PREVENTION PROGRAMS ARE DEVELOPED.

THE DEPARTMENT OF EDUCATION IS TAKING SEVERAL STEPS IN THIS DIRECTION. FIRST, WE HAVE DEVELOPED AND SUBMITTED THE SAFE SCHOOLS ACT FOR YOUR CONSIDERATION. THE BILL WOULD AUTHORIZE \$175 MILLION FOR GRANTS IN THE FIRST TWO YEARS, WITH 95 PERCENT OF THE MONEY GOING WHERE IT IS NEEDED MOST URGENTLY--TO LOCAL EDUCATIONAL AGENCIES WITH THE MOST SERIOUS CRIME, VIOLENCE, AND DISCIPLINE PROBLEMS, AS INDICATED BY SUCH PROBLEMS AS HIGH NUMBERS OF EXPULSIONS FROM SCHOOLS, REFERRALS TO ALTERNATIVE SCHOOLS, AND YOUTH UNDER THE SUPERVISION OF THE COURTS.

DISTRICTS WOULD BE REQUIRED TO: SUBMIT AN APPLICATION THAT INCLUDES AN ASSESSMENT OF THE CURRENT VIOLENCE AND CRIME PROBLEMS IN THE SCHOOLS; HAVE WRITTEN POLICIES REGARDING SCHOOL SAFETY, STUDENT DISCIPLINE, AND APPROPRIATE HANDLING OF VIOLENT OR DISRUPTIVE ACTS; AND HAVE A PLAN TO ESTABLISH A SCHOOL-LEVEL ADVISORY COMMITTEE TO ASSESS PROBLEMS AND DESIGN PROGRAMS. IN ORDER TO RECEIVE SECOND-YEAR FUNDING, THE GRANTEE WOULD SUBMIT A COMPREHENSIVE, LONG-TERM, SCHOOL SAFETY PLAN FOR COMBATTING AND PREVENTING SCHOOL VIOLENCE AND DISCIPLINE PROBLEMS.

GRANTS WOULD BE FOR UP TO \$3 MILLION PER YEAR AND WOULD BE AWARDED FOR A MAXIMUM OF TWO YEARS. RECIPIENTS COULD CONDUCT A VARIETY OF PREVENTION ACTIVITIES. FOR EXAMPLE, SCHOOLS COULD USE THEIR FUNDS TO:

- ASSESS SCHOOL VIOLENCE AND DISCIPLINE PROBLEMS;
- CONDUCT REVIEWS OF SCHOOL SAFETY OR VIOLENCE PREVENTION PROGRAMS, POLICIES, PRACTICES, AND FACILITIES;
- PLAN LONG-TERM STRATEGIES;
- CONDUCT COMMUNITY EDUCATION PROGRAMS;
- COORDINATE SCHOOL-BASED ACTIVITIES DESIGNED TO PROMOTE SCHOOL SAFETY; AND
- DEVELOP VIOLENCE PREVENTION ACTIVITIES SUCH AS CONFLICT RESOLUTION AND PEER MEDIATION.

THE EMPHASIS WILL BE ON COMMUNITY-WIDE ACTIVITIES BECAUSE WE KNOW THAT VIOLENCE DOES NOT STOP OR START AT THE SCHOOLHOUSE DOOR.

CONFRONTING THE PREVALENCE OF VIOLENCE IN THE HOME, THE MEDIA, THE STREET, AND THE COMMUNITY IS ESSENTIAL TO PREVENTING VIOLENCE IN THE SCHOOL. TO ENCOURAGE SCHOOLS TO USE A VARIETY OF MEANS TO ADDRESS VIOLENCE, THE BILL IMPOSES A CAP OF 5 PERCENT ON ADMINISTRATIVE COSTS, AND IT LIMITS COSTS FOR REMODELING FACILITIES, PURCHASING OR INSTALLING METAL DETECTORS, OR HIRING SECURITY PERSONNEL TO NO MORE THAN ONE-THIRD OF THE GRANT.

THE BILL ALSO SETS ASIDE 5 PERCENT OF THE FUNDING FOR THE DEPARTMENT OF EDUCATION TO CONDUCT RESEARCH AND PUBLIC AWARENESS PROGRAMS, AND PROVIDE TRAINING AND TECHNICAL ASSISTANCE.

IN ADDITION TO "THE SAFE SCHOOLS ACT," THE DEPARTMENT OF EDUCATION IS RECOMMENDING THAT, AS PART OF THE REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT BE EXPANDED TO PERMIT STATES AND LOCAL EDUCATIONAL AGENCIES TO USE THEIR FUNDS FOR BOTH DRUG AND VIOLENCE PREVENTION ACTIVITIES. WE RECOGNIZE THAT MANY OF THE RISK FACTORS THAT DRAW STUDENTS TO ALCOHOL AND DRUG USE ARE THE SAME RISK FACTORS ASSOCIATED WITH VIOLENT BEHAVIOR. ONE OF THE MOST EFFECTIVE MEANS TO COMBAT DRUG USE AND VIOLENCE IS THROUGH AN EXPANDED PROGRAM THAT PERMITS SCHOOLS TO ADDRESS BOTH PROBLEMS IN A COMPREHENSIVE FASHION.

IN ADDITION TO THESE TWO LEGISLATIVE INITIATIVES, OTHER ACTIVITIES ARE CURRENTLY UNDERWAY.

O THE DEPARTMENT HAS CO-SPONSORED A FORUM ON VIOLENCE PREVENTION IN CONJUNCTION WITH THE DEPARTMENT JUSTICE AND THE NATIONAL SCHOOL SAFETY CENTER. THE FORUM, "SAFEGUARDING OUR YOUTH: VIOLENCE PREVENTION FOR OUR NATION'S CHILDREN," WAS DESIGNED TO BRING TOGETHER A DIVERSE GROUP OF REPRESENTATIVES OF COMMUNITY ORGANIZATIONS TO EDUCATE ONE ANOTHER ABOUT YOUTH VIOLENCE PREVENTION AND TO IDENTIFY PROMISING STRATEGIES AND PROGRAMS. AN INTEGRAL PART OF THE FORUM WAS SECRETARY RILEY'S TOWN HALL MEETING ON VIOLENCE PREVENTION. THE TOWN HALL MEETING, WHICH REACHED 2000 COMMUNITIES ACROSS THE NATION, INCLUDED THE ATTORNEY GENERAL, THE SECRETARY OF HEALTH AND HUMAN SERVICES, AND THE DIRECTOR OF THE OFFICE OF NATIONAL DRUG CONTROL POLICY. THIS WAS THE FIRST TIME FOUR EXECUTIVE BRANCH AGENCIES JOINED FORCES TO PREVENT VIOLENCE. IT IS IMPORTANT TO NOTE THAT AFTER TWO DAYS OF MEETINGS THE GROUP AGREED ON SEVERAL KEY POINTS.

--THAT VIOLENCE IS A COMPLEX ISSUE THAT OFFERS NO SIMPLE SOLUTIONS. NO ONE PROGRAM OR STRATEGY IS GOING TO END VIOLENCE.

--THAT PREVENTION DOES WORK PROVIDED THAT A PREVENTION STRATEGY INVOLVES THE ENTIRE COMMUNITY AND ADDRESSES A VARIETY OF "RISK FACTORS" WHICH LEAD YOUTH INTO RISKY AND OFTEN VIOLENT BEHAVIORS.

- THE DEPARTMENT OF EDUCATION HAS TRANSFERRED FUNDS TO THE DEPARTMENT OF JUSTICE FOR THE DEVELOPMENT OF SAFE HAVENS IN 20 CITIES. THESE FUNDS, TOGETHER WITH FUNDS FROM THE DEPARTMENTS OF HOUSING AND URBAN DEVELOPMENT AND JUSTICE, ARE BEING USED TO KEEP SCHOOLS AND OTHER COMMUNITY FACILITIES OPEN AFTER SCHOOL HOURS. THESE LOCATIONS ARE KNOWN AS "SAFE HAVENS" BECAUSE THEY PROVIDE YOUTHS WITH A SAFE AND SECURE PLACE TO STAY WHEN THEY ARE NOT IN SCHOOL. THE SAFE HAVENS PROVIDE A VARIETY OF ACTIVITIES INCLUDING TUTORING, HOMEWORK ASSISTANCE, RECREATIONAL OPPORTUNITIES WHICH MAY INCLUDE THINGS SUCH AS BASKETBALL, DANCE, SWIMMING, AND ARTS AND CRAFTS, AND HEALTH SERVICES.
- IN COOPERATION WITH THE DEPARTMENT OF JUSTICE WE SUPPORT THE NATIONAL SCHOOL SAFETY CENTER. THE CENTER, LOCATED IN LOS ANGELES COUNTY, IS CURRENTLY THE ONLY NON-PROFIT ORGANIZATION IN THE COUNTRY THAT PROVIDES TRAINING AND TECHNICAL ASSISTANCE TO SCHOOLS IN CRIME AND VIOLENCE PREVENTION.
- THE DEPARTMENT OF EDUCATION RECOGNIZES THE IMPORTANCE OF WORKING WITH A HOST OF OTHER AGENCIES ON ISSUES RELATED TO VIOLENCE PREVENTION. EXAMPLES OF INTERAGENCY COORDINATION INCLUDE THE FOLLOWING:
 - EDUCATION IS REPRESENTED ON THE WEED AND SEED WORKING GROUP. THIS GROUP WHICH IS COMPRISED OF REPRESENTATIVES

OF SEVEN DIFFERENT AGENCIES MEETS ON A REGULAR BASIS TO DISCUSS THE OPERATION OF THE "WEED AND SEED" PROGRAM.

--ON AN INTERDEPARTMENTAL LEVEL WITHIN THE CLINTON ADMINISTRATION, WE HAVE FORMED A WORKING GROUP WITH THE DEPUTY ATTORNEY GENERAL AND THE COUNSEL TO THE SECRETARY OF HEALTH AND HUMAN SERVICES TO DEVELOP NEW STRATEGIES FOR VIOLENCE PREVENTION.

--EDUCATION IS REPRESENTED ON THE DEPARTMENT OF JUSTICE'S NATIONAL PERFORMANCE REVIEW TEAM. THE DEPARTMENT OF JUSTICE IS FOCUSING ITS NPR ON THE DEVELOPMENT OF A LABORATORY THAT WOULD EXAMINE HOW VARIOUS AGENCIES COULD BETTER USE THEIR RESOURCES TO DEVELOPMENT COMPREHENSIVE VIOLENCE PREVENTION PROGRAMS.

--EDUCATION IS WORKING CLOSELY WITH THE CENTERS FOR DISEASE CONTROL. IN ADDITION TO SHARING INFORMATION ON VIOLENCE PREVENTION ISSUES, WE ARE PROVIDING ASSISTANCE TO CDC ON THE DEVELOPMENT OF A SURVEY INSTRUMENT THAT WILL BE USED TO MEASURE SCHOOL POLICIES RELATING TO VIOLENCE AND DRUG USE.

--EDUCATION IS PROVIDING RESOURCES TO INSTITUTIONS OF HIGHER EDUCATION UNDER THE EARLY CHILDHOOD EDUCATION TRAINING PROGRAM TO ENABLE THEM TO ESTABLISH INNOVATIVE

PROGRAMS TO RECRUIT AND TRAIN STUDENTS FOR CAREERS IN COUNSELING CHILDREN (0-6) THAT HAVE BEEN AFFECTED BY VIOLENCE.

-- THE DEPARTMENT OF EDUCATION IS ALSO PROVIDING RESOURCES UNDER THE URBAN COMMUNITY SERVICE PROGRAM TO INSTITUTIONS OF HIGHER EDUCATION FOR WORK WITH PRIVATE AND CIVIC ORGANIZATIONS TO DEVISE AND IMPLEMENT SOLUTIONS TO PRESSING AND SEVERE PROBLEMS IN URBAN COMMUNITIES. PROGRAMS FUNDED UNDER THIS INITIATIVE CAN ADDRESS DRUG AND VIOLENCE PREVENTION. IN 1992, 17 INSTITUTIONS OF HIGHER EDUCATION RECEIVED FUNDING.

IN CONCLUSION, MR. CHAIRMAN, LET ME STATE THAT WE RECOGNIZE THAT MUCH MORE NEEDS TO BE DONE TO ENSURE THAT OUR CHILDREN ARE SAFEGUARDED. PASSAGE OF THE SAFE SCHOOLS ACT IS A FIRST STEP, IT IS NOT THE ONLY STEP. WE LOOK FORWARD TO WORKING CLOSELY WITH YOU TO SHAPE FEDERAL POLICIES THAT SUPPORT THE GROWTH OF HEALTHIER, SAFER, AND BETTER-EDUCATED CHILDREN. TOGETHER WE CAN CREATE AN ENVIRONMENT THAT MAKES IT POSSIBLE FOR OUR CHILDREN TO GROW AND LEARN SO THAT THEIR DREAMS AND THE EXPECTATIONS OF THEIR PARENTS ARE FULFILLED. THANK YOU FOR GIVING ME THE OPPORTUNITY TO EXPRESS THE COMMITMENT OF THE DEPARTMENT OF EDUCATION TO THIS IMPORTANT ENDEAVOR.

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C

Divider Title: _____

103D CONGRESS
1ST SESSION

H. R. 2455

To help local school systems achieve Goal Six of the National Education Goals, which provides that by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning, by ensuring that all schools are safe and free of violence.

IN THE HOUSE OF REPRESENTATIVES

JUNE 17, 1993

Mr. OWENS (for himself, Mr. SERRANO, Mr. SCHUMER, Mr. ENOEL, Mr. KLINK, Mr. PAYNE of New Jersey, Mrs. UNSOELD, Mr. REED, Mr. WILLIAMS, Mr. MARTINEZ, Mr. CLAY, and Mr. FALCOMA) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To help local school systems achieve Goal Six of the National Education Goals, which provides that by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning, by ensuring that all schools are safe and free of violence.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the "Safe Schools Act of
3 1993".

4 **SEC. 2. SAFE SCHOOLS PROGRAM AUTHORIZED.**

5 (a) **IN GENERAL.**—With funds appropriated under
6 subsection (b)(1), the Secretary of Education shall make
7 competitive grants to eligible local educational agencies to
8 carry out projects designed to achieve Goal Six of the Na-
9 tional Education Goals, which provides that by the year
10 2000, every school in America will be free of drugs and
11 violence and will offer a disciplined environment conducive
12 to learning, by helping to ensure that all schools are safe
13 and free of violence.

14 (b) **AUTHORIZATION OF APPROPRIATIONS AND RES-**
15 **ERVATION.**—

16 (1) **AUTHORIZATION.**—There are authorized to
17 be appropriated to carry out this Act \$75,000,000
18 for fiscal year 1994, \$100,000,000 for fiscal year
19 1995, and such sums as may be necessary for fiscal
20 year 1996 and each of the 2 succeeding fiscal years.

21 (2) **RESERVATION.**—From the sums appro-
22 priated to carry out this Act for any fiscal year, the
23 Secretary may reserve not more than 5 percent to
24 carry out national leadership activities under section

1 **SEC. 3. ELIGIBLE APPLICANTS.**

2 To be eligible to receive a grant under this Act, a
3 local educational agency shall demonstrate in its applica-
4 tion under section 4(a) that it—

5 (1) receives assistance under section 1006 of
6 the Elementary and Secondary Education Act of
7 1965 (20 U.S.C. 2712) or meets the criteria of
8 clauses (i) and (ii) of section 1006(a)(1)(A) of such
9 Act;

10 (2) serves an area in which there is a high rate
11 of—

12 (A) homicides committed by persons be-
13 tween the ages 5 to 18, inclusive;

14 (B) referrals of youth to juvenile court;

15 (C) youth under the supervision of the
16 courts;

17 (D) expulsions and suspensions of students
18 from school;

19 (E) referrals of youth, for disciplinary rea-
20 sons, to alternative schools; or

21 (F) victimization of youth by violence,
22 crime, or other forms of abuse; and

23 (3) has serious school crime, violence, and dis-
24 cipline problems, as indicated by other appropriate
25 data.

1 SEC. 4. APPLICATIONS AND PLANS.

2 (a) IN GENERAL.—In order to receive a grant under
3 this Act, an eligible local educational agency shall submit
4 to the Secretary an application that includes—

5 (1) an assessment of the current violence and
6 crime problems in the schools to be served by the
7 grant and in the community to be served by the ap-
8 plicant;

9 (2) an assurance that the applicant has written
10 policies regarding school safety, student discipline,
11 and the appropriate handling of violent or disruptive
12 acts;

13 (3) a description of the schools and commu-
14 nities to be served by the grant, the activities and
15 projects to be carried out with grant funds, and how
16 these activities and projects will help to reduce the
17 current violence and crime problems in the schools
18 and communities served;

19 (4) if the local educational agency receives Fed-
20 eral education funds, an explanation of how activi-
21 ties assisted under this Act will be coordinated with
22 and support any systemic education improvement
23 plan prepared with such funds;

24 (5) the applicant's plan to establish school-level
25 advisory committees, which include teachers, parents,
26 staff, and students, for each school to be served by

1 the grant and a description of how each committee
2 will assist in assessing that school's violence and dis-
3 cipline problems as well as in designing appropriate
4 programs, policies, and practices to combat those
5 problems;

6 (6) the applicant's plan for collecting baseline
7 and future data, by individual schools, to monitor vi-
8 olence and discipline problems and to measure its
9 progress in achieving the purpose of this Act;

10 (7) an assurance that grant funds under this
11 Act will be used to supplement and not supplant
12 State and local funds that would, in the absence of
13 funds under this Act, be made available by the appli-
14 cant for the purposes of the grant;

15 (8) an assurance that the applicant will cooper-
16 ate with, and provide assistance to, the Secretary in
17 gathering statistics and other data the Secretary de-
18 termines are necessary to determine the effectiveness
19 of projects and activities under this Act or the ex-
20 tent of school violence and discipline problems
21 throughout the Nation; and

22 (9) such other information as the Secretary
23 may require.

24 (b) SECOND YEAR REQUIREMENT.—In order to re-
25 ceive funds under this Act for the second year of a project,

1 a grantee shall submit to the Secretary its comprehensive,
2 long-term, school safety plan for combating and prevent-
3 ing school violence and discipline problems. Such plan
4 shall contain—

5 (1) a description of how the grantee will coordi-
6 nate its school crime and violence prevention efforts
7 with education, law-enforcement, judicial, health, so-
8 cial service, and other appropriate agencies and or-
9 ganizations serving the community; and

10 (2) if the grantee receives Federal education
11 funds to prepare a systemic education improvement
12 plan, an explanation of how the grantee's com-
13 prehensive plan under this subsection is consistent
14 with and supports such systemic education improve-
15 ment plan, if such explanation differs from that pro-
16 vided in the grantee's application.

17 SEC. 5. GRANTS AND USE OF FUNDS.

18 (a) DURATION AND AMOUNT OF GRANTS.—Grants
19 under this Act may not exceed—

20 (1) 2 years in duration; and

21 (2) \$3,000,000 for each year.

22 (b) USE OF FUNDS.—

23 (1) ACTIVITIES.—A local educational agency
24 may funds ded under section 2(a) for 1 or
more of the following activi

1 (A) Identifying and assessing school vio-
2 lence and discipline problems, including coordi-
3 nating needs assessment activities with edu-
4 cation, law-enforcement, judicial, health, social
5 service, and other appropriate agencies and or-
6 ganizations.

7 (B) Conducting school safety reviews or vi-
8 olence prevention reviews of programs, policies,
9 practices, and facilities to determine what
10 changes are needed to reduce or prevent vio-
11 lence and promote safety and discipline.

12 (C) Planning for comprehensive, long-term
13 strategies for combating and preventing school
14 violence and discipline problems through the in-
15 volvement and coordination of school programs
16 with other education, law-enforcement, judicial,
17 health, social service, and other appropriate
18 agencies and organizations.

19 (D) Community education programs in-
20 volving parents, businesses, local government,
21 the medical, and other appropriate entities
22 about the local educational agency's plan to
23 promote school safety and reduce and prevent
24 school violence and discipline prob and the
25 need for community pport.

(E) Coordination of school-based activities designed to promote school safety and reduce or prevent school violence and discipline problems with related efforts of education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations.

(F) Developing and implementing violence prevention activities, including—

(i) conflict resolution and social skills development for students, teachers, aides, other school personnel, and parents;

(ii) disciplinary alternatives to expulsion and suspension of students who exhibit violent or anti-social behavior;

(iii) student-led activities such as peer mediation, peer counseling, and student courts; or

(iv) alternative after-school programs that provide safe havens for students, which may include cultural, recreational, and educational and instructional activities.

(G) Educating students and parents about the dangers of guns and of weapons and the consequences of

(H) Developing and implementing innovative curricula to prevent violence in schools and training staff how to stop disruptive or violent behavior if it occurs.

(I) Supporting "safe zones of passage" for students between home and school through such measures as Drug- and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols.

(J) Counseling programs for victims and witnesses of school violence and crime.

(K) Minor remodeling to promote security and reduce the risk of violence, such as removing lockers, installing better lights, and upgrading locks.

(L) Acquiring and installing metal detectors and hiring security personnel.

(M) Reimbursing law enforcement authorities for their personnel who participate in school violence prevention activities.

(N) Evaluating its project under this Act.

(O) The cost of administering the project of the local educational agency under this Act.

(P) Other activities that meet purposes of this Act.

1 (2) OTHER LIMITATIONS.—A local educational
2 agency may use not more than—

3 (A) a total of 33 percent of its grant for
4 activities described in subparagraphs (K), (L),
5 and (M) of paragraph (1); and

6 (B) 5 percent of its grant for activities de-
7 scribed in paragraph (1)(O).

8 (3) CONSTRUCTION.—A local educational
9 agency may not use funds under this Act for
10 construction.

11 SEC. 6. NATIONAL LEADERSHIP.

12 To carry out the purpose of this Act, the Secretary
13 may use funds reserved under section 2(b)(2) to conduct
14 national leadership activities such as research, program
15 development and evaluation, data collection, public aware-
16 ness activities, training and technical assistance, and peer
17 review of applications under this Act. The Secretary may
18 carry out such activities directly, through interagency
19 agreements, or through grants, contracts, or cooperative
20 agreements.

21 SEC. 7. DEFINITIONS.

22 For purposes of this Act:

23 (1) LOCAL EDUCATIONAL AGENCY.—The term
24 "local educational agency" has the meaning given
such term in section 1471(12) of the Elementary

1 and Secondary Education Act of 1965 (20 U.S.C.
2 2891(12)).

3 (2) SECRETARY.—The term "Secretary" means
4 the Secretary of Education.

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Divider Title: _____



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-_____

THE SAFE SCHOOLS ACT OF 1993

The Safe Schools Act of 1993 is the administration's initial response to the escalating problem of violence in schools. The proposal creates a program of targeted federal assistance to local school districts to address the unacceptable and increasing levels of violence in our nation's schools. It also helps schools achieve National Education Goal Six, which provides that by the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

The bill is designed to help schools address the large number of violent incidents that plague schools throughout the nation. Data collected from various sources indicate that students, teachers, and staff from urban, suburban, and rural areas are affected.

- Sixteen percent of high school seniors report being threatened with a weapon at school and seven percent reported being injured with a weapon.
- One of every five high school students now carries a firearm, knife, or club on a regular basis.
- About 20 percent of teachers reported being the target of verbal abuse by students in the month prior to the survey. Eight percent reported physical threats, and 2 percent reported physical attacks in the year prior to the survey. Teachers in cities are more likely to be the victims of verbal abuse and threats.
- Homicide remains the leading cause of death among blacks, regardless of gender or age. Homicides account for 30 percent of deaths among black males aged 5-9; 41 percent of deaths among black males aged 10-14; and 62 percent of deaths among black males aged 15-18.

MAJOR PROVISIONS

The Safe Schools Act authorizes:

- \$75 million in funding in fiscal year 1994; \$100 million in fiscal year 1995; and such sums as may be necessary for fiscal years 1996, 1997 and 1998;
- Competitive grants to local educational agencies with serious school crime, violence, and discipline problems for projects designed to combat those problems and thereby enhance school safety and promote improved access to learning; and
- National leadership activities to be conducted by the Secretary of Education.

GRANT PROGRAM

To be eligible for a grant, a local educational agency must be receiving, or meet the eligibility criteria for Chapter 1 concentration grants, and serve an area in which there is a high rate of school crime, violence, and discipline problems. Grantees could receive assistance of up to \$3 million per year for up to two years. In order for a grantee to receive a second year of funding, they must develop a comprehensive, long-term school safety plan for combatting and preventing school violence.

Under the proposal, school districts would have the flexibility to design their own programs, which could include planning and implementation of comprehensive school safety strategies, coordination with community programs and agencies, developing and implementing violence prevention activities such as conflict resolution and peer mediation, and the installation of metal detectors and hiring of security guards to help keep dangerous weapons out of school.

To ensure that the program's emphasis is prevention and not just intervention, the proposal places a 33 percent cap on funds that could be used to purchase metal detectors or hire security personnel.

NATIONAL LEADERSHIP ACTIVITIES

The bill authorizes the Secretary to reserve up to five percent of each year's appropriation to conduct a variety of National leadership activities. Authorized activities include research, program development and evaluation, data collection, public awareness, training, and technical assistance.



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202-_____

THE SAFE SCHOOLS ACT OF 1993

FACT SHEET

Violence against students and teachers in our nation's schools is reaching epidemic proportions. Approximately 3 million thefts and violent crimes occur on or near school campuses annually—a rate of one every 6 seconds. President Clinton's "Safe Schools Act of 1993" will be the first program of targeted federal assistance to local schools to help them fight crime.

The administration's Safe Schools Act of 1993 will:

- Provide funds to help schools prevent violence and improve security.
 - Be part of a coordinated federal attack on the twin scourges of drugs and violence.
 - Give students the peaceful environment they must have to learn.
-
- The Safe Schools Act provides \$75 million in grants in fiscal year 1994 to school districts most troubled by high rates of crime and violence.
 - The Safe Schools Act gives these districts the flexibility to design their own safety programs, which could include the development of violence prevention programs, including conflict resolution and peer mediation, the installation of metal detectors, and the hiring of security guards.
 - The Safe Schools Act requires districts to develop long-term safety plans in order to receive funds for a second year.
 - The Safe Schools Act will be incorporated with the Drug-Free Schools and Communities Act to create a comprehensive federal attack on drugs and violence.
 - The Safe Schools Act helps achieve National Education Goal Six, which provides that by the year 2000 every school in America will be free of drugs and violence.
 - The Safe Schools Act provides resources and authority to the Secretary of Education to increase public awareness about school violence; improve research and data collection on violence issues; and test and provide information about promising new strategies for combatting the problems.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

REARGOED FOR RELEASE
P.M., EDT, JUNE 11, 1993

Remarks Prepared for
U.S. Secretary of Education
Richard W. Riley¹

Education Press Association of America
June 11, 1993

Thank you, Joe, for your kind remarks and for this tribute from the Educational Press Association. I am honored to receive your 1993 "Education Newsmaker of the Year Award" and I am ready to start earning it, because I'm going to be announcing some important news in just a few minutes -- a new administration program to help solve one of our schools' most troubling problems.

I'll also be talking today about President Clinton's new school reform bill, and news of a more personal nature -- my visit this morning to two impressive career academies in West Philadelphia High.

But to begin, let me say that accepting this award is a special pleasure for two reasons. First, because it comes from such a distinguished group of editors and publishers. And second, because it gives me a chance to do what some of us Southerners call "speechifyin'." I enjoy giving speeches, although I must admit that not everyone is fond of listening to them. Let me give you an example.

Back in 1983, when I was campaigning throughout South Carolina for our school reform package, I walked into the restroom of a restaurant where I was speaking. There, I saw a sign that said in big letters, "Press here and receive a message from your Governor." The sign was over the hot air dryer.

I certainly hope that after this speech is done, you'll all feel that I've given you a breath of fresh air, not hot air.

Today, I want to take a few minutes to talk about my field, government, and your field, journalism, and how the two can make America better.

Now, I know that journalists and government officials don't always see eye to eye. I know because I've got the scars to prove it. I've taken my share of criticism in the press, but I have always had the greatest respect for the role that you play in our democracy. Indeed, I'll never forget the critically important part

¹The Secretary may depart from his prepared remarks.

the press played in our fight for school reform in South Carolina.

The odds were against us in that battle. Critics called the plan "Riley's Folly," and called our small handful of supporters "Smurfs." But I remembered how my father, now 92, had fought for change as a school board attorney in the 1960's. And I remembered the lesson he taught me: Change doesn't come easily, but if you fight, you can win. So I decided to fight.

So we launched an all-out campaign. We persuaded executives and educators to support the reform bill -- a key victory. And we took our case directly to the people and the press.

The media's coverage of the issue was intense. Special reports appeared regularly that informed the public about the improvements that reform could bring. Reporters and editors helped to explain the comprehensive changes needed. They described the variety of approaches that successful classrooms, schools and communities used to help students learn at higher levels. The press kept the issue on the front burner and helped force the legislature to ultimately pass the landmark Education Improvement Act.

The "Smurfs" had won, with help from that traditional friend of the underdog and champion of change -- the press.

Today, on the national level, the press's role is just as vital. President Clinton has developed a number of innovative programs to reinvent our schools and give our kids the best education in the world. But we need the involvement of all of you to do it because the press plays such an important role in setting the national agenda.

That is why I have chosen this forum and this audience to announce an important new administration initiative designed to attack one of our schools' most troubling problems.

President Clinton will soon send to the Congress the "Safe Schools Act of 1993," an aggressive new program designed to help free our schools of the violence that has turned so many of our classrooms into war zones.

There is an urgent need to take decisive action. Today, one of every five high school students carries a firearm, knife, or club on a regular basis. 8 percent of public school teachers have reported being physically threatened. And all told, approximately 3 million thefts and violent crimes occur on or near school campuses every year. That breaks down to one every six seconds.

Incredibly, that means that since I began this speech, about 50 violent crimes have been committed on or near American schools.

The violence can strike anywhere, from impoverished, decaying

inner-city schools to the most gleaming suburban campuses. And it can strike at our very youngest and most innocent children. This is more than an in-school problem. Often, it's a neighborhood problem ... sometimes it's a family problem ... all arriving at the schoolhouse door. Here are some tragic examples.

- Houston, Texas. A gunman shot two police officers and sent hundreds of panic-stricken students running for their lives at an elementary school. The gunman was the father of a second-grade boy.
- Lorain, Ohio. Two seventh-grade girls, 12 and 13, were charged with plotting to kill an English teacher. Classmates had bet \$200 on whether the girls would do it.
- Los Angeles, California. A high school cheerleader, returning to practice after eating at McDonald's, died after she was struck by a stray bullet fired during a gang fight.
- Lexington, Massachusetts. A third-grade student carrying two knives was caught by his principal. The young child said he felt threatened by another student.
- And this incident occurred just a few days ago in Brooklyn, New York: two youths chased a 16-year-old student out of a school and down a street, then shot and killed him. The boys were arguing over a leather jacket.

I could go on and on -- the list of tragedies is a long one. And yet there is no federal program in place to help local school districts keep the peace. The "Safe Schools Act" would begin to fill this desperate need.

The bill would provide grants to local educational agencies with serious crime, violence, and discipline problems to develop long-term safety plans. These could include the installation of metal detectors, the hiring of security guards, and the development of violence prevention programs, including conflict resolution and peer mediation.

The Safe Schools Act would also be incorporated with the Drug-Free Schools and Communities Act to develop a coordinated attack on the often related problems of drugs and violence.

In addition, the Department of Education would conduct research and public awareness programs, and provide training and technical assistance to violence prevention programs.

The bill would authorize a total of \$175 million in the first two years, with 95% of the money going where it will do the most good - to local school authorities battling crime on the front lines.

Of course, the purpose of the "Safe Schools Act" is not only to combat the scourge of violence, but to help create a safe environment for teaching and learning in our classrooms.

Supporting better teaching and learning is at the very heart of the Clinton administration's education program. Today, I had the pleasure of visiting two career programs at West Philadelphia High School.

West Philadelphia is home to two unique "Schools Within A School" - the hotel, restaurant and tourism academy, and the automotive academy. They are part of the Philadelphia High School Academies Program, which combines a regular academic program with special hands-on training that prepares students for good jobs.

The students love the program, and have turned it into an amazing success story. Where dropout rates in "regular" schools can reach as high as 40 percent, academies have reported dropout rates as low as 4 percent. And 85 percent of all academy students are employed within their first year after graduation. One teacher explained the success of the program this way: "We bombard the students with concern and care."

The success of initiatives like the career academies has given rise to President Clinton's school-to-work, sometimes called youth apprenticeship, proposal. U.S. Secretary of Labor Bob Reich and I are designing a strategy to infuse successful school-to-work programs in interested states, schools and communities throughout America.

We in America are the only industrialized nation that has no formal system for helping young people -- particularly the 75% of high school youth who don't go on to finish a four-year college. Many don't make a smooth transition from school to employment. Consequently, we pay an unacceptably high price in lost productivity and wasted human potential ... and yes, a very high youth crime rate compared to most other developed countries as too many youth, unfortunately, see no connection between their education and their lives outside the classroom.

We hope to change that with our school-to-work initiatives which will:

- involve hands-on learning that is employer-driven;
- integrate academic and vocational education; and
- be linked to postsecondary education.

When I see successful, innovative career academies like those in West Philadelphia, I get excited about the potential of comprehensive education reform and school, community, and business partnerships all over again. Because they remind us that we can do much better in America, that we can have a great system of public

education.

But I get angry, too. Angry that it has been 10 long years and 46 days since the report, "A Nation At Risk," warned us that "the educational foundations of our society are being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people."

As loud as this wake-up call was, most of us slept right through the alarm. We never developed a national response to the crisis. We needed a national agenda to improve -- but never got one. Now, over a decade later, little has changed. Without a plan, what did we expect? The National Education Goals, written almost 3-1/2 years ago, are still not in formal national policy.

Fortunately, some states did better. Arkansas, under Governor Bill Clinton, Kentucky, and my own state of South Carolina, developed local action plans for change. I've talked about our own Education Improvement Act of 1983 and how hard it was to get through. But passing the bill was the easy part. The tough part was making it work.

We had a strategy for that, too. We set goals, put in place comprehensive initiatives, and tested regularly to make sure progress was being made. We left nothing to chance. And we got real results.

Originally, we gave ourselves 6 years to improve in 8 major areas. When the target year -- 1989 -- arrived, we had met or exceeded the goals in 5 areas, and made real progress in the other 3. Some of the achievements we were most proud of were:

- 125,000 more students had met the State's basic skills standards;
- The average SAT score had risen by more than 40 points, compared with the national average of 11 points;
- And student absenteeism had been cut by a third.

We had proved conclusively that setting goals, taking comprehensive actions, and sticking to them was the way to go.

Now, we are putting that lesson to work on the national level for all America. President Clinton has given us our first national agenda for school reform -- the agenda we've desperately needed for over a decade. This bold blueprint for change is called the GOALS 2000: EDUCATE AMERICA ACT, and everything we know about school reform tells us this plan can really work.

GOALS 2000 can, over time, help reinvent our schools and achieve world-class teaching and learning for all American students.

Each participating community or state would raise student standards and student performance ... enrich curricula and course content ... strengthen teacher training and professional development ... provide challenging books, instructional materials and technologies to all students ... and encourage parents, business people, community leaders, and citizens to pitch in and work to make their schools better. Innovations like public charter schools, school-college networks, and business-education partnerships are encouraged. Progress would be assessed and monitored so mid-course corrections could be made.

The Federal government would be an ally and partner in this venture. We will set high nationwide performance and content standards ... world-class standards to be used as voluntary guide posts. Federal funds will go to help local schools introduce these higher standards into their classrooms, with 85% of the money ultimately going right down to the schools.

Here, then, will be our first truly nationwide approach to rebuild our public school system ... but based on grassroots ... community by community ... state by state ... bottom-up reform ... custom-made to fit their students' needs, but focused on challenging academic and occupational standards.

The GOALS 2000: EDUCATE AMERICA ACT is not a Democratic bill, and it is not a Republican bill. It is a bipartisan approach that seeks to break partisan gridlock. It incorporates and builds upon the strides made in the Bush administration and builds upon what governors of both parties learned about school improvement. It would set into law the six visionary National Education Goals developed under the leadership of President Bush and Governor Clinton in 1989.

As you may recall, Goal #6 of the National Education Goals provides that by the year 2000 every school in America will be free of drugs and violence. It is this goal which the administration seeks to achieve through our Safe Schools Act, which I described a few minutes ago.

Let me end my remarks by emphasizing once again the high priority which the President and I are giving to the fight against school violence. We realize that all our efforts to raise the standard of American education will be to no avail unless we provide children with a disciplined environment that is conducive to learning.

Sadly, our society exposes children to violence in many different ways. A recent news report noted that the average American child will witness 8,000 murders and 100,000 acts of violence on television -- all before he or she finishes elementary school. And almost half our children spend more time watching television each day than they spend in school.

Wouldn't it be wonderful if school could be a refuge from violence for our children? Wouldn't it be wonderful if our schools could be peaceful citadels of learning even if our neighborhoods are not? Wouldn't it be wonderful if our children's neighborhoods could be safe havens as well?

We may not be able to restore the innocence of youth, but we can protect lives and help children learn and grow. That is the goal of the Safe Schools Act. That is the goal of the youth apprenticeship and GOALS 2000 initiatives. I invite each and every one of you to join President Clinton and me in the great effort to give our children these great gifts. Thank you.

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SAFE SCHOOLS ACT OF 1993

Section-by-Section Analysis

Section 2. Section 2(a) of the bill would authorize the Secretary of Education ("the Secretary") to make competitive grants to eligible local educational agencies (LEAs) to carry out projects designed to achieve Goal Six of the National Education Goals by helping to ensure that schools are safe and free of violence. (Goal Six states that by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.) Section 2(b) of the bill would authorize to be appropriated \$75 million for fiscal year 1994, \$100,000,000 for fiscal year 1995, and such sums as may be necessary for fiscal year 1996 and the two succeeding fiscal years, to carry out the Act. Section 2(b) would also authorize the Secretary to reserve no more than five percent of the amount appropriated for each fiscal year to carry out National leadership activities described in section 6.

Section 3. Section 3 of the bill describes those LEAs that would be eligible to receive a grant under the Act. Such LEAs must demonstrate in their application that they: (1) receive assistance under section 1006 of the Elementary and Secondary Education Act of 1965 (concentration grants) or satisfy the eligibility criteria for such assistance in section 1006(a)(1)(A); (2) serve an area in which there is a high rate of homicides committed by persons between the ages 5 to 18 (inclusive), referrals of youth to juvenile court, youth under the supervision of the courts, expulsions and suspensions of students from school, referrals of youth (for disciplinary reasons) to alternative schools, or victimization of youth by violence, crime, or other forms of abuse; and (3) have serious school crime, violence, and discipline problems, as indicated by other appropriate data.

Section 4. Section 4(a) of the bill would require eligible LEAs that desire to receive a grant to submit to the Secretary an application that includes: (1) an assessment of the current violence and crime problems in the schools to be served by the grant and in the community to be served by the applicant; (2) an assurance that the applicant has written policies regarding school safety, student discipline, and the appropriate handling of violent or disruptive acts; (3) a description of the schools and communities to be served by the grant, the activities and projects to be carried out with grant funds, and how these activities and projects will help to reduce the current violence and crime problems in the schools and communities served; (4) if the LEA receives funds under the Goals 2000: Educate America Act, an explanation of how activities assisted under the Safe Schools Act of 1993 are coordinated with and support the LEA's improvement plan prepared under the Educate America Act; (5) the applicant's plan to establish school-level advisory committees,

including faculty, parents, staff, and students, for each school to be served by the grant and a description of how each committee will assist in assessing that school's violence and discipline problems as well as in designing appropriate programs, policies, and practices to combat these problems; (6) the applicant's plan for collecting baseline and future data, by individual schools, to monitor violence and discipline problems and to measure its progress in achieving the purpose of this Act; (7) an assurance that grant funds will be used to supplement and not to supplant State and local funds that would, in the absence of funds under the Act, be made available by the applicant for the purposes of the grant; (8) an assurance that the applicant will cooperate with, and provide assistance to, the Secretary in gathering statistics and other data the Secretary determines are necessary to determine the effectiveness of projects and activities under this Act or the extent of school violence and discipline problems throughout the Nation; and (9) other information the Secretary may require.

Section 4(b) of the bill would require that in order for a grantee to receive funds under the Act for a second year, a grantee must submit to the Secretary its comprehensive, long-term, school safety plan for combating and preventing school violence and discipline problems. The plan must contain a description of how the grantee will coordinate its efforts with education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations serving the community and, if the grantee receives funds under the Goals 2000: Educate America Act, the plan must also explain how the grantee's comprehensive plan under this Act is consistent with and supports its systemic education improvement plan prepared under that Act, if such explanation differs from that provided in the grantee's application.

Section 5. Section 5(a) of the bill would limit grants under this Act to two years in duration and to no more than \$3 million for each year. Section 5(b) of the bill would list the purposes for which LEAs could use their grant funds. These purposes include: identifying and assessing school violence and discipline problems (including coordinating needs assessment activities with education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations); conducting school safety reviews or violence prevention reviews of programs, policies, practices, and facilities to determine what changes are needed to reduce or prevent violence and promote safety and discipline; planning for comprehensive, long-term strategies for combating and preventing school violence and discipline problems through the involvement and cooperation of school programs with other education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations; community education programs involving parents, businesses, local government, the

media, and other appropriate entities about the LEA's plan to promote school safety and reduce and prevent school violence and discipline problems and about the need for community support; coordination of school-based activities designed to promote school safety and reduce or prevent school violence and discipline problems with related efforts of education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations; developing and implementing violence prevention activities; educating students and parents about the dangers of guns and other weapons as well as the consequences of their use; developing and implementing innovative curricula to prevent violence in schools and training staff how to stop disruptive or violent behavior if it occurs; supporting "safe zones of passage" for students between home and school through such measures as Drug-and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols; counseling programs for victims and witnesses of school violence and crime; minor remodeling to promote security and reduce the risk of violence, such as removing lockers, installing better lights, and upgrading locks; acquiring and installing metal detectors and hiring security personnel; reimbursing law enforcement authorities for their personnel who participate in school violence prevention activities; project evaluation and administration; and other activities that meet the purpose of the Act. An LEA could not use more than a total of 33 percent of its grant for minor remodeling, to acquire and install metal detectors and hire security personnel, and to reimburse law enforcement authorities for their personnel who participate in school violence prevention activities. In addition an LEA could not use more than 5 percent of its grant for administrative costs. Further, no grant funds could be used for construction.

Section 6. Section 6 of the Act would authorize the Secretary to use funds reserved under section 2(b)(2) to carry out the purpose of the Act by supporting national leadership activities such as research, program development and evaluation, data collection, public awareness activities, training and technical assistance, and peer review of applications under this Act. The Secretary would be authorized to carry out such activities directly, through interagency agreements, or through grants, contracts, or cooperative agreements.

Section 7. Section 7 of the Act provides that the bill would be effective on enactment.

A BILL

To help local school systems achieve Goal Six of the National Education Goals, which provides that by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning, by ensuring that all schools are safe and free of violence.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that this Act may be cited as the "Safe Schools Act of 1993".

SAFE SCHOOLS PROGRAM AUTHORIZED

SEC. 2. (a) With funds appropriated under subsection

(b)(1), the Secretary shall make competitive grants to eligible local educational agencies to carry out projects designed to achieve Goal Six of the National Education Goals by helping to ensure that all schools are safe and free of violence.

(b)(1) There are authorized to be appropriated to carry out this Act \$75,000,000 for fiscal year 1994, \$100,000,000 for fiscal year 1995, and such sums as may be necessary for fiscal year 1996 and each of the two succeeding fiscal years.

(2) The Secretary is authorized each fiscal year to reserve no more than five percent of the amount appropriated under subsection (b)(1) to carry out national leadership activities described in section 6.

ELIGIBLE APPLICANTS

SEC. 3. (a) To be eligible to receive a grant under this Act, a local educational agency shall demonstrate in its application under section 4(a) that it--

(1) receives assistance under section 1006 of the Elementary and Secondary Education Act of 1965 (hereinafter referred to as the "ESEA") or meets the criteria of clauses (i) and (ii) of section 1006(a)(1)(A);

(2) serves an area in which there is a high rate of--

(A) homicides committed by persons between the ages 5 to 18, inclusive;

(B) referrals of youth to juvenile court;

(C) youth under the supervision of the courts;

(D) expulsions and suspensions of students from school;

(E) referrals of youth, for disciplinary reasons, to alternative schools; or

(F) victimization of youth by violence, crime, or other forms of abuse; and

(3) has serious school crime, violence, and discipline problems, as indicated by other appropriate data.

(b) For the purpose of this Act--

(1) "the term local educational agency" has the same meaning given in section 1471(12) of the ESEA;

(2) the term "Secretary" means the Secretary of Education.

APPLICATIONS AND PLANS

SEC. 4. (a) In order to receive a grant under this Act, an eligible local educational agency shall submit to the Secretary an application that includes--

(1) an assessment of the current violence and crime problems in the schools to be served by the grant and in the community to be served by the applicant;

(2) an assurance that the applicant has written policies regarding school safety, student discipline, and the appropriate handling of violent or disruptive acts;

(3) a description of the schools and communities to be served by the grant, the activities and projects to be carried out with grant funds, and how these activities and projects will help to reduce the current violence and crime problems in the schools and communities served;

(4) if the local educational agency receives funds under Goals 2000: Educate America Act, an explanation of how activities assisted under this Act will be coordinated with and support its systemic education improvement plan prepared under that Act;

(5) the applicant's plan to establish school-level advisory committees, which include faculty, parents, staff, and students, for each school to be served by the grant and a description of how each committee will assist in assessing that

school's violence and discipline problems as well as in designing appropriate programs, policies, and practices to combat those problems;

(6) the applicant's plan for collecting baseline and future data, by individual schools, to monitor violence and discipline problems and to measure its progress in achieving the purpose of this Act;

(7) an assurance that grant funds under this Act will be used to supplement and not to supplant State and local funds that would, in the absence of funds under this Act, be made available by the applicant for the purposes of the grant;

(8) an assurance that the applicant will cooperate with, and provide assistance to, the Secretary in gathering statistics and other data the Secretary determines are necessary to determine the effectiveness of projects and activities under this Act or the extent of school violence and discipline problems throughout the Nation; and

(9) such other information as the Secretary may require.

(b) In order to receive funds under this Act for the second year of a project, a grantee shall submit to the Secretary its comprehensive, long-term, school safety plan for combating and preventing school violence and discipline problems. Such plan must contain--

(1) a description of how the grantee will coordinate its school crime and violence prevention efforts with education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations serving the community; and

(2) if the grantee receives funds under the Goals 2000: Educate America Act, an explanation of how the grantee's comprehensive plan under this subsection is consistent with and supports its systemic education improvement plan prepared under that Act, if such explanation differs from that provided in the grantee's application.

GRANTS AND USE OF FUNDS

SEC. 5. (a) Grants under this Act may not exceed--

- (1) two years in duration; and
- (2) \$3 million for each year.

(b)(1) A local educational agency may use funds awarded under section 2(a) for one or more of the following activities--

(A) identifying and assessing school violence and discipline problems, including coordinating needs assessment activities with education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations;

(B) conducting school safety reviews or violence prevention reviews of programs, policies, practices, and facilities to determine what changes are needed to reduce or prevent violence and promote safety and discipline;

(C) planning for comprehensive, long-term strategies for combating and preventing school violence and discipline problems through the involvement and coordination of school programs with other education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations;

(D) community education programs involving parents, businesses, local government, the media, and other appropriate entities about the local educational agency's plan to promote school safety and reduce and prevent school violence and discipline problems and the need for community support;

(E) coordination of school-based activities designed to promote school safety and reduce or prevent school violence and discipline problems with related efforts of education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations;

(F) developing and implementing violence prevention activities, including--

(i) conflict resolution and social skills development for students, teachers, aides, other school personnel, and parents;

(ii) disciplinary alternatives to expulsion and suspension of students who exhibit violent or anti-social behavior;

(iii) student-led activities such as peer mediation, peer counseling, and student courts; or

(iv) alternative after-school programs that provide safe havens for students, which may include cultural, recreational, and educational and instructional activities;

(G) educating students and parents about the dangers of guns and other weapons and the consequences of their use;

(H) developing and implementing innovative curricula to prevent violence in schools and training staff how to stop disruptive or violent behavior if it occurs;

(I) supporting "safe zones of passage" for students between home and school through such measures as Drug- and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols;

(J) counseling programs for victims and witnesses of school violence and crime;

(K) minor remodeling to promote security and reduce the risk of violence, such as removing lockers, installing better lights, and upgrading locks;

(L) acquiring and installing metal detectors and hiring security personnel;

(M) reimbursing law enforcement authorities for their personnel who participate in school violence prevention activities;

(N) evaluating its project under this Act;

(O) the cost of administering its project under

this Act; and

(P) other activities that meet the purposes of this Act.

(2) A local educational agency may use no more than--

(A) a total of 33 percent of its grant for activities described in paragraphs (1)(K), (L), and (M); and

(B) 5 percent of its grant for activities described in paragraph (1)(O).

(3) A local educational agency may not use funds under this Act for construction.

NATIONAL LEADERSHIP

SEC. 6. To carry out the purpose of this Act, the Secretary is authorized to use funds reserved under section 2(b)(2) to conduct national leadership activities such as research, program development and evaluation, data collection, public awareness activities, training and technical assistance, and peer review of applications under this Act. The Secretary may carry out such activities directly, through interagency agreements, or through grants, contracts, or cooperative agreements.

EFFECTIVE DATE

SEC. 7. This Act shall take effect upon enactment.

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BRIEFING
ON
SCHOOL VIOLENCE
FOR
SECRETARY RICHARD W. RILEY

September 15, 1993

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I. EXTENT OF THE PROBLEM

During the past ten years, threats and injuries to students and theft and vandalism of student property have been on the rise. The number of weapons confiscated in schools has also increased. However, while most school administrators agree that school crime and violence has been on the increase, the exact rate of increase has been difficult to determine because of poor or non-existent record keeping. What we do know about school crime and violence essentially comes from several national, state-wide, and local surveys. Those surveys paint a rather bleak picture. They show:

- o 97% of superintendents and school principals at all levels stated that they sense a rise in school violence in the nation during the past five years. 39% of those polled stated that their district had an increase in school violence (Study conducted by Xavier University for the National School Boards Association, 1992).

- o Nearly 3 million thefts and violent crimes occur on or near school campuses every year. This equates to almost 16,000 incidents per school day or one every six seconds (1.9 million of these incidents are considered violent crimes--rape, robbery, and assault).

- o 60% of teachers think the federal government should consider putting more police officers on the streets in high-crime areas where schools are located and 54% of teachers think the government should hire more security personnel at violence-ridden schools (Them Metropolitan Life Survey of the American Teacher, Lou Harris 1993)

- o In a survey of 65,000 teens USA Today found overall that 37% of students don't feel safe in school (this is almost double a similar USA Weekend survey taken in 1989). 50% of students know someone who switched schools to feel safer. 43% of public school kids avoid school restrooms, 20% avoid hallways; and 45% avoid the school grounds. 55% in grades 10-12 know weapons are regularly in school. 20% of all teen wouldn't report a kid carrying a gun (In 1989 41% of 10-12 graders said they knew somebody who carried a weapon to school). (USA TODAY Weekend August 13-15, 1993)

- o 59% of the students surveyed nationwide said guns are easily obtainable, while 35% said it would take them less than 60 minutes to get one. More than one in five (22%) of the students claimed that they carried a weapon to school during the last school year, with 4% saying that the weapon was a handgun. (Poll conducted by the Louis Harris Corporation, sponsored by the Joyce Foundation in Chicago and prepared for the Harvard School of Public Health, July 1993)

o Nearly 20% (one in five) of all students in grades 9-12 reported they had carried a weapon at least once during the 30 days preceding the survey. Knives or razors (55%) were carried significantly more often than clubs (24%) or firearms (20%) (The survey did not obtain information about whether the weapons were carried on school grounds). [YRBS]

o Nearly 8% of all students in grades 9-12 reported that during the 30 days preceding the survey they had been in at least one physical fight that resulted in an injury requiring treatment by a doctor or nurse (the extent to which physical fights occurred on school premises was not determined). [YRBS]

o 15% of the students said their school had gangs, and 16% claimed that a student had attacked or threatened a teacher at the school. [BJS]

o High school seniors were the least likely students to be crime victims. Ninth grade students were more likely to be crime victims than were students in all higher grades. [BJS]

o Findings from a 1990 Texas A & M University study indicated that many rural public schools, particularly those near large cities, have even worse violence problems than the national average. Study participants were 1,004 eighth- and tenth-grade students from 23 small Central Texas communities.

o Nearly one out of five public school teachers reported being verbally abused by students in the 30 days before the survey. Eight percent reported being physically threatened, while 2% reported being physically attacked during the year before the survey. Teachers in cities are more likely than teachers in other areas to be victims of verbal abuse and threats.[ED, Fast Response Survey]

o From 1980 through 1989, more than 11,000 persons died in the U.S. as a result of homicides committed by high school-aged youth using firearms, cutting instruments, or blunt objects. [FBI, UCR Supplementary Reports]

o Homicide remains a major cause of death for blacks, regardless of gender or age. Homicides were the leading cause of death for black males aged 5 years and older. In each of the three age groups (5 to 9 years, 10 to 14 years, and 15 to 18 years) homicides accounted for 30%, 41%, and 62% of the total deaths, respectively. For females, homicides ranked as the leading cause of death in the 10 to 14 and 15 to 18 year old age groups, accounting for 36% and 32% of all deaths.

STUDENT VICTIMIZATION TRENDS

During the past eleven years, threats and injuries to high school seniors and theft and vandalism of their property have been on the rise.

	<u>1980</u>	<u>1985</u>	<u>1990</u>	<u>1991</u>
Threatened with a weapon	11%	15%	13%	16%
Threatened without a weapon	19%	26%	25%	26%
Theft of student's property	34%	39%	42%	42%
Injured with a weapon	5%	6%	6%	7%
Injured without a weapon	11%	14%	14%	15%
Vandalism/\students property	25%	27%	29%	28%

Percent of public school teachers who reported being victimized by a student from their school in the following ways, 1991:

	<u>Verbally</u>	<u>Threatened</u>	<u>Physical Attack</u>
All Schools	19%	8%	2%
City	28%	15%	3%
Suburb	17%	6%	3%

NCES/Teacher Survey

II. NATURE OF THE PROBLEM

Violence in schools is not confined to pushing and shoving. Unfortunately, over the course of the last several years we have found students, teachers, administrators, and other faculty the victims of threats, intimidation, robbery, assault, rape, and even murder. In the last school year (1992-1993) there were approximately 30 murders in our schools or on our school grounds. Some examples of those incidents follow (Note some of these are from the school year that just begun).

- o New Salem, PA (September 1993): An 11-year old girl was abducted from a school bus stop at knife point and tied to a tree for more than two days until she wriggled free. Cassie Pennington freed herself Sunday afternoon and walked along a road for at least five miles, then hid in weeds overnight before making it to a trailer home and calling her mother. Cassie said the man who kidnapped her was sitting in a car at the bus stop Friday morning when she walked up. The man forced her in the car and drove several miles to the woods, where he tied the girl up and left her.

- o Fairfax County, Virginia (September 1993): A 14-year old youth was charged with carrying a concealed weapon (.25 caliber Beretta automatic) at Annandale High School. The youth was held in the youth detention facility.

- o Washington, D.C. (September 1993): A 14-year old District Youth was held on charges that he and another young male allegedly fired at least 15 shots outside Shaw Junior High School as classes ended. No one was injured but on the second day of classes the incident sent students running for cover.

- o Atlanta, Georgia (September 1993): A ninth-grade student (Marcus Taylor age 15) died after being shot in a crowded lunchroom at Atlanta's Harper High School by another student with whom he had been feuding for months. Another 10-grader was wounded in the shooting. The student was shot with a .22-caliber handgun that was obtained from home. The two students who were shot attacked the perpetrator earlier in the week. About 150 students were in the cafeteria when the shooting began.

- o In Amarillo, Texas (September 1992) six students were shot and another was trampled when a 17-year old student opened fire in a crowded hallway after a pep rally.

- o In Little Rock, Arkansas (September 1992) a veteran high school teacher was stabbed in her classroom as many as 20 times by a student she had disciplined earlier in the day.

o In Chicago, Illinois (November 1992) a 15-year-old student was shot and killed and two others were injured outside a second-floor science classroom as students crowded hallways during a break. This was the second violent death inside a Chicago school in 10 days.

o In Detroit, Michigan (November 1992) ten Detroit students were wounded--sic of them inside a high school--in three separate shootings. These shootings occurred in one day..

o In Oakland, California (January 1993) a high school student who lost a 25-cent bet over a paper wad shooting was stabbed in class by the classmate to whom he owed the money.

o In Harlem, Georgia (March 1993) a high school student opened fire in a school hallway, killing one teenager and injuring another.

III. DEPARTMENT OF EDUCATION ACTIVITIES IN SCHOOL VIOLENCE PREVENTION

The Department of Education is involved in several activities in the area of violence prevention. Summary of the department's activities is as follows:

- o Safe Schools Act of 1994--This Act will provide funds (\$175m requested for the first two years) to local education agencies (LEAs would receive 95% of funds) to develop violence prevention efforts. Schools would be able to develop variety of prevention programs, e.g., conflict resolution, peer mediation, counseling, violence prevention curricula, and training for teachers on how to deal with violent situations. Schools would be able to use 33% of their funds for security personnel and metal detectors.

- o Safe and Drug Free Schools and Communities Act--The Administration is recommending that as part of the reauthorization of the ESEA the Drug Free Schools and Communities Act be expanded to permit States and Local Educational Agencies to use their funds for both drug and violence prevention activities.

- o Violence Prevention Forum: The Department of Education joined with the departments of Justice, Health and Human Services, and Housing and Urban Development to sponsor a invitational forum on violence prevention. This was the first time four Executive branch agencies joined together to explore how working with individuals and communities we can prevent violence. Preliminary findings of the forum were:

- Violence is a complex issue which there are no simple solutions for. There is no one program or strategy that is going to end violence.

- An effective violence prevention strategy will require the entire community to work together. Effective prevention strategies will require the community to address a host of "risk factors."

- o Safe Havens: The Department of Education has transferred \$3.5m (over two years) to the Department of Justice for the development of Safe Havens in 20 cities. The Department of Education and Justice funds have been combined with funds from the Department of Housing and Urban Development to keep schools and other locations within the community open after school hours. The schools are know as "Safe Havens" as they provide youth with a safe and secure place to stay while not in school. The safe havens provide a variety of activities including tutoring, various form of recreation, and health services.

o National School Safety Center: Along with the Department of Justice we support the National School Safety Center (NSSC). The NSSC is the only private non-profit organization in the country designed to provide schools with information, training, and technical assistance on issues related to school violence.

o Project SMART: Project SMART (School Management and Resource Teams) is supported by the Department of Education and the Department of Justice. The project is designed to help schools collect and analyze data on incidents of school crime, drug use, and disciplinary infractions. The Project is operating in various schools in Virginia, California, Maryland, Illinois, Wisconsin.

o Interagency Coordination: The Department of Education recognizes the importance of working with a host of other agencies on issues related to violence prevention. Examples of interagency coordination are as follows:

--ED is represented on the Weed and Seed Working Group. This Group meets on a regular basis to discuss the operation of the Weed and Seed Program. Agencies as diverse as Justice and the Small Business Administration are coordinating the delivery of services in 20 Weed and Seed sites.

--The Deputy Secretary has been meeting with the Deputy Attorney General and the Counsel to the Secretary of HHS to develop a formal strategy for addressing violence prevention issues.

--ED is represented on the Department of Justice's National Performance Review Team. The Department of Justice is focusing their NPR on the development of a laboratory that would examine how various agencies could better use their resources in the development of comprehensive violence prevention programs.

--ED works closely with the Centers for Disease Control. The Department is providing assistance to CDC on the development of a survey instrument that will be used to measure school policies in regard to violence and drug use.

o Early Childhood Education Training: This ED program authorizes grants to institutions of higher education to enable them to establish innovative programs to recruit and train students for careers in counseling for young children (0-6) that have been affected by violence.

o Urban Community Service Program: This ED program provides grants to urban academic institutions to work with private and civic organizations to devise and implement solutions to

pressing and severe problems in their urban communities. Programs funded under this initiative can address drug and violence prevention. In 1992, 17 Institutions of Higher Education received funding.

IV. MAKING SCHOOLS SAFE

In examining school violence it is recommended that schools take a two level approach. One level needs to deal with ensuring that students and teachers are taught in an environment that is "safe, disciplined and drug-free." The second level, a longer term strategy, needs to deal with ensuring that students are provided with skills and knowledge necessary to lead a violence free life.

Making schools safe requires the use of a comprehensive set of strategies that reflect the needs of the schools and surrounding community. Generally comprehensive safety school plans include provisions for:

- data collection and analysis;
- policy review and revision;
- structural design review;
- design and implementation of training programs for faculty;
- development of formal linkages with community groups, agencies and organizations;
- involvement of parents and students in program and policy design;
- development of "comprehensive violence prevention programs."
- development of security mechanisms;

An essential ingredient to the development of a safe school plan is programming. In order to be effective prevention programs need to address a variety of risk factors and serve the needs of the students. Types of programs that appear to be working are:

- conflict resolution;
- mentoring programs;
- peer mediation;
- curricula which provide youth with social skills;
- development of alternative programs;
- community service;
- jobs programs; and
- after school programs.

V. MODEL PROGRAMS

Boys and Girls Club of America

Robbie Callaway
Boys & Girls Clubs of America
Government Relations Office
611 Rockville Pike, Suite 230
Rockville, MD 20852
301/251-6676

The **Boys & Girls Clubs of America** is a national nonprofit youth organization providing support services to 1,460 Boys & Girls Club facilities. Through these local clubs, more than 1.84 million young people are provided with opportunities for personal growth and achievement. Boys & Girls Clubs of America is the only nationwide youth agency with a primary mission of service to young people from disadvantaged circumstances. Approximately 71 percent of club members live in urban areas, and 66 percent come from families with annual incomes under \$15,000.

Boys & Girls Clubs of America provides the following services to local clubs:

- Program research and development;
- Personnel recruitment and training;
- Training in fund raising, marketing and communications;
- Building design, construction and maintenance assistance;
- Evaluation of club effectiveness and compliance with national standards; and
- Assistance to volunteer leaders interested in establishing new clubs.

Every club is a professionally staffed, fully equipped facility with daily programs that promote the health as well as the social, educational and character development of boys and girls ages six to 18. Programs are designed to make a positive impact on young lives by building self-esteem and encouraging the development of values and skills during critical periods of childhood growth. Each club is a private, nonprofit agency with policy set by a volunteer board whose members are local residents.

Robbie Callaway is the assistant national director for Government Relations for Boys & Girls Clubs of America. He served on the Maryland Governor's Juvenile Justice and Delinquency Advisory Committee from 1976 to 1988. In addition, Callaway played a key role in creating and developing the National Center for Missing and Exploited Children and currently serves on the board of directors as vice chairman.

Institute for Juvenile Research

Patrick Tolan
Institute for Juvenile Research
University of Illinois at Chicago
907 South Wolcott (M/C747)
Chicago, IL 60612
312/413-1763

The **Institute for Juvenile Research**, a division of child psychiatry in the University of Illinois School of Medicine, is a multidisciplinary organization dedicated to serving urban children and their families through service, training of mental health professionals and advancing knowledge through research. IJR was founded as the first child guidance clinic in the United States and was an outgrowth of the first juvenile court.

Among the projects conducted at the Institute is a comprehensive review of programs aimed at preventing or curtailing adolescent violence. The review, sponsored by the Center for the Study and Prevention of Violence at the University of Colorado at Boulder, examined available information on existing programs to evaluate what works in response to youth violence. In particular, researchers identified programs that have empirical evidence of effectiveness and approaches that seem most promising. One major finding of the study is that most interventions have not been evaluated in any substantive manner, and those that have been evaluated are not necessarily the most needed programs.

The evaluation outlines a taxonomy of types of violence and approaches to intervention that considers the full range of violent acts that occur in our society. Many of the interventions used at this time focus on only one type of violence—predatory—and may overemphasize the importance of individual characteristics. Exemplary programs and recommendations for future evaluations, programming and policies were identified in the review.

Patrick Tolan, Ph.D., is associate professor in the departments of Psychiatry and Psychology at the University of Illinois at Chicago. He is also director of Research at the Institute for Juvenile Research. His research focuses on prediction and prevention of antisocial behavior among inner-city children.

Keys to Excellence, Inc.

Ronald G. Kuhn
Phyllis R. Antonelli
Keys to Excellence, Inc.
26550 North Wrangler Road
Scottsdale, AZ 85255
602/585-3535

Since 1980, thousands of teenagers and adults across the United States, Canada and Australia have been empowered to create positive changes in their lives through **Keys to Excellence, Inc.** programs. Working with the belief that self-concept is at the core of human behavior and motivation, Keys to Excellence, Inc. has developed processes that enable individuals and groups to positively alter their self-concepts. These processes are presented in the curriculum, *Keys to Innervision*.

The *Keys to Innervision* curriculum includes an adolescent video series, participant and facilitator manuals, a separate adult video series and a parenting component. The curriculum is specifically designed for at-risk adolescents and adults in juvenile and adult corrections agencies, school systems, drug treatment organizations and other groups that work with at-risk individuals. The curriculum is designed to change beliefs and behaviors that lead to drug use, dependency and criminal behavior.

Results of the program show that violence in institutions is reduced, student academic performances increase as students monitor their own behavior, staff turnover and use of sick leave are reduced, and staff training rises to a new standard of participation, enthusiasm and subsequent program implementation.

Ronald G. Kuhn, DMA, is founder and president, and Phyllis R. Antonelli, M.Ed., is vice president and training director of Keys to Excellence, Inc. They are the co-authors of and featured teachers on the *Keys to Innervisions* video curriculum. Since 1990, they have implemented the curriculum in hundreds of agencies across the United States. Together they wrote and produced the series, *Focus on Alcohol*, and the adult curriculum, *Unlocking your Natural Resources*.

National Association for Mediation in Education

Annette Townley
National Association for Mediation in Education
205 Hampshire House
University of Massachusetts
Amherst, MA 01003
413/545-2462

The **National Association for Mediation in Education** promotes the development, implementation and institutionalization of school- and university-based conflict resolution programs and curricula. Since its founding in 1984, the organization has grown from a small, informal network of people interested in teaching students conflict resolution skills to the primary national and international clearinghouse for information, resources, technical assistance and training in the field of conflict resolution.

Services provided by NAME include:

- Maintaining a clearinghouse for information;
- Distributing books, manuals and articles pertinent to the field;
- Providing a network of support for conflict resolution and peacemaking programs in the schools;
- Promoting the development of quality programs with multicultural perspectives;
- Building linkages with national educational associations;
- Supporting theory and research efforts that demonstrate the impact of conflict resolution programs in educational settings.

Since 1984, NAME has sponsored eight national conferences; sponsored training institutes and workshops; provided schools and communities around the world with information, resources and technical assistance on conflict resolution programs; produced numerous publications; developed a strong membership organization and published a bi-monthly newsletter, *The Fourth R*.

Annette Townley, M.Ed., is the executive director of the National Association for Mediation in Education and a coauthor of *Peaceful Persuasion*, a technical assistance manual for college administrators interested in starting a mediation program on campus. She is also the coauthor of *Waiting for Mr. Stone*, a curriculum and video which examine intercultural dispute resolution in an educational setting.

Office of Violence Prevention

Selena M. Respass
Office of Violence Prevention
Massachusetts Department of Public Health
150 Tremont Street
Boston, MA 02111
617/727-1246, ext. 30

The Massachusetts Department of Public Health's **Office of Violence Prevention** was established to coordinate and expand violence prevention programs and activities designed to reduce interpersonal violence and intentional injury. The objectives of the office include:

- To coordinate and strengthen existing violence prevention activities within the department and other state agencies;
- To promote and support the development of comprehensive community-based violence prevention initiatives with Massachusetts cities and towns;
- To disseminate information about violence prevention initiatives to the general public, schools, public health and public safety professionals, and health care providers on national and local levels; and
- To increase the capacity of the department and other state agencies to address violence and intentional injury as a public health issue through existing programs and grant writing activities.

The Office of Violence Prevention has recently produced three products to assist Massachusetts communities in developing violence prevention programs: *Violence Prevention Program Guidelines*; *Statewide Violence Prevention Program Directory*; and *Update of the Violence in Massachusetts: The Epidemiology of Weapons in Massachusetts*.

Planned for Spring 1994, the "Words Not Weapons" campaign will encourage high school students throughout the state to pledge to not bring weapons to school. Students will also receive training in conflict resolution, mediation and peer leadership and will then share these skills with middle and elementary school students.

Selena Respass is director of the Massachusetts Department of Public Health's Office of Violence Prevention. In this position, Ms. Respass coordinates and promotes violence prevention activities throughout the state, keeping communities and local, state, federal and national agencies informed about the department's violence prevention initiatives.

Project BREGA

Irene Melendez
Project BREGA
BCD Cooperative Plaza
Suite 905 B
623 Ponce de Leon Avenue
Hato Rey, Puerto Rico 00917
809/789-5612

Project BREGA strives to prevent youth involvement in criminal gang and drug activity. BREGA, a slang Spanish word meaning "to deal with or handle," stands for Betterment of Resources and Effort for Gang Alternatives. A consortium of 11 public and private agencies works together, dedicating their own resources as well as assisting in the development of additional resources through federal grants.

More than 250 youths, ages eight to 16 years old, participate in the program. Project BREGA operates in 10 lower income communities in Ponce, Puerto Rico, which has traditionally been associated with high rates of criminal gang activity.

Strategic components of the program include the "godparent" project, in which volunteer healthy families are paired with at-risk families; a parenting school offering classes to improve parenting skills; dropout tutoring programs; a "veterans" program for former gang members; a mentoring program in which community youth leaders provide peer counseling to at-risk youth; DARE (Drug Abuse Resistance Education); "Youth of the Month Awards" in which the Manufacturers Association of Puerto Rico recognizes one young person each month for meritorious effort and goal achievement; the Salsa Ballet Troupe, a cultural arts program operated by the city government; and the Community Theatre Group, developed and operated by a local actor/producer.

Irene Melendez, Ed.D., is president of RESOURCES, Inc., a private consulting firm for evaluation of federal programs and grant development. RESOURCES, Inc. has been the external evaluator for Project BREGA for the past three years and will continue in this effort. Dr. Melendez received her doctoral degree in education administration from the International Graduate School of St. Louis of Washington University and her master's in social work from the University of Puerto Rico.

Resolving Conflict Creatively Program

Tom Roderick
Educators for Social Responsibility
Metropolitan Area
475 Riverside Drive, Room 450
New York, NY 10115
212/870-3318

A unique partnership between Educators for Social Responsibility Metropolitan Area and the New York City Public schools, the **Resolving Conflict Creatively Program** reaches tens of thousands of young people throughout New York City. Working collaboratively with students, school staff and parents, the program seeks to incorporate the knowledge and skills of conflict resolution, an appreciation for diversity, and attitudes for countering bias into every aspect of campus life.

One of four programs offered by ESR Metro, Resolving Conflict Creatively Program's core components include:

- Twenty-five-hour introductory training for staff;
- Regular classroom instruction in creative conflict resolution;
- Classroom visits by expert consultants; and
- Two-hour monthly follow-up sessions with teachers.

The Resolving Conflict Creatively Program also offers peer mediation training to selected groups of students who then serve their schools as playground mediators. RCCP's professional development sessions for school administrators help them create school climates that honor diversity and cooperative approaches to solving conflict. The parent component trains parents in conflict resolution and intergroup relations, preparing them to lead workshops for other parents.

The positive impact of the RCCP has been documented in assessments conducted by Metis Associates. Teachers report fewer fights, less verbal abuse and more caring behavior on the part of their students.

Mr. Tom Roderick serves as executive director of Educators for Social Responsibility Metropolitan Area. ESR Metro seeks to make social responsibility an integral part of education by fostering new ways of teaching and learning that help young people participate in shaping a better world. He co-founded and co-directs RCCP.

Social Development Department

Tim Shriver
Social Development Department
New Haven Public Schools
c/o Hillhouse High School
480 Sherman Parkway
New Haven, CT 06511
203/772-7443

The **Social Development Department** of New Haven Public Schools is responsible for planning, implementing and evaluating a comprehensive primary prevention program for all in the district. The department was created in an effort to address the social, economic and health concerns of the community and no longer considering them as tangential to the challenge of education. Because children are at risk of engaging in multiple problem behaviors, the focus is less on the specific dimensions of an individual risk factor and more on the developmentally appropriate protective needs of all children. The department oversees prevention efforts toward substance abuse, dropouts, AIDS, pregnancy and violence.

The Social Development Department emphasizes three significant areas of concentration:

- Developing, implementing and evaluating a K-12 social competence promotion curriculum that teaches core skills, attitudes and content. This curriculum is designed to promote positive and healthy development while reducing the chances of problem behaviors.
- Designing diverse school and community activities that reinforce the curriculum, channel the energy of both children and adults into pro-social, structured activities and maintain underlying theoretical consistency with other prevention efforts.
- Building school-based planning teams which include parents, teachers and administrators to promote collaborative ownership of prevention programs and to strengthen the trust, climate and relationships surrounding the school and the community.

Tim Shriver is the supervisor for the Social Development Department of New Haven Public Schools. Prior to joining New Haven Public Schools, he was a Fellow in Education at The Yale Child Study Center's School Development Program. Mr. Shriver has been actively involved in the Special Olympics movement in Connecticut for nine years and chaired the Board of Directors of Connecticut Special Olympics from 1990-1992.

Trenton Safe Havens Program

John T. Bailey
Trenton Safe Havens Program
Department of Recreation, Natural Resources and Culture
319 East State Street
Trenton, NJ 08608
609/989-3154

Weed and Seed is a pilot program aimed to reduce illegal crimes and drugs and revitalize communities through alternatives and opportunities for education, recreation, cultural, social and economic programs. This approach unites community organizations, social service providers and the criminal justice system in partnership with people in the community to remove crime and violence and rebuild social institutions and family life.

Through the Department of Recreation, Natural Resources and Culture, the Trenton Weed and Seed program operates four **Safe Haven** sites. Each of the Safe Havens sites provide children and young adults alike opportunities to discover new hobbies and activities. The sites are open daily after school, evenings and Saturdays. Arts and crafts, basketball, tutoring and homework assistance, dance and swimming are just a sample of the activities offered. Safe Haven staff often arrange special events including the Mayor's Earth Day Clean-Up program, a poster contest sponsored by the Mercer County Prosecutor's Office and a trip to a professional basketball game. These opportunities provide experiences that enrich and expand youngsters' horizons and help build their self-confidence.

The Safe Haven sites also serve as meeting places for numerous community meetings and activities. Future goals for the Safe Havens include active involvement in neighborhood development activities and building partnerships with area businesses and community organizations.

John T. Bailey is project director for the Trenton Weed and Seed program, a federally-funded, community-based strategy for fighting crime, drug abuse and gang activities. Mr. Bailey serves as the Weed and Seed program liaison with state and federal agencies. He previously served in Denver, Colorado, as executive director of the Salvation Army Red Shield Community Center, public relations director for the Girl Scouts Mile Hi Council and executive director of the Joint Effort Youth Foundation. Mr. Bailey also played professional basketball in the American Basketball Association.

Turn Off the Violence

Rose Griep
Turn off the Violence
P.O. Box 27558
Minneapolis, MN 55427
612/593-8041

Turn off the Violence is a coalition of Minnesota organizations working together to reduce violence by educating people about how to resolve conflict without violence. The campaign, which began in 1991, has a two-fold approach. First, citizens are encouraged to take a closer look at what they are choosing for entertainment and to consider that violence for the sake of violence should not be entertaining. The second approach is to provide the opportunity for people to learn conflict resolution skills to enable them to solve interpersonal problems without resorting to violence.

The project is guided by the National Crime Prevention Council's Foundation for Action Principles, asserting that crime prevention:

- is everyone's business.
- is more than security.
- is a responsibility of all levels of government.
- is linked with solving social problems.
- is cost-effective.
- requires a central position in law enforcement.
- requires active cooperation among all elements of the community.
- requires education.
- requires tailoring to local needs and conditions.
- requires continual testing and improvement.
- improves quality of life for every community.

Rose Griep is a crime prevention specialist for the city of Fridley, Minnesota. In this role, she functions as a liaison between the police department and the four elementary schools located in Fridley. She coordinates crime prevention programs, which include discussions about personal safety, nonviolent conflict resolution, self-care skills, theft, vandalism and bike safety for children in grades K- 4. Ms. Griep is currently president of the Minnesota Crime Prevention Officers Association and chair of the Education Committee for Turn Off the Violence. She is also a volunteer mediator for Mediation Services of Anoka County.

SAFE SCHOOLS
James P. Timilty Middle School
Roxbury, Massachusetts

Timilty was considered one of the worst schools in Boston when a group of Timilty students, assisted by teachers, sponsored a forum to discuss strategies for ending violence. Student councils from eight schools attended and agreed that conflict resolution be offered as part of middle school curriculum and that all students and staff to make a written commitment to end violence.

With violence under control, Timilty was able to concentrate on improving academic achievement. It implemented "Project Promise," which adds 90 minutes of reading and math instruction four days a week -- more than double the time students in most schools spend on these subjects. In addition, students are dismissed early on Fridays, giving faculty time to work together and plan interdisciplinary themes and next week's instruction. The results have been the highest reading and math scores in Boston Middle Schools for the last five years.

Other innovations are under way as well. The school has four self-governing clusters of 80 - 100 students, each led by a team of nine teachers who design and offer interdisciplinary instruction together. Parents serve on Timilty's management council. A staff member works half-time on parent outreach. Doctors, nurses, and engineers from Massachusetts General Hospital help students with science projects and career exploration. Three new summer programs have been added to provide continued academic instruction and community service to the elderly in the vicinity of Timilty. An adult literacy program has been developed to assist Spanish speaking parents and has been very successful.

Contact: Roger Harris, principal
 James P. Timilty Middle School
 205 Roxbury Street
 Roxbury, Massachusetts 02119
 (617) 635-8109

VI. QUESTIONS and ANSWERS

1. Do metal detectors work?

In some circumstances metal detectors do work, however, we caution every school district to not develop a violence prevention strategy that relies solely on metal detectors or other security personnel: it is doomed for failure.

It should be further noted that metal detectors are not cheap. Walk-through metal detectors cost about \$4,000; an X-ray machine for book bags and purses cost about \$20,000; and hand-held screening devices (like 18 inch wands that emit high-pitched whistles when they detect metal) cost about \$200 apiece. These costs do not include the cost of training personnel to use the detectors or maintaining them. Currently about one-fourth of the nation's largest school systems have metal detectors (this number appears to be increasing).

2. Is there any national survey that tracks whether school crime is actually increasing?

No, currently there is no national survey whereby we can measure whether school crime is actually increasing. There are, however, a variety of national, state, and local surveys that we regularly examine. These surveys along with interviews of school and community personnel provide us with a good idea of what is happening in schools.

3. Will the Safe Schools Bill provide enough funds for every school in the country to develop comprehensive violence prevention programs.

No, the Bill is intended only to provide schools with short term emergency funds. We view violence prevention as a community issue and state issue and want schools to work with other community groups in development of their safe school plans.

Clinton Presidential Records Digital Records Marker

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Divider Title: _____

m:\jjrc\violence.con\hill.jmt
September 1, 1993

What's Working and What's Not Working in Safeguarding Our Children and Preventing Violence

**July 20, 1993
1:45-2:45 p.m.**

**Howard University Prevention Project
*Dr. Hope Hill***

Clinical Psychologist and Professor of Psychology

Howard University, Washington, D.C.

Dr. Hill opened her session with a moment of silence in respect for those children who have been victims of violence and asked the audience to meditate briefly on the profound impact that violence has on the quality of life for all children.

She prefaced her remarks by explaining how the concepts of primary, secondary, and tertiary applied to prevention:

- Primary prevention is a reduction in the rate of the onset of violent and aggressive behavior.
- Secondary prevention is a reduction in severity after aggressive and violent acts have appeared.

- Tertiary prevention is the treatment of maladaptive behavior and the prevention of further violence among youth who have committed serious acts of aggression and violence.

She also explained the relationship between micro- and macro-level intervention efforts.

"Most of the interventions that you will hear about are more micro-interventions," she said. "They focus on children, families, and schools. However, it is critical to recognize the macro-influence of the social context."

"The development of violent and aggressive behaviors and the path they take have only now begun to be charted," she continued. She described the critical events and influences—including childrearing practices, peer bonding, and positive bonding to social institutions—that are known to alter the course of aggressive behavior. However, she warned, "without equal attention to those macro-level forces of society that set the foundation for violence—racism, sexism, discrimination, unemployment, lack of access to resources, and poverty—advances in prevention and treatment will remain only theoretical. Individual acts of aggression or violent behavior do not occur in a vacuum."

She noted some key components in the prevention of aggressive and violent behavior:

- Developmentally appropriate interventions that begin during no later than preschool and extend through high school.

- Interventions that are multifaceted, that focus on critical developmental areas such as the cognitive, emotional, social, affectual, and academic.
- Programs that integrate every aspect of the child's ecology—for example, the family, school, peer network, and community.
- Programs that are culturally relevant and that build on cultural values and norms.

Dr. Hill explained that a multifaceted program might focus on successful accomplishment of one key developmental task. For example, an intervention might promote the acquisition and solidification of identity in adolescents.

She pointed out that many youngsters do not understand their cultural background or history, and preliminary research suggests that children, especially children of color, have benefited from a proactive socialization to the values and norms of the culture. This type of intervention can in fact be a significant protective factor in the future.

Finally, Dr. Hill described a component of intervention that does not receive much attention: developing access to the economic resources of society. "We have reams of data documenting the effectiveness of interpersonal cognitive problemsolving," she said, "but very little data on the importance of building access to legitimate ways to earn money and developing a skill base of competence at a very young age. As youngsters go

through the developmental process, they must be able to identify and demonstrate their competence and see clearcut pathways for them to use that competence after they complete school. Economic pathways for disenfranchised youngsters are as critical a developmental intervention as cognitive training and problemsolving. This type of intervention should build competence, status, and respect."

She noted that short-term programs that focus on only one aspect of prevention are not effective. "It's not sufficient to introduce an 18-week program of conflict resolution in the sixth grade and expect to see long-lasting results," she observed. "Instead, interventions need to effect change in multiple areas of the social context."

Finally, Dr. Hill discussed the importance of having "an identifiable ethos, ideology, and culture." She lamented that too many young people do not feel a connection with their past or their present, but expressed hope because several programs around the country have begun to infuse culture, to use rights of passage, and to expose young people to an ethos or spiritual base that guides development. She believes that socialization should be bicultural and that native culture—be it African-American, Asian, Latino, or Native American—should be strengthened. Bicultural socialization "is absolutely critical in establishing a protective mechanism, a protective shield that these young people must use as they traverse the developmental spectrum," she concluded.

She then briefly discussed how these various elements were integrated into her own intervention program, the Howard University Violence Prevention Program. The children in the Howard University project are between the ages of 8 and 11, live in violent neighborhoods, and have been exposed to chronic and acute instances of community violence. She emphasized the importance of developing communication skills among young people so they can express their needs and get those needs met and of strengthening identity through cultural awareness. Another key element of Dr. Hill's intervention strategy is helping parents cope with disciplinary issues, promote prosocial behavior, clarify their attitudes toward violence, and regain their sense of power as problemsolvers in attacking the problem of violence in their communities. "We know from the research on children of war that children look first to their parents to figure out how to handle stressful conditions," she said. "Parent empowerment allows parents to model effective problemsolving solutions in the environment."

Dr. Hill said intervention studies suggest that teachers and schools can be trained to ally themselves with parents. The Howard University project consults with teachers to help them promote prosocial behavior among their students—the same children who are in the afterschool program and whose parents are in the parenting network.

"One of the critical omissions in our field has been neglect of the community as a critical component in violence prevention," Dr. Hill commented. To provide children with the "safety net" they need, she recommended that police be trained in the mores of the

community, that youth be encouraged to undertake community projects, and that safe havens be found for young children.

"Our task today," she concluded, "is to reduce and eventually eliminate the pictures of violence that pervade our newspapers and instead to create powerful, developmental pathways for youth who have been historically locked out, to create a future for youngsters who question whether they will live to be 15 years old, and to return childhood to children. In short, our task is to safeguard the welfare of our children, to give them the opportunity to become productive citizens. . . To do this, we must take what scientific knowledge, common sense, and political power we have and create a safety net that promotes development among all children and protects them from the risk factors in our environment."

Dr. Hill closed by challenging participants to question their programs: How does this program fit with other programs in the community? Is this a singular intervention, or will it link up with an early childhood program, a tutoring program, or a mental health program? Have I planned this program with the same love, energy, and commitment I would if it were for my own children?

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September 1, 1993

**What's Working and What's Not Working in Safeguarding Our Children and Preventing
Violence**

July 20, 1993

1:45-2:45 p.m.

Program of Research on the Causes and Correlates of Delinquency:

The Denver Youth Study

Dr. Terence P. Thornberry

Professor and Former Dean of the School of Criminal Justice

State University of New York at Albany

Dr. Thornberry presented the results of an ongoing study on juvenile delinquency and violent behavior that has been underway since 1986. He then discussed the major policy implications to be drawn from the results of the study.

He noted that three research projects compose the Program of Research on the Causes and Correlates of Delinquency: the Denver Youth Survey, directed by Dr. David Huizinga; the Pittsburgh Youth Study, directed by Dr. Rolf Loeber; and the Rochester Youth Development Study, directed by Dr. Thornberry. The objective of the program was to identify the major risk factors and causes of serious violent delinquency. The