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001. memo	Pat to Judy Cherrington re: Urban Community Service Program (partial) (1 page)	09/17/1993	P6/b(6)

COLLECTION:

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Domestic Policy Council
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FOLDER TITLE:

[National Commission on Drug-Free Schools] [Binder] [2]

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RESTRICTION CODES

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

- 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]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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strategy has been to follow the same youth over the life course to gain insight into the developmental pathways that lead to serious, violent offending.

Dr. Thornberry described the data collection process, which began in 1988. Some 4,500 inner-city first through eighth graders have been involved since the beginning of the study. Interviews with both the youth and their primary caretakers (usually the young peoples' mothers) have been conducted once a year in one site and twice a year in two sites. In addition, extensive archival data from the police, courts, schools, and other social service agencies have been collected, making this the largest, most comprehensive investigation of delinquency ever conducted. He noted that more details about the study and an overview of the initial findings are available from the Office of Juvenile Justice and Delinquency Prevention in a publication called *Urban Delinquency and Substance Abuse*.

Dr. Thornberry pointed out that violence among teenagers is so prevalent it is almost normative in our society:

- By the 10th and 11th grades, when the subjects were between 16 and 17 years of age, 58 percent, or nearly 6 in 10 youngsters, self-reported some involvement in violent behavior.

- Not all youth were equally involved in violence. Some only experimented with violence, while others became chronically and persistently involved.
- A wide disparity was found between the number of violent acts committed by chronic, violent offenders (15 percent of his sample) versus nonchronic violent offenders (85 percent of his sample).
- Chronic violent offenders reported committing 75 percent of all violent offenses, while nonchronic violent offenders reported committing 25 percent of all violent offenses.

"Clearly, the violent crime problem that we confront in America today is not evenly distributed either throughout the social system or the offender population," Dr. Thornberry noted. "Instead, criminal acts are concentrated to a very high degree among a certain small, select group of offenders."

"This simple dichotomy poses an interesting policy issue," he continued. "If we want to be successful in reducing the overall level of violence in America, we have to reach that small group of chronic violent offenders, because if we don't, I suspect that we will not make any real dent in the level of violence in our society." He went on to explain that if the violent behavior of nonchronic offenders—the easiest group to reach—were reduced by 100 percent, only 25 percent of the violent crime problem in the United States would

be addressed. The other 75 percent of violent crimes would still be occurring. He concluded that "we must identify chronic violent offenders and respond to their needs if we are to be successful."

Dr. Thornberry then discussed two important points about youth offenders. First, chronic violent offenders have extraordinarily high rates of all other forms of delinquency. For example, they commit property crimes, public disorder offenses, status offenses, and drug offenses, and they engage in alcohol and drug use. They also have high rates of other problem behaviors—for example, they drop out of school, join delinquent gangs, own and use guns, engage in sexual relations, become teen parents, achieve independence early from their families, and so forth. "These characteristics suggest that these individuals confront multiple problems and that we need to do something about those problems in a comprehensive fashion," he concluded.

Second, chronic violent offenders have multiple risk factors in their backgrounds that lead to violence. "Violence does not drop out of the sky at age 15," he said. "It is part of a long developmental process that begins in early childhood and culminates during the teenage years."

Dr. Thornberry noted that prior research indicated the importance of families, schools, neighborhoods, and individual differences in the lives of young people, but it appears

that peer and friendship networks exert much more influence on the behavior of youngsters.

"Youth who have delinquent friends have much higher rates of involvement in serious delinquency than youth who do not," Dr. Thornberry reported. "It is also the case that youth who come from families in which there are parent-problem behaviors such as drug use and criminality also have high rates of serious delinquency themselves. However, the impact on delinquency of having parents with low levels of problem behavior versus high levels of problem behavior is much less dramatic."

Dr. Thornberry described the combined effect of these two variables on delinquency. He explained, "The rate of delinquency climbs higher when a young person has delinquent friends, and it climbs even higher when the young person's parents exhibit problem behavior. But the rate of delinquency is highest (10.7 serious delinquent acts) when both of these risk factors are present in the environment."

He explored the issue of risk factors further by focusing on family-based risk factors and their consequences for adolescent behavior:

- Youngsters who grew up in violent families were themselves more likely to exhibit violence, suggesting that a cycle of violence exists.

- Data from child protective service agencies showed that 70 percent of the children who were abused or maltreated, up through age 11, self-reported violent crimes during the teenage years, compared with 53 percent of children who were not abused and self-reported violent behavior.
- Seventy percent of the children from households in which there was spousal violence were themselves violent, compared with 49 percent from households in which there was no spousal violence.
- Children from households that scored high on the scale, "Family Climate of Hostility or Aggression," were more likely to be violent than those children with a low score.

"Abused children are at much higher risk of later involvement in violence," he concluded. "But, what happens if these risk factors appear in combination?" The results of their combined analysis of these three variables—child maltreatment, spousal violence, and family conflict or violence—were rather dramatic:

- Thirty-eight percent of children who grew up in homes in which none of these three forms of family violence were exhibited self-reported committing violent offenses.
- Sixty percent of the children from families in which any one of these forms of violence was present reported committing violent crimes.

- Seventy-three percent of children from families in which any two forms of family violence were present reported committing violent crimes.
- Seventy-eight percent of children from families in which all three forms of family violence were present reported committing violent crimes.

In other words, growing up in families with multiple forms of violence doubled the risk of a young adolescent becoming involved in violent crime. "This is an issue we have just begun to explore," Dr. Thornberry said, "and it seems like a fruitful line of research to continue because the combination of factors appears to have a great impact on later behavior."

Dr. Thornberry then discussed protective factors—that is, those factors that reduce the consequences of growing up in a negative family environment. "Although many youth may be at risk for delinquency and violence, not all high-risk youth become delinquent," he reiterated. "In fact, many of them are resilient, escaping or avoiding delinquency even though they have many risk factors in their background."

He identified nine family-based risk factors—such as unemployment among heads of household, low parental education, more than five family moves before the child was 12, official records of abuse and maltreatment, and so forth—that helped to identify youth

who were at high risk of serious delinquency. His definition of high risk was a child who experienced five or more of these factors. These risk factors were found to be significant:

- If a child did not have any of these family-based risk factors, only 11 percent of them reported being involved in serious delinquency.
- If one to four risk factors were evident, 22 percent of the youth reported involvement in serious delinquency.
- If five or more of these risk factors were evident, 36 percent reported committing serious delinquent acts.

"In other words," he said, "if five risk factors were present, the chances of youth involvement in serious delinquency tripled from 11 percent to 36 percent." Consequently, this was the group classified as high risk.

Dr. Thornberry said that not all high-risk youth were delinquent and that he wanted to identify protective factors that discriminated between resilient youth—that is, those who avoided serious delinquency—and nonresilient youth—that is, those who engaged in serious delinquent acts. He examined 18 protective factors, 12 of which turned out to be significant. He found a large cluster of protective factors in education—for example, children who performed well in school, were committed to school, were attached to

teachers, and hoped and expected to attend college were much more likely to be resilient and to avoid involvement in delinquency. "Clearly, the school has a major role to play in trying to protect youth from adverse or early family factors," he concluded.

He also found protective factors in the family—such as parental supervision and parent-child attachment—and among peers. For example, kids whose friends held "conventional" values and were involved in "conventional" activities were themselves much less likely to be involved in delinquency.

Dr. Thornberry's research showed that high-risk children—those with five or more family-based risk factors—whose environment was enriched with the 12 protective factors were more likely to be resilient. Among the high-risk youth:

- If zero to five protective factors were available, only 22 percent were considered resilient, with 78 percent of them reporting being involved in serious delinquency.
- If more than nine protective factors were present, 82 percent of the children were considered resilient, with only 18 percent reporting involvement in serious delinquency.

"We think this is very good news," Dr. Thornberry observed, "because it suggests that difficult early environments can be counteracted by prosocial activities and prosocial settings."

However, the bad news was that 2 years later the level of resilience had flattened out. "While protective factors were in place, there was a tremendous reduction in violence and delinquency," he stated, "but when they were no longer in place, their protective impact tended to fade."

Dr. Thornberry concluded by discussing three important policy implications that can be drawn from the program's research. First, prevention programs need to start early in the life course, probably during elementary school if not before. "It is important to interrupt the developmental pathways that lead to violent behavior as early as possible—before violence becomes part of the person's behavioral repertoire," he declared. "Evidence is mounting that waiting until the teenage years is too late because programs have far too much to overcome at that age to be successful."

Second, intervention programs, especially those for chronic violent offenders, need to be comprehensive in their treatment of risk factors, co-occurring problem behaviors, and protective factors:

- Programs need to provide services that deal simultaneously with the multiple risk factors faced by chronic violent offenders and to coordinate the delivery of services so that the interaction among risk factors is explicitly taken into account.
- Treatment programs should not be narrowly based, focusing on violence in one treatment program and drug use in another. Because serious offenders are apt to be involved in both forms of behavior, assessments for multiple problem behaviors need to be addressed and programs need to be provided that meet those needs.
- Prevention and treatment programs should add as many protective factors to the youth's environment as possible because even high-risk youngsters who have multiple protective factors in their lives are quite resilient to delinquency.

Third, prevention and treatment programs should be in place for years, not months. "Most programs last for 6 or 9 months," he noted, "and then youth are turned back to their families and neighborhoods. Unfortunately, programs of short duration cannot reverse the devastating consequences of multiple risk factors and co-occurring problem behaviors."

"Youth violence is a persistent and lasting problem," he concluded, "and if we are reduce it, we have to be prepared to provide long-term supportive services. There is ample evidence that when protective factors are in place and when well-organized treatment

services are provided, behavior improves, but when they are removed, behavior deteriorates. Therefore, we need to extend the length and comprehensiveness of our intervention efforts, for by doing so, we may succeed in our efforts to reduce youth violence."

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August 23, 1993

Youth Violence as a Public Health Problem:

Where We Are Now and Where We Need To Go

July 20, 1993

9:30-10:15 a.m.

Dr. Mark L. Rosenberg

Acting Associate Director, National Center for Injury Prevention and Control

Centers for Disease Control and Prevention

"Violence is an epidemic in the United States today," Dr. Rosenberg began. "It is a public health problem because of the magnitude of the injuries it causes, the disabilities it causes, and the impact on the quality of life it has on all of us. But, violence is not a fact of life. It is a problem to be solved."

The Acting Associate Director for Public Health Practice at the Centers for Disease Control and Prevention (CDC) discussed the number of deaths classified as injuries every year:

- Approximately 50,000 deaths from motor vehicle accidents.

- Approximately 50,000 deaths from other types of unintentional injury such as poisoning, falls, fires and burns, and drowning.
- Approximately 52,000 deaths from violence, or intentional injury.

Injury, he declared, is the leading cause of death in this country for people between ages 1 and 44, causing more deaths than all diseases combined. Moreover, the problem is worse among African-American males, 42 percent of whom die from homicide. And, the cost for the Nation is huge: \$158 billion in 1985, \$180 billion in 1988, and \$1.3 trillion in 1990.

CDC categorizes violence, or intentional injury, in two ways: First, *self-directed violence*, which includes suicide and suicide attempts; and second, *interpersonal violence*, which includes assault, sexual assault (rape), spousal violence, child abuse, child sexual abuse, elder abuse, and homicide.

By analyzing thousands of cases of homicide, assault, and suicide, CDC scientists have been able to identify patterns. According to Dr. Rosenberg, homicide usually:

- Occurs among acquaintances.
- Involves members of the same race.
- Involves males.

- Starts from an argument.
- Is not related to another ongoing felony such as robbery.
- Involves alcohol.
- Involves a firearm.

In addition, the age of the perpetrator has been declining, as has the age of the victim. And, although the incidence of assault has not increased, Dr. Rosenberg reported, now the outcome tends to be fatal.

On the other hand, the pattern for suicide has changed drastically in the past 40 years, when suicide victims tended to be older white depressed males. Now, suicide has reached epidemic proportions among young people, most of whom are impulsive rather than depressed.

Unfortunately, the problem seems to be growing. Dr. Rosenberg cited a 1990 survey conducted by CDC showing that 4 percent of youngsters reported carrying a gun in the previous 30 days. A 1993 Louis Harris poll showed that 15 percent of schoolchildren had carried a gun in the previous 30 days, and 4 percent of them had carried the gun to school. Another 60 percent reported they could get a handgun if they wanted one, and 15 percent reported that they had shot at someone.

The mid-1980's saw a "sea change" in the way CDC studied the problem of violence. It shifted from politics and philosophy to science. It now quantitates risks and emphasizes the scientific method:

- Defining the problem. Scientists collect data on thousands of cases, analyze the data epidemiologically, and identify patterns.
- Identifying causes and risk factors.
- Devising interventions based on patterns and causes. Investigators evaluate interventions to see which are effective.
- Establishing intervention programs based on what has proven to be effective.

CDC looks at the risks of firearms not only in the hands of criminals, but also in the hands of all members of society. For example, having a firearm in the home dramatically increases the risk for death by injury:

- Suicide is 5 times more likely in homes with a firearm.
- Homicide is 12 times more likely in homes with a firearm.
- Death by suicide, unintentional homicide, or criminal homicide is 3 times more likely in homes with a firearm.

Dr. Rosenberg likened the firearm situation to that of motor vehicle crashes 20 years ago. Calling it the "unsung miracle of public health," he noted that changes in government regulation have saved 243,000 lives by making both cars and highways safer. Among the innovations introduced were seatbelts, air bags, steering wheels that protect instead of impale, vehicle front-ends that crush and absorb impact, divided highways, and rigorous highway testing for drunken or impaired drivers.

Similarly, there are many techniques that can be used to prevent firearm injuries without banning the weapon itself, Dr. Rosenberg explained. One strategy is to decrease people's inclination to fight through courses in conflict resolution. A second strategy is to change the availability of firearms. For example, laws can be passed that affect:

- Who can own a gun (for example, by restricting possession to police officers).
- The ways in which guns can be stored or carried.
- The lethality of firearms (for example, by prohibiting certain types of automatic weapons and ammunition, or by requiring indicators that show whether a gun is loaded and trigger locks so young children can't pull a trigger).
- The number of guns in circulation.

Dr. Rosenberg then outlined 10 basic principles that he advised participants to incorporate into their violence protection programs:

- **Emphasize primary prevention.** Primary prevention aims to prevent acts of violence from occurring in the first place by targeting a broad audience, including victims, perpetrators, and other members of society.
- **Expect complex problems to require complex solutions and look for synergy.** The causes of violence are multiple, with psychological, environmental, and economic factors all playing a strong role. In addition, large-scale social factors, such as poverty, lack of opportunity for education and jobs, use of alcohol and other drugs, and availability of guns, also contribute to violence. Finding a solution will require the involvement of education, public health, criminal justice, and other disciplines. Synergy means coordinating the approach among different agencies and disciplines.
- **Intervene early by focusing on children and on those who influence children.** Interventions aimed at young children can have benefits that last for a lifetime. Although it takes a long time to see the impact of these types of interventions, they are very worthwhile in the long run.
- **Work with the community.** The success of a program is likely to depend more on community involvement and participation than on the nature of the program itself.

"Even the best vaccine will not work if people don't take it," Dr. Rosenberg explained. "New partnerships need to be developed at the community level involving the schools, police, and health, labor, housing, and employment departments."

- Recognize that safe schools and safe communities go together. Safe schools do not exist in unsafe communities, and children who fear for their lives going to and from school are inclined to carry guns. The biggest threat to effective education is an armed student body.
- Evaluate programs scientifically. Use rigorous behavioral and epidemiologic research methods to find out what works. Start with relatively small programs that can be studied to find out which interventions make a difference.
- Address the question of how to prevent firearm injuries. The risks of firearm injury have been documented scientifically, and firearm injury prevention, like motor vehicle death prevention, will probably require a combination of interventions.
- Address the connection between alcohol and other drugs to violence. More attention needs to be given both to the role of drugs, especially alcohol, as a causal factor of violence and to effective ways of restricting young people's access to alcohol.

- Use all of the strengths of the criminal justice community. For example, there is much to be gained from enforcing laws already on the books, expanding community policing efforts, and training and educating incarcerated youth. However, all young people must have job opportunities if their lives are to change.
- Speak from and to the heart. Bill Foege, former Director of CDC, once said, "We need to see the faces. They are the faces of our children, our friends, our brothers, our sisters, our parents." Do not allow the American public to think that violence is suffered only by criminals, drug addicts, delinquents, and others on the fringes of society. Instead, develop a clear vision, and give people hope, Dr. Rosenberg asserted.

Dr. Rosenberg reiterated his belief that there are ways to stop the plague of violence. "We can take charge of our classrooms, our families, and our communities," he said. "We must use the media and our educational resources proactively to communicate our most important messages clearly and convincingly. Understanding both science and the community, and communicating with respect and creativity will, I am convinced, result in solutions much better than any one of us could have arrived at alone."

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Divider Title: _____



UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

Remarks Prepared For¹
U.S. Secretary of Education
Richard W. Riley

Safeguarding Our Youth:
Violence Prevention for Our Nation's Children
Washington, D.C.
July 20, 1993

Good morning and welcome to this historic meeting on violence prevention. Violence prevention can take many forms. When Governor, hurrying through my lobby, a large farm friend (who had come with his family to visit me), grabbed me and proceeded to try to jerk the crick out of my neck. Security Officers fortunately tackled him to the ground. This forum, "Safeguarding Our Youth: Violence Prevention for Our Nation's Children," is the first meeting where four different federal agencies have collaborated to bring people together from all walks of life to discuss how we can make our schools, our families, and our communities safe.

We need each of you -- educators, police officers, judges, prosecutors, public housing residents, representatives of the media, businesses, foundations, youth-serving organizations, and the youth themselves -- because carrying weapons, fighting in schools, open gang warfare, and even homicides have, unfortunately, become a regular part of the school day and of neighborhood life for an increasing number of students. For example, consider that:

- Approximately 3 million thefts and violent crimes occur on or near school campuses every year. This equates to nearly 16,000 incidents per school day, or one incident every six seconds.
- Approximately one of every five high school students now carries a firearm, knife, razor, club, or other weapon on a regular basis. Many of them carry these weapons to school.
- Approximately 20% of all public school teachers reported being verbally abused, 8% reported being physically threatened, and 2% reported being physically attacked during the previous year.

Violence in schools or among school-aged youth not only destroys our country's most precious natural resource -- our youth -- but also creates an environment where children cannot learn, teachers cannot teach, and parents are reluctant to send their children to school.

¹The Secretary may depart from prepared remarks.

Creating a supportive environment free of drugs and free of violence is both a challenge and a necessity, and is one of our six National Education Goals. Raising the graduation rate, improving student achievement in challenging subjects, and ensuring the ability of our students to compete in a world economy are critical to our nation's future. But, achieving these goals will be nearly impossible if our schools and neighborhoods are unsafe for our children and youth.

Just consider how difficult it would be for students to learn if one of their classmates was killed in school or on the way to school; if a loved teacher or administrator were killed; or if they knew that large numbers of fellow students were carrying weapons, including guns.

These incidents happen. It happened in Dartmouth, Massachusetts, in April when three teenagers armed with a baseball bat, a billy club and a buck knife burst into a high school social studies classroom and fatally stabbed a 16-year-old freshman in front of the rest of the class.

It happened in Harlem, Georgia in March of this year when a high school student opened fire in a school hallway killing one teenager and injuring another.

It happened in Brooklyn, New York in November 1992 when the principal of a grade school was caught in a cross fire while he searched for a missing pupil and was killed.

And, it happened in Amarillo, Texas in September 1992 where six students were shot and another was trampled when a 17-year-old student opened fire in a crowded hallway after a pep rally.

These incidents happened in urban areas, suburban areas, and in rural areas. They happened in rich school districts and in poor ones.

Ending this epidemic of violence is not going to be an easy task. There are no simple solutions to the problem and there is no one program or policy that can, by itself, work. Solutions to the problem are going to take hard work and a concentrated, coordinated effort by the entire community. Every segment of the community -- education, law enforcement, health, housing, businesses, clergy, youth organizations, parents, and youth -- has a role to play.

We simply cannot stand idly by and let violence occur in our communities and our schools. There are some actions that we can take, and I want to give you a few ideas.

Federal, state, and local governments should view school safety as a priority and provide resources to combat the problem.

Schools must have the training, the resources, and the technical assistance necessary to combat this problem. On the Federal side we have submitted the "Safe Schools Act" to Congress for its consideration. This legislation marks the first time that federal legislation has been introduced to help schools address this acute problem, and it clearly recognizes the link between crime and violence and obstacles to learning.

The Bill would authorize \$175 million in the first two years, with 95% of the money going where it is needed most urgently -- to local educational agencies with the most serious crime, violence, and discipline problems.

Local educational agencies could receive grants of up to \$3 million per year. For example, schools could use their funds to:

- 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.

Several states and cities have established school safety as a priority and have developed resources for their local schools. Let me give you some examples.

- California has developed a planning guide that provides schools with a clear process to bring their communities together to make their schools safer and more effective.
- Texas has established a statewide school safety resource center that provides training, technical assistance and materials to schools in a variety of violence prevention areas.
- Trenton, New Jersey is one of twenty cities that have established or are in the process of establishing "Safe havens" in schools where children and their families can go after school hours to engage in educational, recreational, cultural, and health-related activities.

Schools and communities need a better understanding of the extent and nature of school crime and its effects on learning. We cannot develop programs that serve the needs of our children until we have a clear idea of the problems they face. Yet, educators are reluctant to maintain data for fear that a high incidence of crime and violence will damage their school's reputation.

As part of the reauthorization of the Drug-Free Schools and Communities Act, we intend to call for improved assessment of incidents of violence and of drug use. We will encourage schools to work closely with agencies, such as the Centers for Disease

Control, in developing surveys that accurately measure what is happening in their classrooms. An interesting local system called "Project SMART" is used in Anaheim, California and Norfolk, Virginia (SMART = School Management And Resource Teams). These school systems have computerized data collection systems. Administrators can determine, at the push of a button, the number and the location of policy violations, offenses and crimes committed in each school, and take immediate action to combat the problem.

Schools need to develop and consistently enforce policies that realistically relate to what is happening in schools and communities today with regard to violence and crime.

Schools across the country have learned that in order to ensure their students work and learn in a violence-free environment, clear and consistent policies which state that violence and weapon carrying will not be tolerated need to be in place and need to be enforced in an equitable manner. It has been clearly demonstrated that schools that have and enforce these types of policies have fewer problems with violence and weapon carrying.

I encourage all of you when you go back home to review the policies of your schools regarding weapons and violence. Before finalizing them, I suggest you examine how other schools and communities are dealing with the problem. I am also very interested in the effectiveness on these issues with having smaller schools.

Schools and communities need to get students and parents more involved in the process of making schools safe, disciplined, and drug-free.

A great example of a school that used parents successfully to end fighting is George Washington Prep in Inglewood, California. When George McKenna was principal (he is now superintendent), he inherited a school where there was open gang warfare. He brought parents in, had them monitor the halls, sit in the classrooms, and talk to the students. He had them take an interest in the students and show them that they cared and that fighting and disruptive behavior would not be tolerated. George Washington Prep, like countless other schools, found that there was a direct correlation between parental involvement and a decrease in violence and crime.

Students, too, need to get involved in helping to make their schools safe. At Houston's (Texas) Sidney Lanier Middle School, about 20 students recommended by teachers are trained as conflict managers each summer. During the school year when a minor problem arises, the names of those in the dispute are given to a school counselor who then assigns a student mediator to work with those peers during the day. Counselors at the school have found that conflicts have decreased and students have been given greater

ownership of what happens in the schools.

Schools and communities need to develop programs that do not rely solely on security measures such as metal detectors and security personnel. We need comprehensive programs that address a host of "risk factors" that our students come to school with, and we need to provide them with the skills necessary to deal with conflict in a non-violent manner.

Programs incorporating conflict resolution and peer mediation and curriculum programs like STAR (Straight Talk About Risks) where children are taught the realities and consequences of gunplay might be made part of a school's violence prevention efforts. The Resolving Conflict Creatively Program in New York City incorporates the knowledge and skills of conflict resolution, an appreciation for diversity, and attitudes for countering bias into every aspect of campus life. Evaluations have shown that the program has reduced fighting and reduced verbal abuse.

Schools and communities need to develop cooperative relationships with all segments of the community. We know that schools cannot effectively address problems of violence alone. They need the help and support of the entire community -- families, youth, businesses, law enforcement, public health agencies, and organizations that serve youth. There is a role for every segment of the community, and, if we are to be successful in ending violence, we must ensure that all groups are involved in the protection of our students.

There are several programs represented here today which take the community approach to eliminating drug abuse and violence and I encourage you to talk to representatives of these programs. One of the programs, "San Antonio Fighting Back," will be featured in a session tomorrow and the director, Ms. Davis, will also be on our Town Hall Meeting later this evening. Another program that employs a community approach to solving violence problems is the "Weed and Seed Program" in Richmond and Denver.

The task before us over the next two days is daunting, but we cannot be intimidated by our task. We must boldly pursue all possible measures to make our schools, families, and communities safe. Together we can create an environment that makes it possible for our children and youth to grow and learn to their fullest potential. We look forward to your suggestions and to working closely with you to shape policies and programs that support the growth of healthier, safer, and better-educated students ... because our very future depends on it.

TESTIMONY

OF THE HONORABLE MADELEINE M. KUNIN

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

JUNE 22, 1993

MR. CHAIRMAN, AND MEMBERS OF THE SUBCOMMITTEE, THANK YOU FOR THE OPPORTUNITY TO TALK WITH YOU ABOUT OUR MUTUAL CONCERN REGARDING THE EXTENT AND NATURE OF CRIME AND VIOLENCE IN THE NATION'S SCHOOLS.

WE HEAR THE SAME VOICES THAT YOU DO--PARENTS, TEACHERS, AND STUDENTS ARE ASKING FOR OUR HELP TO REDUCE THE GROWING EPIDEMIC OF VIOLENCE IN ORDER TO CREATE A SAFE LEARNING ENVIRONMENT. THERE ARE NO EASY ANSWERS TO THIS QUESTION, BUT WE CANNOT LET THAT REALIZATION PREVENT US FROM TAKING SOME PRELIMINARY STEPS TO DEVELOP PROGRAMS AND STRATEGIES THAT EFFECTIVELY STEM ITS GROWTH.

SPEAKING TO YOU TODAY, I REPRESENT THE PRESIDENT AND SECRETARY RILEY WHO STRONGLY SHARE YOUR COMMITMENT TO REDUCE VIOLENCE AND ENSURE THAT ALL CHILDREN ATTEND SCHOOLS THAT ARE SAFE, DISCIPLINED, AND DRUG FREE.

THIS PAST WEEKEND, SECRETARY RILEY AND I HAD AN OPPORTUNITY TO MEET WITH THE DEMOCRATIC GOVERNORS ASSOCIATION IN WOODSTOCK, VERMONT, AND THEY EXPRESSED THEIR DEEP CONCERN ABOUT INCREASED VIOLENCE IN THEIR STATES AND WERE VERY INTERESTED TO LEARN THAT WE INTRODUCED LEGISLATION LAST WEEK, THE SAFE SCHOOLS ACT.

WE IN THE DEPARTMENT OF EDUCATION RECOGNIZE THAT CHILDREN CANNOT LEARN, TEACHERS CANNOT TEACH, AND PARENTS ARE RELUCTANT TO SEND THEIR CHILDREN TO SCHOOLS WHERE CRIME AND VIOLENCE ARE AN

ORDINARY PART OF THE SCHOOL DAY. SUCH AN INTIMIDATING AND FEARFUL ENVIRONMENT NOT ONLY THREATENS A CHILD'S SAFETY AND POSSIBLY HIS OR HER LIFE, BUT ALSO CLEARLY INHIBITS THAT CHILD'S ABILITY TO LEARN.

AS YOU KNOW, OUR HIGHEST PRIORITY FOR THE IMPROVEMENT OF EDUCATION IN AMERICA IS THE ENACTMENT OF THE GOALS 2000, EDUCATE AMERICA ACT, WHICH CODIFIES THE EDUCATION GOALS AND SETS HIGH STANDARDS FOR ALL CHILDREN.

WE CANNOT SUCCEED IN ACHIEVING EXCELLENCE IF WE DO NOT SIMULTANEOUSLY, IMPROVE SAFETY. THAT IS WHY WE PLACE IMPORTANCE ON WHAT CHILDREN LEARN AND CAN DO, AS WELL AS THE SOCIAL ENVIRONMENT IN WHICH LEARNING TAKES PLACE. BOTH ARE ESSENTIAL TO EDUCATIONAL EXCELLENCE AND EXPANDED OPPORTUNITIES FOR ALL CHILDREN--WHICH IS THE MISSION OF THIS ADMINISTRATION, AND OUR DEPARTMENT.

RECOGNIZING THE RELATIONSHIP OF CRIME AND VIOLENCE TO LEARNING, AND THE ROLE OF SCHOOLS IN CRIME AND VIOLENCE PREVENTION, THE ADMINISTRATION HAS TAKEN SEVERAL STEPS TO CONTRIBUTE TO CHILDREN'S SAFETY. THE FIRST STEP IS OUR PROPOSED "SAFE SCHOOLS ACT" WHICH WAS INTRODUCED LAST WEEK. THIS LEGISLATION MARKS THE FIRST TIME THAT FEDERAL LEGISLATION HAS BEEN INTRODUCED TO HELP SCHOOLS ADDRESS THIS ACUTE PROBLEM, AND CLEARLY RECOGNIZES THE CONNECTION OF CRIME AND VIOLENCE TO LEARNING.

THE BILL WOULD AUTHORIZE \$175 MILLION IN THE FIRST TWO YEARS, WITH 95% 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.

APPLICANTS 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.

IN ORDER TO ENCOURAGE SCHOOLS TO USE A VARIETY OF MEANS TO ADDRESS VIOLENCE, THE BILL IMPOSES A CAP OF 5% ON ADMINISTRATIVE COSTS. 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 SETS ASIDE THE REMAINING 5% 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 WILL CONTINUE TO PARTICIPATE IN A VARIETY OF OTHER ACTIVITIES THAT ADDRESS SCHOOL VIOLENCE:

--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.

--THIS SUMMER, THE DEPARTMENTS OF EDUCATION AND JUSTICE WILL CO-SPONSOR A FORUM ON VIOLENCE PREVENTION. THE FORUM IS CALLED "SAFEGUARDING OUR YOUTH: VIOLENCE PREVENTION FOR OUR NATION'S CHILDREN." IT IS DESIGNED TO BRING A DIVERSE GROUP OF REPRESENTATIVES OF COMMUNITY ORGANIZATIONS TOGETHER TO EDUCATE ONE ANOTHER ABOUT YOUTH VIOLENCE PREVENTION AND TO IDENTIFY PROMISING STRATEGIES AND PROGRAMS. SECRETARY RILEY'S JULY TOWN HALL MEETING WHICH REACHES 2000 COMMUNITIES WILL BE HELD IN CONJUNCTION WITH THE FORUM AND WILL FOCUS ON VIOLENCE PREVENTION.

--THE DEPARTMENT OF EDUCATION AND THE DEPARTMENTS OF JUSTICE AND HOUSING AND URBAN DEVELOPMENT HAVE SUPPORTED THE DEVELOPMENT OF "SAFE HAVENS" IN 20 CITIES. THESE PROGRAMS PROVIDE YOUNG PEOPLE WITH A VARIETY OF EDUCATIONAL, RECREATIONAL, AND CULTURAL ACTIVITIES, AFTER SCHOOL IN A SAFE, DISCIPLINED ENVIRONMENT.

--"PROJECT SMART" (SCHOOL MANAGEMENT AND RESOURCE TEAMS), SUPPORTED BY THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF JUSTICE, HAS HELPED SCHOOLS COLLECT AND ANALYZE DATA ON INCIDENTS OF SCHOOL CRIME, DRUG USE, AND DISCIPLINARY INFRACTIONS. THE PROJECT IS OPERATING IN VARIOUS SCHOOLS IN VIRGINIA, WASHINGTON DC, MARYLAND, WISCONSIN, FLORIDA, AND ILLINOIS.

--THE DEPARTMENT OF EDUCATION HAS ADDED SCHOOL DISCIPLINE, CRIME, AND VIOLENCE-RELATED ISSUES TO THE DRUG-FREE SCHOOL RECOGNITION PROGRAM. NOW, IN ORDER FOR A SCHOOL TO RECEIVE RECOGNITION, IT MUST DEMONSTRATE ITS COMMITMENT TO MAINTAINING A SAFE AND DISCIPLINED SCHOOL, THROUGH DEVELOPMENT OF A SOUND, WELL-ARTICULATED DISCIPLINE POLICY. SCHOOLS MUST ALSO HAVE PROVISIONS FOR REPORTING AND MAINTAINING RECORDS ON BEHAVIORAL PROBLEMS, INCLUDING DISRUPTIONS IN CLASS AND VERBAL/PHYSICAL ABUSE OF STAFF AND STUDENTS.

--FINALLY, AS PART OF THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT REAUTHORIZATION, THE DEPARTMENT OF EDUCATION IS CONSIDERING AMENDING THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT TO SUPPORT VIOLENCE PREVENTION. 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 OF ADDRESSING BOTH OF THESE PROBLEMS--DRUGS AND VIOLENCE--IS THROUGH AN EXPANDED PROGRAM THAT PERMITS SCHOOLS TO DEVELOP PROGRAMS TO ADDRESS BOTH PROBLEMS IN A MORE COMPREHENSIVE FASHION. ADDRESSING BOTH ISSUES WILL ENABLE US TO ACHIEVE NATIONAL EDUCATION GOAL SIX WHICH, AS THE SUBCOMMITTEE KNOWS, STATES THAT BY THE YEAR 2000, ALL SCHOOLS IN AMERICA WILL BE SAFE, DISCIPLINED AND DRUG FREE, AND OFFER A DISCIPLINED ENVIRONMENT CONDUCTIVE TO LEARNING.

CRIME AND VIOLENCE IN OUR SCHOOLS ARE NOT NEW. A MAJOR SURVEY, "VIOLENT SCHOOLS-SAFE SCHOOLS--THE SAFE SCHOOL STUDY REPORT TO THE CONGRESS," BY THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE IN 1976 AND 1977, SHOWED THAT:

--THE RISK OF VIOLENCE TO TEENAGERS WAS GREATER IN SCHOOL THAN ELSEWHERE, WHEN THE AMOUNT OF TIME SPENT AT SCHOOL WAS TAKEN INTO ACCOUNT. (ALTHOUGH TEENAGE YOUTH MAY SPEND AT MOST 25% OF THEIR WAKING HOURS IN SCHOOL, 40% OF THE ROBBERIES AND 36% OF THE ASSAULTS ON URBAN TEENAGERS OCCURRED IN SCHOOLS).

--THEFT WAS THE MOST WIDESPREAD OF THE OFFENSES MEASURED; 11% OF THE NATION'S SECONDARY STUDENTS HAD SOMETHING WORTH MORE THAN \$1 STOLEN FROM THEM IN A 30-DAY PERIOD.

--AN ESTIMATED 1.3% OF SECONDARY SCHOOL STUDENTS REPORTED THAT THEY WERE ATTACKED AT SCHOOL IN A TYPICAL ONE-MONTH PERIOD. ABOUT TWO-FIFTHS OF THESE ATTACKS RESULTED IN SOME INJURY, BUT ONLY 4% OF THE INJURIES WERE SERIOUS ENOUGH TO REQUIRE MEDICAL ATTENTION.

--ABOUT ONE-HALF OF 1% OF SECONDARY TEACHERS WERE PHYSICALLY ATTACKED AT SCHOOL IN A MONTH'S TIME. NEARLY ONE-FIFTH OF THESE ATTACKS REQUIRED MEDICAL TREATMENT.

WHILE CRIME AND VIOLENCE CONTINUE TO BE PART OF SCHOOL LIFE, WHAT HAS CHANGED IS THE PREVALENCE OF AND NATURE OF CRIME AND VIOLENCE OCCURRING IN OUR SCHOOLS.

RECENT DATA FROM NATIONAL, STATE, AND LOCAL SURVEYS, AS WELL AS INFORMATION PROVIDED BY STUDENTS, PARENTS, TEACHERS, AND ADMINISTRATORS, PAINT A BLEAK PICTURE OF WHAT IS OCCURRING IN MANY OF OUR SCHOOLS TODAY:

- O APPROXIMATELY 3 MILLION THEFTS AND VIOLENT CRIMES OCCUR ON OR NEAR SCHOOL CAMPUSES EVERY YEAR. THIS EQUATES TO NEARLY 16,000 INCIDENTS PER SCHOOL DAY, OR ONE INCIDENT EVERY SIX SECONDS.
- O 16% OF HIGH SCHOOL SENIORS REPORTED HAVING BEEN THREATENED WITH A WEAPON AT SCHOOL DURING THE PREVIOUS YEAR AND 7% REPORTED BEING INJURED WITH A WEAPON .
- O APPROXIMATELY ONE OF EVERY FIVE HIGH SCHOOL STUDENTS NOW CARRIES A FIREARM, KNIFE, RAZOR, CLUB, OR OTHER WEAPON ON A REGULAR BASIS [THOUGH NOT NECESSARILY TO SCHOOL].
- O APPROXIMATELY 20% OF ALL PUBLIC SCHOOL TEACHERS REPORTED BEING VERBALLY ABUSED, 8% REPORTED BEING PHYSICALLY THREATENED, AND 2% REPORTED BEING PHYSICALLY ATTACKED DURING THE PREVIOUS YEAR.

- O NEARLY 8% OF ALL STUDENTS IN GRADES 9-12 REPORTED THAT THEY HAD BEEN IN AT LEAST ONE PHYSICAL FIGHT THAT RESULTED IN AN INJURY REQUIRING TREATMENT BY A DOCTOR OR NURSE DURING A 30-DAY PERIOD (PRECEDING THE SURVEY).
- O 15% OF STUDENTS SAID THEIR SCHOOL HAD GANGS, AND 16% REPORTED THAT A STUDENT HAD ATTACKED OR THREATENED A TEACHER AT THE SCHOOL.

MOST OF THE ABOVE-MENTIONED FINDINGS ARE BASED ON SURVEY DATA COLLECTED FROM A REPRESENTATIVE SAMPLE OF YOUTH, RATHER THAN FROM REPORTS OF INDIVIDUAL INCIDENTS. LOCAL EDUCATIONAL AGENCIES DO NOT ALWAYS COLLECT DATA ON SCHOOL-RELATED VIOLENCE, AND FEW REPORT IT TO ANY CENTRAL COLLECTION POINT. (ONLY THREE STATES-- CALIFORNIA, CONNECTICUT, AND SOUTH CAROLINA--MANDATE SCHOOL CRIME REPORTING).

INFORMATION COLLECTED BY THE DEPARTMENT OF EDUCATION SHOWS THAT VIOLENCE IS NOT LIMITED TO PUSHING OR SHOVING, OR FIGHTING WITH FISTS, NOR IS IT CONFINED TO ANY ONE PART OF THE COUNTRY. WE KNOW THAT VIOLENCE AND CRIME OCCUR IN URBAN, SUBURBAN, AND RURAL SCHOOLS AND THAT IT IS NO LONGER LIMITED TO THEFT OR SIMPLE ASSAULT OR FIGHTING; IT OFTEN INCLUDES ASSAULT WITH A DEADLY WEAPON AND EVEN HOMICIDE. WHILE NO COMPREHENSIVE STATISTICS ARE AVAILABLE, DATA COLLECTED BY REGIONAL CENTERS FOR DRUG-FREE SCHOOLS AND COMMUNITIES AND THE NATIONAL SCHOOL SAFETY CENTER--

WHICH ARE SUPPORTED BY THE DEPARTMENT OF EDUCATION--PAINT A VERY GRIM AND SOMETIMES FRIGHTENING PICTURE. FOR EXAMPLE:

--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.

--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.

--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.

--IN DETROIT, MICHIGAN (NOVEMBER 1992) TEN DETROIT STUDENTS WERE WOUNDED--SIX OF THEM INSIDE A HIGH SCHOOL--IN THREE SEPARATE SHOOTINGS. THESE SHOOTINGS OCCURRED IN ONE DAY.

--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.

--IN HARLEM, GEORGIA (MARCH 1993) A HIGH SCHOOL STUDENT

OPENED FIRE IN A SCHOOL HALLWAY, KILLING ONE TEENAGER AND INJURING ANOTHER.

OUR REVIEW OF THE DATA RELATED TO SCHOOL CRIME AND VIOLENCE, AS WELL AS OF PROGRAMS, PRACTICES, AND POLICIES BEING IMPLEMENTED BY SCHOOL DISTRICTS TO COMBAT CRIME AND VIOLENCE, HAS LED TO THESE CONCLUSIONS:

- O CURRENTLY, THERE IS NO SYSTEMATIC WAY TO ASSESS THE EXTENT OF SCHOOL CRIME AND VIOLENCE OR TO MEASURE ACCURATELY WHETHER AND BY HOW MUCH SCHOOL CRIME IS INCREASING.
- O THE EFFECTS OF CRIME AND VIOLENCE--WHETHER IT OCCURS ON SCHOOL CAMPUSES OR ON THE WAY TO AND FROM SCHOOL--OFTEN EXTEND BEYOND THE INDIVIDUAL VICTIM AND PERPETRATOR. VIOLENCE AFFECTS FAMILIES, COMMUNITIES, AND ENTIRE SCHOOLS. A VIOLENT INCIDENT IN A CLASSROOM CAN DISRUPT LEARNING IN THAT CLASSROOM AND IN THAT SCHOOL FOR DAYS, WEEKS, OR EVEN MONTHS.
- O COMPREHENSIVE PROGRAMS THAT ADDRESS A VARIETY OF "RISK FACTORS" CONFRONTING YOUTH ARE MORE EFFECTIVE THAN PROGRAMS THAT ARE NARROW IN SCOPE AND DESIGN. YET, WE FIND THAT MANY SCHOOLS:

--DO NOT COLLECT DATA RELATED TO SCHOOL VIOLENCE AND CRIME, AND, IF THEY DO, THE DATA ARE NOT USED TO AFFECT

PROGRAM DEVELOPMENT.

--HAVE NOT DEVELOPED OR CONSISTENTLY ENFORCED POLICIES THAT RELATE TO WHAT IS HAPPENING IN SCHOOLS AND COMMUNITIES TODAY WITH REGARD TO VIOLENCE AND CRIME.

--RELY SOLELY ON SECURITY MEASURES--METAL DETECTORS AND/OR SECURITY PERSONNEL--AS THEIR ONLY STRATEGY TO PREVENT VIOLENCE.

--DO NOT TRAIN TEACHERS TO HANDLE INCIDENTS THAT OCCUR IN THEIR CLASSROOMS OR SCHOOLS, OR HOW TO REACT TO INCIDENTS OF VICTIMIZATION THAT MAY OCCUR OUTSIDE SCHOOLS.

- O WHILE THERE IS A NEED FOR MORE RESEARCH AND EVALUATION ON EFFECTIVE VIOLENCE PREVENTION PROGRAMS, WE KNOW THAT THERE ARE SOME MODELS THAT HOLD PROMISE, SUCH AS CONFLICT RESOLUTION, PEER MEDIATION, INTERPERSONAL SKILLS ENHANCEMENT, MENTORING PROGRAMS, AND AFTER-SCHOOL "SAFE HAVEN" PROGRAMS. THESE COULD BE EXPANDED AND PROMOTED.
- O WE KNOW THAT SCHOOLS CANNOT EFFECTIVELY ADDRESS PROBLEMS OF VIOLENCE ALONE. THEY NEED THE HELP AND SUPPORT OF THE ENTIRE COMMUNITY--FAMILIES, YOUTH, BUSINESSES, LAW ENFORCEMENT, PUBLIC HEALTH AGENCIES, AND ORGANIZATIONS THAT

SERVE YOUTH. THERE IS A ROLE FOR EVERY SEGMENT OF THE COMMUNITY, AND, IF WE ARE TO BE SUCCESSFUL IN ENDING VIOLENCE, WE MUST ENSURE THAT ALL GROUPS ARE INVOLVED IN THE PROTECTION OF OUR CHILDREN.

IN CONCLUSION, MR. CHAIRMAN, 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 TO THEIR FULLEST POTENTIAL. THANK YOU FOR GIVING ME THE OPPORTUNITY TO EXPRESS THE COMMITMENT OF THE DEPARTMENT OF EDUCATION TO THIS IMPORTANT ENDEAVOR.

Testimony of

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Centers for Disease Control

Public Health Service

Department of Health and Human Services

Before the

Subcommittee on Children, Family, Drugs, and Alcoholism

Committee on Labor and Human Resources

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Good morning Mr. Chairman. I am Dr. Mark L. Rosenberg and I represent the new National Center for Injury Prevention and Control of the Centers for Disease Control (CDC). I am very pleased to be here today to discuss the public health perspective on youth violence. I will focus on (1) the impact of youth violence on our nation's health, (2) the contributions that the public health community can make towards the prevention of youth violence, and (3) the Centers for Disease Control's (CDC) youth violence prevention strategy.

Youth Violence as a Public Health Problem

Violence is a public health problem that affects all segments of American society. Each year more than 20,000 people die and more than 2.2 million suffer nonfatal injuries from assaultive violence. Young people are disproportionately represented among the perpetrators of such violence, and some face an extraordinarily high risk of death and injury.

Arrest rates for homicide, rape, robbery, and aggravated assault in the United States peak among older adolescents and young adults. During the 1980s over 48,000 people were murdered by youth in the 12 to 24 year old age range. Interviews with victims of assaultive violence indicate that almost 50% of the estimated 4.2 million nonfatal crimes of violence in the United States in 1989 were committed by offenders between 12 and 24 years of age.

Youth are also disproportionately represented among the victims of interpersonal violence. Homicide is now the second leading cause of death among persons 15 to 24 years of age in the United States. Homicide rates among American young men are vastly greater than those of other Western industrialized nations. Persons 12 to 24 years of age face the highest risk of nonfatal violent victimization of any segment of our society.

Homicide has a disproportionate impact on minority youth. Homicide has been the leading cause of death among both 15 to 24 year old male and female African Americans for over a decade. Young Hispanic males and Native Americans (i.e., American Indians and Alaskan Natives) are also at high risk of homicide victimization. In the Southwest, the homicide rate for 15 to 24 year old Hispanic males has been found to be over four times the rate of 15 to 24 year old non-Hispanic white males in the region. The homicide rate for Native Americans 15 to 24 years of age is 2.8 times that for white Americans in this age range. Although the health burden of violence is borne disproportionately by minorities, it should be remembered that violence is not just a problem for minority Americans—rates of death and injury from violence are excessive in all racial and ethnic groups.

Evidence that the problem of youth violence has escalated in recent years includes the following:

- **Since the mid-eighties we have experienced a dramatic increase in homicide rates among minority youth. Between 1984 and 1989 homicide rates for 15 to 24 year olds have increased by 41% from 12.0/100,000 to 16.9/100,000; rates for 15 to 24 year old blacks have increased by 74% from 37.7/100,000 to 65.5/100,000; and rates for 15 to 24 year old black males have increased by 87% from 61.5/100,000 to 114.8/100,000. These increases have been even more evident among younger black males. Among 15 to 19 year old black males homicide rates have risen 141% between 1984 and 1989 from 38.5/100,000 to 92.7/100,000. Preliminary data from more recent years indicate that these rates are continuing to escalate.**
- **Arrest rates for murder and other violent crimes have increased substantially among adolescents and young adults since the mid-eighties. While arrest rates are an imperfect indicator of the extent to which youth engage in violent behavior it is important to note that arrest rates for murder and violent crimes have increased substantially among adolescent males and females, both white and nonwhite, since the mid-eighties.**
- **The average age of homicide offenders and victims has grown younger and younger in recent years. Violence is increasingly being used by adolescents and children as a means of resolving conflicts.**
- **Recent increases in homicide rates among young people are almost entirely attributable to increases in firearm homicide.**

The reasons for these increasing trends in the rates of both the extent to which youth are victimized by violence and perpetrate violence are not completely understood. One factor that is widely speculated to contribute to increasing rates since the mid-eighties has been the entry of crack into our urban centers as a drug that is being heavily marketed to poor people. It has been argued that the manner in which this drug is marketed has created unstable distribution systems that produce a high level of violence. Another factor that cannot be ignored is the increased involvement of firearms in youth violence. Thirdly, we cannot ignore the role that social factors such as the quality of life of inner-cities, the increasing numbers of families that fall below the poverty line, racism, and joblessness have on this problem.

Despite recent increases in the impact of violence on youth, we must not forget that these are increases over what was already a high baseline of violence. Youth violence was an important

public health problem even before the recent increases that we have experienced in the United States.

The Public Health Approach

Youth violence fills our news and produces fear and "dis-ease" in individual citizens and communities. While our jails are overflowing, the problem grows worse - there have never been as many homicides in this country as there were in 1990. We need new solutions. The public health sector is uniquely suited to provide leadership and make important contributions to the prevention of deaths and injuries from youth violence:

- **Public health introduces a primary prevention focus to the problem of youth violence.** Effective public health interventions would be designed to prevent behaviors and injury outcomes before youth become criminals.
- **Public health brings a set of practical, goal-oriented, time-tested practices and principles for reaching violence prevention health goals.** The public health model of surveillance, epidemiologic analysis, intervention design, implementation, and evaluation has been applied to a wide range of non-infectious as well as infectious public health problems, with a remarkable record of success. Smallpox has been eradicated, smoking rates have been drastically reduced, tens of thousands of people don't die in car crashes, and countless cases of AIDS are prevented.
- **Public health can mobilize a broad array of existing resources in medicine, mental health, social services, education, and substance abuse prevention toward the prevention of injuries and death from youth violence.** Public health can pull together this multidisciplinary approach to violence prevention.

In fact, under the leadership of Dr. William L. Roper, the CDC has just established a new center to address this problem. This new center, the National Center for Injury Prevention and Control, is the lead agency within the Public Health Service (PHS) for violence prevention and injury control.

CDC Youth Violence Prevention Strategy

The CDC strategy, which is part of numerous and coordinated PHS youth violence activities, hinges on the development, implementation, and evaluation of activities that address youth violence from two critical perspectives: (1) activities explicitly targeted at adolescents and young adults (12-24 years of age) designed to reduce their immediate risk of violence and/or injuries from violence; and (2) activities targeted at younger children (typically in the first decade of life), which

are designed to reduce their risk of violent behavior or victimization in future years, when they become adolescents and young adults.

This "two-track" approach represents, on the one hand, the belief that we must do all that we can to reduce the immediate threat to health from youth violence. On the other hand, there was wide agreement that the prevention of violence during adolescence and young adulthood should begin, whenever possible, during early childhood—when basic values, attitudes, and interpersonal skills are developed, and when potentially life-long deleterious effects from early exposures to violence are best addressed.

The first track holds the promise of immediate results in terms of the prevention of injuries and deaths from violence—but, based on the complex and sometimes intractable nature of youth violence, the results may not be as great or enduring as we would like. The second track holds the promise of more substantial and long-term results—but the effects of these interventions may not be evident for a decade or more.

As part of a broader PHS effort, CDC is in various stages of implementing six specific types of activities:

- Data collection/surveillance - Research and surveillance activities document and monitor the magnitude and distribution of youth violence and violence-related injuries, as well as key risk factors for youth violence and violence-related injuries. The goals of these activities are to (1) help determine national, state, and local priorities in preventing injuries and deaths from youth violence; (2) guide the development of research and prevention programs; (3) monitor national, state, and local progress in preventing injuries and deaths associated with youth violence, and in reducing the prevalence of key risk factors for violence (e.g., violence-related mental disorders, weapon-carrying, alcohol and drug use).
- Risk Factor Identification - Research activities identify risk and protective factors for youth violence that have relevance for public policies and prevention programs. The goal of these activities is to increase knowledge about the causes of violent behavior and injuries and deaths associated with youth violence, particularly those causes that are amenable to public health intervention, in order to better design and implement preventive interventions.
- Evaluation Research - Research activities evaluate the efficacy of specific youth violence interventions. The goals of these activities are to (1) determine the benefits, costs, and consequences of interventions designed to prevent

injuries and deaths associated with youth violence; and (2) conduct the rigorous evaluation of discrete interventions that cannot typically be conducted in the context of community programs.

• Community Demonstration Programs - The purpose of this strategy is to (a) identify successful methods for delivering youth violence interventions at the community level; (b) determine if multi-faceted community programs can reduce rates of violent behavior, injury and death associated with youth violence; and (c) build the capacity of State and local community agencies and organizations to successfully deliver youth violence interventions. These programs will ideally consist of several promising interventions that complement each other. The type and design of interventions will be tailored to the unique characteristics, needs, and resources of the communities involved. Preference for participation as a demonstration site will be given to those communities that can establish meaningful collaboration among community representatives, health departments, and academic institutions. Criteria and methods for short- and long-term evaluation of these programs will be built into these demonstration projects. These demonstration projects might include, for example, the following types of promising interventions:

- family support programs for high-risk families, such as home visitor programs;
- mentoring programs for children and adolescents;
- conflict resolution and social and cognitive skills education for children and adolescents, including school-based education curricula;
- therapeutic services to children who witness violence, to mitigate the long-term consequences of such exposure;
- programs addressing weapon carrying by youth;
- public education/awareness programs.

CDC currently has announced the availability of funding for two community demonstration programs. Each demonstration will be funded for 5 years at approximately \$350,000 per year.

• Training - These are programs that seek to create greater scientific or community capacity to prevent youth violence. The goals of these activities are to (1) build a cadre of people who can lead and facilitate community efforts to prevent youth violence within state and local community agencies and organizations; (2) increase the pool of scientists who are capable of conducting rigorous research on violence; and (3) bring young scientists and community workers into the field.

- Public Awareness - These are activities that use health communications methods to market the importance of youth violence as a public health problem and educate critical target groups about youth violence and its prevention. The goals of these activities are to (1) create greater public awareness that violence is a public health problem; (2) give the message that youth violence can be prevented; (3) debunk myths about youth violence; (4) highlight current research, treatment, and prevention efforts.

Together, these six types of activities constitute the traditional public health approach to any health problem: determine how big the problem is, who suffers from it, and why; based on this information, design and implement programs to address those risk factors, and determine whether these programs work; and, in the meantime, begin to prepare and develop a broader infrastructure for delivering programs and services determined to be effective at the community level.

Emphasis on Community Demonstration Projects & Evaluation Research

Although we believe all of the components of this strategy are important, a central theme is the importance of community demonstration projects, coupled with rigorous evaluation research efforts to determine what works. There are several promising individual strategies for the prevention of youth violence, but there is also a growing realization that no single strategy by itself will be sufficient. For this reason, multi-faceted community demonstration projects are strongly emphasized in the activities that we are undertaking.

As part of this effort we have developed, with broad input from experts in the field of violence prevention and representatives from community, health, and social service organizations, a draft document entitled the *Prevention of Youth Violence: A Framework for Community Action*. This document has been distributed in draft form to State and large-county health officers and to a variety of community-based organizations.

The document should be useful to workers at various levels of health, social service or criminal justice agencies, policy makers, and funding agencies, as well as community organizations and individuals. It is written in such a way as to be useful to community people who are likely to have energy, vision, and a knowledge of their community but who may not have experience implementing programs to prevent youth violence. The document has been written in collaboration with many community leaders who provided their collective wisdom and experience in community organization and violence prevention.

The draft document identifies promising activities to prevent youth violence by drawing upon preliminary evidence from existing programs and from experience with other public health problems. Most of the strategies mentioned in the document have not yet been scientifically proven to reduce violence among youth or other groups. However, there is some preliminary evidence that they are working. Also included in the document are examples of these strategies being carried out in specific communities across the country. We feel that the descriptions of actual programs will provide assistance to other communities that are besieged with youth violence, and that this assistance might move communities from a passive position to activity and organization.

The draft document has two sections: one about interventions to prevent youth violence and one about program management. It considers target groups, settings for activities, and the strategies that may be chosen. Single interventions alone are likely to have minimal impact on this complex problem. A violence prevention program will need a combination of complementary strategies to be truly successful. The strategies are divided into three groups: educational, regulatory, and environmental change.

Educational strategies:

- Mentoring pairs adults with youth on a one-to-one basis to provide positive role models, attention, and guidance.
- Conflict resolution training teaches youth to manage potentially violent situations through peaceful, nonviolent means.
- Training in social skills helps youth to interact with others in positive and friendly ways. These skills include self-control, communication, forming friendships, resisting peer pressure, and forming good relationships with adults.
- Education to prevent injuries from firearms provides youth with the information necessary to avoid injuries if firearms are present.
- Parenting education improves parenting skills, thereby improving the way the child and parent interact.
- Peer education uses the powerful influence of other youth to influence adolescents to resolve conflicts peacefully.
- Public information and education raise the issue of youth violence in the community, provide basic information on prevention, and help change community norms.

Legal/Regulatory Change:

- Regulations which limit the access of youth to weapons prohibit weapons in schools and the carrying of concealed weapons by youth. Limiting access of youth to weapons can be achieved by strengthening the enforcement of existing regulations or communities may want new regulations. This will vary according to the beliefs and values of individual communities.
- Regulation of the use and access to alcohol requires appropriate sale of alcohol (e.g., not to minors).

Environmental Modification:

- Changes in the social environment include changes in the environment in which the child or adolescent lives that will eliminate or relieve problems that may foster violence. Some of the strategies discussed in this manual are home visitation to teach parenting skills and encourage a positive environment for the child, preschool programs (like Head Start), therapeutic activities for children and adolescents who may be at risk for violence, recreational activities, and work or academic experiences.
- Changes in the physical environment can help make the occurrence of violence less likely. These changes include designing areas to increase visibility, increasing the use of an area by community people, controlling access to certain areas, and creating a sense of ownership of an area by community members.

Outlook for the Future

The activities proposed as part of this strategy are designed, for the most part, to yield critical prevention information within five years. We wish to emphasize, however, that we conceive of this youth violence prevention program as a *beginning* to a long-term solution to the problem of youth violence, not as a definitive and final answer. The problem of youth violence did not appear overnight, and a sustained effort to prevent youth violence will be necessary at all levels of society to address this complex and deeply-rooted problem. We are optimistic.

Mr Chairman, that concludes my testimony. I shall be happy to answer any questions you or other members of the subcommittee may have.

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Office of Juvenile Justice and Delinquency Prevention

John J. Wilson, Acting Administrator

FACT SHEET July 1993

Juveniles and Violence: Juvenile Offending and Victimization

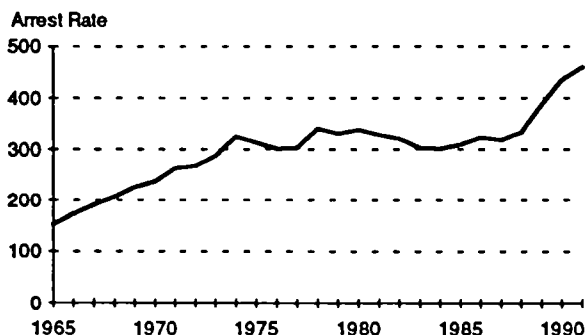
Barbara Allen-Hagen and Melissa Sickmund, Ph.D.

Concern is a growing nationwide over the escalation in violent juvenile crime. At the same time, national trends indicate that young people are disproportionately the victims of violence. These trends directly affect the everyday lives of children, families, neighborhoods, and businesses. Violence affects the quality of life for those who experience it, witness it, or live in fear of being a victim. When young people are involved in the violence, the impact is magnified. New research documents that child maltreatment is a significant risk factor for serious delinquency. The statistical data and trends presented in this report establish the scope and trajectory of the problem and underscore the need to find solutions that change the outcomes for youth.

Juvenile Offending

Recent national data do not exist on the actual level of violent crime committed by juveniles. Policymakers and researchers rely on the FBI's Uniform Crime Reports of arrests of youth under the age of 18 as an indicator of the level of juvenile crime in the United States. Although only 5% of all juvenile arrests are for violent offenses, these arrests increased dramatically over the 5-year period from 1987 to 1991.

Violent Crime Index arrest rates have risen sharply in recent years



Arrest Rate = Arrests per 100,000 youth age 10-17

Note: Violent Crime Index offenses include murder, forcible rape, robbery and aggravated assault.

Data source: FBI, *Age specific and race-specific arrest rates for selected offenses 1965-1988, 1990, and unpublished 1989-1991 arrest rate data.*

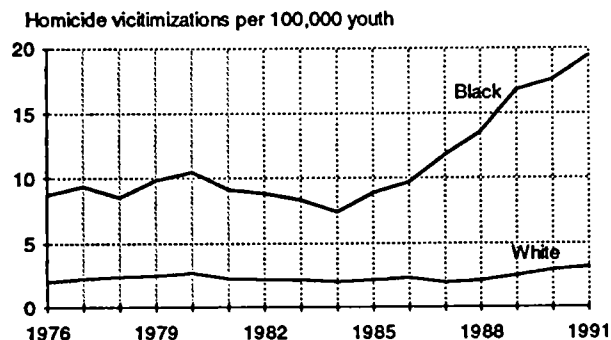
- Between 1987 and 1991, the number of Violent Crime Index arrests of juveniles increased by 50% — twice the increase for persons 18 years of age or older. Most alarming, juvenile arrests for murder increased by 85%, compared with 21% for those age 18 and older.
- The estimated 122,900 violent crime index arrests of juveniles in 1991 was the highest number in history, with 3,400 arrests for murder, 6,300 for forcible rape, 44,500 for robbery, and 68,700 for aggravated assault.
- Juveniles accounted for 17% of all violent crime arrests in 1991.
- Three of every 10 juvenile murder arrests involved a victim under age 18.
- Juveniles' use of guns in homicides increased from 64% to 78% between 1987 and 1991, during which time juvenile arrests for weapons violations increased 62%.
- In 1991 the nearly 50,000 juvenile weapons arrests accounted for more than 1 out of 5 weapons arrests. Black youth were arrested for weapons law violations at a rate triple that of white youth.
- The 1991 violent crime arrest rate for black youth was 5 times higher than that of white youth (1,456 per 100,000 compared with 283 per 100,000).

- FBI data show that in 1991 more than 2,200 youth under age 18 were murdered in the U.S. — an average of more than 6 youth homicide victims each day.

Although the prevalence of homicides of children age 13 and under has been relatively stable, teen homicides (age 14–17) have more than doubled — from 4 per 100,000 in 1984 to 11 per 100,000 in 1991.

- The 1991 homicide victimization rate among black youth was more than six times than the rate for white youth.

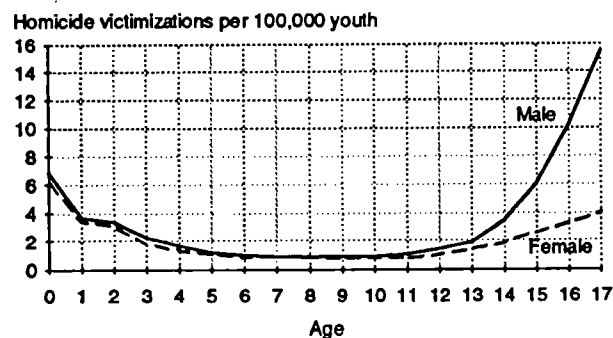
The homicide victimization rate among black youth has increased substantially in recent years



Data source: FBI, *Supplemental Homicide Reports 1976–1991* (machine readable data files).

- Adolescent homicide victims, those aged 10–17, were most often killed by a friend or other acquaintance (61%).
- More than 70% of teenage homicide victims were shot to death. The overwhelming majority of youth homicide victims in the 10–17 age range were male (73%).

Homicide victimization rates vary by age and sex

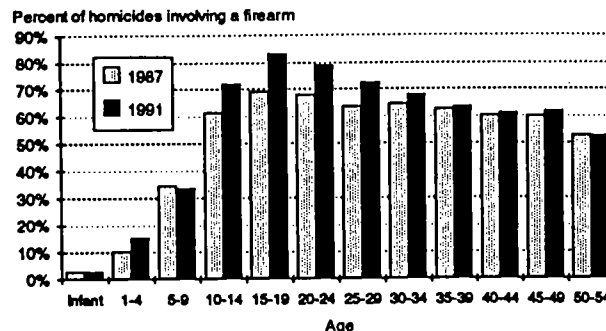


Note: Rates are based on the 1976–1991 combined average.

Data source: FBI, *Supplemental Homicide Reports 1976–1991* (machine readable data files).

- In 1991 more than 83% of murder victims between ages 15 and 19 were killed with firearms, compared with 66% of all murder victims.

Homicides of 15–19-year-olds are most likely to involve a gun

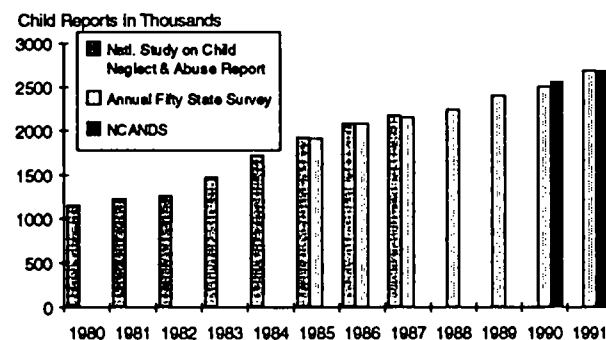


Data source: FBI, *Crime in the U.S. 1987, 1991, 1988 and 1992*.

Child Maltreatment

- An estimated 2.7 million children were reported to be abused or neglected in 1991.

Child maltreatment reports have increased steadily since 1980



Data source: National Center on Child Abuse and Neglect, *National Child Abuse and Neglect Data System: Working paper 2, 1991 summary data component, 1993*.

- Nationally, child protective service agencies received an estimated 1.8 million reports of child abuse and neglect in 1991 — 42% of which were substantiated or indicated maltreatment.
- More than 1,100 children are known to have died as a result of abuse and neglect in 1990 in the 43 States reporting such deaths. This translates into nearly 2 deaths for every 1,000 substantiated victims.
- OJJDP's Causes and Correlates of Delinquency longitudinal research program reports new findings on the effects of child abuse and neglect on subsequent

Fact Sheet: Prevention of Youth Violence

Centers for Disease Control and Prevention National Center for Injury Prevention and Control

The Problem

- Homicide took the lives of 7,354 young people, ages 15-24, in 1990 alone. For each of these deaths, there are at least 100 nonfatal injuries each year.
- Young people are disproportionately represented among perpetrators and victims of violent assault.
- Violence is not just a minority problem—all communities are affected.
- Homicide is the leading cause of death for young African-American men and women 15-34 years of age with homicide rates for young black men exceeding rates for young white men by as much as eight times.
- In 1990, firearms accounted for 77% of the homicides among young men. Nearly 20% of high school students in a national survey reported they had carried a weapon at least once in the previous 30 days.

The Public Health Approach

- Violence is a public health problem because of its tremendous impact on the health and well-being of our youth. CDC has worked in the area of violence prevention for the last 10 years.
- Although we do not have the answers yet to preventing youth violence, the problem is too urgent to wait for perfect knowledge. The public health approach, which identifies patterns and risk factors and implements interventions and evaluates effectiveness, has worked with many health problems and will work with violence also.
- Poverty, discrimination, and lack of opportunities for education and employment are important risk factors for violence and must be addressed as part of any comprehensive solution to youth violence. The public health approach complements and stimulates these efforts, but does not replace them.
- The public health approach is multidisciplinary and enlists many strategies and approaches that are necessary in dealing with such a complex issue as violence.

CDC's Program to Prevent Youth Violence

- As the lead agency in injury control, CDC plays a key role in coordinating activities and programs in the Public Health Service to prevent youth violence.
- The central focus of CDC's activities is on community demonstrations of multiple interventions (such as mentoring, conflict resolution training, and peer education) and evaluation research. Other efforts include data collection and analysis, research on risk factors, training, and developing public awareness of the problem and solutions.
- CDC seeks community input into all aspects of its violence prevention activities.
- Other CDC activities include

Homicide Surveillance Summary (published in *MMWR*)

Youth Risk Behavior Surveillance System (monitors priority health-risk behaviors related to violent and unintentional injuries as well as other behaviors among youth)

Firearm Injury Surveillance Study

Extramural research on injury topics including violence

Grants to states and communities to conduct injury programs and surveillance

Prevention of Youth Violence: A Framework for Community Action: a manual for community organizations on organizing activities to prevent youth violence.

Development of a national plan for injury control that includes the prevention of violence.

**National Center for Injury Prevention and Control
Centers for Disease Control and Prevention**

Fact Sheet: Firearm Injuries and Fatalities

The Problem

- In 1990 there were over 37,000 firearm-related deaths. These included
 - over 16,000 firearm-related homicides
 - nearly 19,000 firearm-related suicides
 - over 1,400 unintentional deaths related to firearms
- In 1989, there were over 240,000 nonfatal firearm injuries.
- In 1985, firearm injuries cost over \$14.4 billion in direct costs for hospital and other medical care and in indirect costs for long-term disability and premature death.
- At least 80% of the economic costs of treating firearm injuries are paid for by taxpayer dollars.

Homicide

- More than 60% of homicides are committed with a firearm.
- Since the mid-1980s, homicide rates have increased by 41% in Americans 15 to 24 years of age. Over 90% of the increased number of homicides was committed with firearms.
- Firearm assaults on family members and other intimate acquaintances are 12 times more likely to result in death than are assaults using other weapons.
- In 1990, 5328 women were murdered. Firearms, usually handguns, were the weapon most commonly used.

Firearms and Adolescents and Young Adults

- Firearm injuries have been the second leading cause of death for young people, 10 to 34 years of age.
- Firearm injuries are responsible for more deaths to U.S. teenagers than all natural diseases combined.
- Since 1985, the risk of dying from a firearm injury has increased by 77% for teenagers 15 to 19 years of age.
- The 1990 CDC Youth Risk Behavior Survey showed that 4.1%, or 1 in 24 students, carried a firearm for fighting or self-defense during the 30 days preceding the survey. In the 1991 survey, this percentage increased to 5.5%, or 1 in 18 students.
- Over 25% of those who died from firearm injuries in 1990 were 15 to 24 years old.

Suicide

- People living in households in which guns are kept have a risk of suicide that is 5 times greater than people living in households without guns.
- In 1990, 3,165 persons aged 15-24 committed suicide using a firearm, representing almost 17% of all suicides by firearm that year.

Unintentional Firearm Injuries

- In 1990, there were 739 unintended firearm deaths among adolescents and young adults, accounting for 52% of all unintentional firearm deaths in the nation that year. Unintentional firearm deaths are those that occur when the person firing the gun does not intend to harm another.

For more information, call or write

National Center for Injury Prevention and Control
Centers for Disease Control
MS F39
4770 Buford Highway
Atlanta, Georgia 30341-3724

(404) 488-4646

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Ten Principles of Highly Effective Violence Prevention Programs
July 19, 1993

These principles identify some concepts that make sense from both the criminal justice perspective and the public health perspective, and describe the concepts clearly to each party. A shared common vocabulary may be the first step in developing effective interdepartmental programs. A shared common vision is our goal.

1. Emphasize primary prevention

Primary prevention aims to prevent violence from occurring in the first place, rather than trying to identify people who have already perpetrated violence or people who have already been victimized. This means that the target audience for primary prevention programs is much broader than just the group of already victimized individuals. Primary prevention efforts will probably have an impact on preventing all forms of violence, and will help to generate a larger constituency than programs aiming to deliver services to victims.

2. Expect complex problems to require complex solutions, and look for synergy.

The causes of violence are multiple and complex, and different forms of violence have different causes. Violence is not an infectious disease with a single causal agent, nor is it a disease *per se* with a purely biological cause. Psychological, social, economic, and environmental factors play a very strong role. It follows that the solutions will be multiple and complex as well. It is likely that effective prevention programs will require combinations of interventions aimed at many different factors and delivered through many channels simultaneously.

These new solutions may require crossing old lines. Violence prevention is a new field and effective solutions will require interdisciplinary approaches. No one field or discipline contains "the answer." Because the causes of violence are multiple and complex there will not be any simple solution. The large scale social factors which contribute to violence might include poverty, discrimination, lack of opportunity for education and employment, alcohol and other drugs, lack of adequate housing, and easy access to firearms by youth. Thus, an effective prevention program might include interventions to reduce discrimination; provide enhanced opportunities for education, training, and employment; programs to reduce alcohol and drug use, enforcement of existing regulations to prevent access by youth to firearms, and adequate health and social services. These programs cross departmental and disciplinary lines and to be most effective will require true collaboration. Coordination is usually thankless and never easy, but it is a goal worth striving for; if it is well done it may even have a synergistic effect, when one plus one equals three, four, or five.

3. Intervene early and focus on children and those who can influence the children.

The most effective interventions in the long run may well be those which begin to work with very young children, to shape attitudes, knowledge, and behaviors while the subjects are still

open to positive influences. The impact may be felt over the course of a life-time and passed on to successive generations. However, these programs may well take a very long time to have a measurable impact on youth during the age at which their risk for violence is greatest. Their impact is likely to be very difficult to measure, but projects like this are all the more important to undertake. Their development, implementation, and evaluation will require a sustained commitment over time. Because children grow and develop under the influence of parents, teachers, peers, friends, and media, all of these influences should be brought to bear on children. This means that early intervention programs focused on children should also include components focused on family, teachers, and peers as well as the children in the target group. Prevention programs, therefore, must include elements aimed at changing adult behavior as well as changing the behavior of children and youth.

4. Work with the community or the program will not work.

St. Francis of Assisi told us to "Seek first to understand and then be understood." The truth of the matter is that at the present time we do not know what really works to prevent violence. So we must listen to the communities that are affected and understand what they feel are the best approaches to preventing violence among their residents, given their resources and the patterns of violence which occur. The success of a program is likely to be based as much on the community environment and the connection of a program to the community as the nature of the program itself. For a while at least, we may not be able to say "this intervention or program works;" the best we may be able to say is "this intervention or program works in this type of community under these conditions."

Community participation must begin at the earliest point, allowing those persons who will be affected most to be involved in designing the programs. Only if the community is a partner from the beginning can you achieve the kind of support necessary for effective broad scale action.

A coordinated community effort is necessary to ensure the success of a violence prevention program.

Measure the characteristics of the violence problem in different communities to develop the most effective prevention programs. In some areas gangs may be a big problem; in others, ethnic rivalries may be the big problem. In still other places, violence against women may be a very prevalent problem. Public health surveillance or criminal justice data collection and analysis are key activities and they must be ongoing to provide data for evaluating the impact of interventions. Problems vary from community to community and their solutions must be appropriate in all respects to their community and culture.

New partnerships involving community-based organizations working with health departments, police, courts, schools, labor, academic institutions, social service agencies, and public housing authorities, are an exciting way to move ahead.

5. Recognize that safe schools and safe communities go together.

One critically important part of every community is its schools. Certainly schools must be safe if teachers are to teach and children are to learn, but schools must be more than safe havens. The interventions presented through the schools must be coordinated with community-wide approaches to be most effective. Some of the interventions that can be delivered through schools involve the teaching of non-violent conflict resolution skills. To be most effective, this sort of violence prevention education should be integrated into a comprehensive school health education curriculum. This means including violence prevention in the K-12 curriculum, including it in teacher in-service training, and incorporating strategies to improve "safe school" environments. Schools must develop strong policies that discourage violence and crime at school and provide sure and swift penalties for violators. Violence prevention can also be "taught" in the schools by non-curricular methods, through mentoring programs, peer mediation, or modeling by teachers. There is no greater threat to effective teaching and learning than an armed and violent student body. If we want to achieve Education Goal 6, so 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," then we will need close cooperation between schools and their communities.

6. Evaluate programs scientifically and learn what works with rigorous epidemiologic and behavioral research.

Violence prevention programs must ultimately be evaluated. Unlike many other public health problem areas, we know little about what works in violence prevention. A scientifically grounded approach will more clearly establish the potential effectiveness of interventions in reducing violence-related morbidity and mortality. Acknowledge the need to integrate the polarities of "Do now vs. know first," analysis vs. action, science vs. community. We must develop programs which acknowledge both the importance of proceeding scientifically so that

we can find out what works and the importance of doing something now so that we can deal with the urgency of this problem. We must acknowledge the importance of finding out how communities can participate most effectively in implementing violence prevention programs as well as the importance of finding out which interventions or combinations of interventions are most efficacious.

We must avoid the temptation to start with a program so big that we can't recognize our successes and learn from our mistakes. One can ask "How big a bite" should this program take (or in slightly more bureaucratic jargon "What are the parameters of a federal program to reduce violence?"

How many cities/sites?

How many types of violence should it address?

How many different interventions should be tried?

How many types of management approaches?

How much uniformity (among sites)?

How much leeway or choice of interventions?

How much money?

How much and which political constraints?

The conclusion is that, at the beginning, the program needs to be limited in scope: limited number of sites, limited number of problems, measurable outcomes, reproducibility.

7. The question is not **WHETHER** we will prevent firearm injuries; the question is **HOW** we will prevent them.

We cannot look at the problem of our children's health without looking at injuries. We cannot look at the problem of injury without looking at intentional injuries or violence, including self-directed violence or suicide where there has been more than a tripling of suicide rates among young people in this country over the past 40 years. And we cannot look at the problem of violence without looking at the problem of firearm injuries. So, the question is not whether we will try to prevent firearm injuries—the question is **HOW** we will prevent them.

It is sobering to recognize that firearm homicides and firearm suicides have been responsible for almost all of the recent increases in youth violence, but it is exciting to look at the great opportunities we have for really turning this problem around. There is great potential for preventing firearm injuries by applying the scientific public health method to this field. First we need better information on firearm injuries, especially non-fatal injuries. We need to establish the risks and benefits of firearm ownership and access, not only at risks of having firearms in the hands of "criminals" but the risks of firearms in the hands of law-abiding citizens, in the hands of children, in our communities and in our homes. Recent studies have shown, for example, that the risk of suicide to a household member increases almost 5-fold when a firearm is kept in the home; when a couple fights and a gun is used, the risk of death to one of them, when compared with the risk for the use of any other weapon, goes up by 12 times; and for every time a firearm kept in the home is used to kill an intruder, it is used 43 times to commit suicide, criminal homicide, or in an unintentional homicide. When we have this information we can document the significant health risks that firearms pose to our children, and parents and communities can take steps to protect their health and reduce those risks.

A scientific approach can be used to identify and evaluate a wide array of strategies and interventions to prevent firearm injuries, focusing both on changing the ways we resolve conflict and on changing the ways we use firearms. There are four strategies, for example, focusing on firearms: we can affect how guns are used or stored; we can affect who has guns; we can reduce the lethality of guns; and we can affect how many guns there are. Within each of these strategies there are many interventions, only a few of which—like Washington DC's restrictive licensing law—have been rigorously evaluated and proven effective. Many of the interventions being advocated today—like gun buy-backs, metal detectors, or waiting periods—have not yet been evaluated.

Finally we need to reframe the public discussion about firearm injuries, from a political or philosophical debate on "gun control" as an all-or-none binary intervention to a discussion based on scientifically documented risks and benefits of firearm access and rigorously evaluated policy options. We need to let people know that progress in preventing firearm injuries will come just as the great progress we made in reducing motor vehicle deaths came not by banning cars, but from building safer cars, safer roads, getting drunk drivers off the roads, and enforcing licensing requirements.

This same multifaceted approach holds great potential for preventing firearm injuries. We must build consensus and support for this public health approach, and need to realize that no matter what ones political philosophy, there are very few people who would argue that children should have access to guns.

8. **Address the problems of alcohol and other drugs as they contribute to violence.**

There has not been adequate attention to the role of alcohol and other drugs as factors which contribute to violence. While we have looked at a variety of ways that illegitimate drug use can be associated with violence--from a direct physiologic effect to violence associated with the business of drug-dealing or the business of obtaining money to buy drugs--we have not done as much to look at the ways that alcohol can lead to violence. Control of alcohol and other drugs can help to control violence and violence prevention components can be built into alcohol and drug abuse prevention programs.

9. **Use all the strengths of the criminal justice community.**

There is much to be gained from active enforcement of many laws which are already on the books but not enforced. Community policing may be an effective way to enforce this legislation. There are many communities that would love to use the President's proposal of a police cadet corps of 100,000 new officers, and they could provide a solid corps of troops for community policing efforts. Training for judges and judicial system personnel could also help in detecting and providing high risk youth with constructive alternatives.

Incarcerated youth also need special attention and treatment, in programs such as graduated aftercare. Not only do incarcerated youth overburden criminal justice resources, but they clearly demonstrate that it is necessary to work with incarcerated youth because they are such a large part of the population, and because they may do a tremendous amount of damage when they get out if they are only frustrated while incarcerated.

Out-of-school youth also need special opportunities and they may be identified as high risk youth by police officers. They could be referred to opportunities for job training, for learning parenting skills, and for recreation. Alternative social opportunities through sports and vocational activities can assist youth who are not in school.

10. Speak to the heart and reflect a clear vision.

If our programs are to succeed, we need to remember that, as Bill Foege has said, "behind everything we do, behind everything we say, as the basis for every program decision, we are willing to see faces." These are the faces of children, children who see their friends, their brothers and sisters, and their parents abused, beaten, and shot down. Faces of children and teachers who live and work and play in an atmosphere of constant fear. We must not allow the American public to think that violence is suffered only by criminals, drug addicts, delinquents, and the fringes of society.

We must give them hope. We must let them know that there are ways to prevent this plague of violence, and that they can take charge of their lives, their classrooms, their communities. They do not have to barricade themselves in behind closed doors. We must let them know that we are working with them and for them with as much commitment and passion as we have brought to those other epidemics we have so successfully vanquished.

We must use our media and our educational resources pro-actively to communicate our most important messages and findings clearly and convincingly. After all, there has never been a time before when the Secretaries of five different departments have come together to seriously take on the prevention of violence. This is an historic occasion, when justice, health and human services, education, housing and urban development, labor, get together with the drug-czar to communicate with respect and creativity, to listen and understand both science and the community. This will, I am convinced, result in solutions much better than the original solutions any of could have proposed alone. It is said that without vision you will perish. With this shared common vision we will succeed. I know we will.

**National Center for Injury Prevention and Control
Community Demonstration Projects
for the Evaluation of Youth Violence Prevention Programs**

Purpose:

Our intent is to assist communities in designing and implementing multi-faceted community youth violence prevention programs through 3 to 5-year cooperative agreements. Three projects have been funded (see below). The purpose of this strategy is (a) to identify successful methods for delivering youth violence interventions at the community level, and (b) to determine if multifaceted community programs can reduce rates of violent behavior, injury, and death associated with youth violence. These programs will ideally consist of several promising interventions that complement each other. The type and design of interventions will be tailored to the unique characteristics, needs, and resources of the communities involved. Preference for participation as a demonstration site has been given to those communities that have established meaningful collaboration among community representatives, health departments, and academic institutions. Criteria and methods for short- and long-term evaluation of these programs will be built into the demonstration projects.

Durham, North Carolina - Guidance and Employment:

The recipient is the Research Triangle Institute, Durham, North Carolina. Collaborators are the University of North Carolina-Chapel Hill, North Carolina Central University, Durham County Health Department, Durham Business & Professional Chain, Inc. (Chain), and the Durham Employment and Training Office.

Supporting Adolescents with Guidance and Employment (SAGE) is a multifaceted, community-based intervention designed to prevent or reduce the incidence of violence and other high risk behaviors among African-American male adolescents aged 14-16 in Durham, North Carolina. The intervention components include a Rites of Passage program specifically designed for the target population, an adult mentoring program, an entrepreneurial program, and a job training and placement program. The first three components are subsumed under the general category of "guidance," while the fourth reflects the "employment" aspect of the program.

The program will serve two cohorts of adolescent males (130 males/cohort). Eligible youth in each cohort will be randomly assigned to one of three conditions: guidance and employment, employment only, and a control group. The control group will be eligible to participate in a delayed program after a one year follow-up period.

The process evaluation will measure whether or not the youths have been placed in jobs, the types of jobs, their attendance at the jobs, the number of mentoring sessions attended, and the content of the mentoring activities. Long term process evaluation will measure changes in organizational relationships and changes in job placement opportunities for youths.

The impact evaluation will be done via five repeated surveys, one at baseline and four at intervals during the study, and via hospital and police records. The surveys will include various measures of knowledge and attitudes toward violence plus self-reported behaviors (e.g., fighting, weapon carrying).

Houston, Texas - Peer Group Training and Community Empowerment:

The recipient is the City of Houston Department of Health and Human Services (HDHHS), Houston, Texas. Collaborators are Texas Southern University, University of Houston, and two community organizations, SHAPE Center (Self-help for African People through Education), and the Tejano Center.

The goal is to reduce mortality and morbidity due to violence among African-American and Hispanic adolescents in the catchment area of three middle schools in Houston, Texas. The middle schools are 80% or greater African-American, Hispanic, or both. In all three catchment areas the interventions are (1) training 350 peer leaders in group support, social skills, leadership, and violence prevention, (2) parenting skills training for the parents of the youths in the peer leader groups, (3) organizing Advisory Councils and Task Forces, and (4) training 20 Neighborhood Violence Prevention Advocates.

The three catchment areas will be randomly selected from a group of six middle schools, the remaining three will serve as comparison schools. The six will have been chosen from the 22 middle schools with more than 80% minority students because they have similar student and catchment area characteristics.

"Natural leaders" will be identified from among the sixth grade students in each of the six schools. These leaders will form a cohort to be followed during their three years in middle school. The peer groups at the intervention schools will be selected from the "natural leaders." The peer group training will be led by members of the community organizations (SHAPE or Tejano) and will consist of pleasurable outings (e.g., visits to zoo, concerts) as well as training in social skills and nonviolent conflict resolution. The parenting classes will be offered only to the parents of the peer group students.

The Advisory Councils will consist of 15 individuals within each of the catchment areas "reputed to have power or influence in community affairs." The Advisory Council will identify and select topics of local need, such as education, employment, recreation, mass media. Task Forces will be developed by the Advisory Council to address these various topics.

Within each of the three intervention catchment areas, twenty "natural helpers" will be identified. These Neighborhood Violence Prevention Advocates will be provided special training in violence prevention. They will be encouraged to use this training in their natural roles as neighborhood counselor, and to participate on the various Task Forces.

The process evaluation will measure whether or not the peer groups have been formed, attendance and activities of the groups, participation in the parent training classes, formation, attendance, and activities of the Advisory Councils and Task Forces,

and activities of the Neighborhood Violence Prevention Advocates.

The impact evaluation will be done at the individual and catchment area level. Natural leaders at intervention and comparison schools will be compared in terms of school attendance, grades, deportment, self-reported behaviors, and assessments of knowledge and attitudes concerning various violence related topics. Catchment areas will be evaluated in terms of police reports.

NYC (Brooklyn) - Education, Counseling, and Community Awareness:

The recipient is Metropolitan Assistance (Victim Services/ Traveler's Aid) Corporation. Collaborators are the New York City Department of Health, United Community Centers of East New York, the New York City Board of Education and School District 19, and the New York University School of Social Work.

The overall goal is to change attitudes towards violence, increase community awareness, and reduce mortality and morbidity due to violence among middle-school youth in the East New York section of Brooklyn. A multifaceted intervention approach that targets adolescents, their families, and the community will be used to reach this goal.

The first intervention is school-based and targeted to all students in the 7th and 8th grades at Intermediate School 218. This intensive intervention will include: 1) a conflict resolution program, 2) a counseling and education program related to victimization, 3) a school-wide anti-violence campaign, and 4) a big sibling program.

The conflict resolution program will be modelled after Project STOP (Schools Teaching Options for Peace) which is currently in place in fifteen middle schools in New York City. The program includes a conflict resolution curriculum, a peer mediation program, and conflict resolution workshops for parents.

The victimization counseling and education program will consist of 20 sessions taught by teachers. The educational sessions will include role plays, videos, and other instructional materials on interpersonal violence. Students who experience or witness violence at home, in school, or on the streets will receive appropriate counseling and will be referred for services.

The anti-violence campaign will be developed and implemented by a student committee under the direction of project staff. Elements of the campaign include special assemblies on violence, poster contests, discussion "rap" groups on fighting, safety, and other violence-related issues, and programs for faculty and staff on violence prevention.

The Big Sibling Program will pair students from the target middle school with students at a local elementary school and at Thomas Jefferson High School. Sibling pairs will attend educational workshops and recreational events.

The second intervention is community-based and targeted to middle school-aged children and their families. This intervention will include: 1) education and attitude change programs sponsored by the United Community Center, 2) skill-building workshops on conflict resolution, parenting, and safety, 3) counseling programs for victims and witnesses of violence, 4) environmental programs for youth (e.g., safe haven

programs, summer recreation and employment programs), and 5) coalition building within the community to improve the physical, economic, and social environment of youth.

The third intervention will be a community-wide public health information and anti-violence awareness campaign. The campaign will be designed to complement and enhance the activities taking place simultaneously in the target school and the United Community Center.

The process evaluation will measure curriculum coverage; attendance at school and community programs, workshops, and educational sessions; utilization of victimization services by youth and family members; media coverage of violence prevention activities; and the activities and initiatives of the community coalition.

The impact evaluation will be conducted at the individual, school, and community level with surveys, interviews, police reports, school records, and hospital morbidity and mortality data. School and community surveys will take place at baseline and at the end of each project year. The surveys will measure conflict resolution knowledge and skills, attitudes toward violence, involvement in violence-related activities, weapon possession, and utilization of services for personal experiences of victimization. Police, hospital, and school data will be gathered annually to measure changes in health outcomes and program impact.

PERCENT OF 10TH GRADERS WHO REPORT THEY FEEL UNSAFE AT SCHOOL

1980 and 1990

All Sophmores

1980	12.2%
1990	8.1%

Socioeconmic Status

Low

1980	15.2%
1990	10.8%

Middle

1980	11.5%
1990	8.2%

High

1980	8.7%
1990	5.4%

Type of School

Public

1980	12.6%
1990	8.5%

Catholic

1980	8.2%
1990	4.4%

Other Private

1980	8.8%
1990	2.8%

(National Center for Educationa Statistics, U.S. Department of Education as reported in "America's High School Sophomores: A 10 Year Comparison, 1980-1990" July 1993

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Divider Title: _____

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	Pat to Judy Cherrington re: Urban Community Service Program (partial) (1 page)	09/17/1993	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] [2]

2011-0255-S

rc203

RESTRICTION CODES

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

- 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]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- 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]

9/17/93.

To: Judy Cherrington

From: Pat Grew

Re: Urban Community Service Program.

Enclosed are the abstracts from the applications of 3 successful applicants in FY92 that propose specific project activities to address violence & crime prevention.

Unfortunately, all of the abstracts do not provide the level of specificity you may be looking for. If you want copies of the full proposals (which are about 50 pages in length) let us know.

I will be on leave 9/20-24. If you need additional info call Brian Smith, P6(b)(6) (601)

ABSTRACT (RFP Item 1)

This proposal requests funds to demonstrate and evaluate the Boise Family Center Project. The proposed center is a consortium of educational institutions, government agencies, and private service providers, established to: (1) provide an initial intervention for first time, youthful status offenders who currently are ignored until more serious offenses are committed; (2) provide individual, family-focused counseling for repeat offenders; (3) integrate and expand existing services for juveniles and their families; and (4) establish a permanent Community Action Planning Council to perpetuate the expanded services and continue the process of integrating existing services begun in the proposed project. The expected impacts range far beyond preventing juvenile offenses to include employment services, education, and other family services.

Currently, school resource officers of the Boise Police Department investigate each status offense and decide which cases should be referred to juvenile court services. In the proposed project, status offenders that would otherwise be "warned and released" will instead be referred to the Boise Family Center Project, as will status offenders referred to juvenile court services who have no outstanding criminal referrals.

The Boise Family Center Project is based on several successful community service programs including the program developed by the Honolulu Police Department for status offenders. First time status offenders and their families will attend a four hour workshop on anger management, family interaction, juvenile law, the consequences of action, and available services in the area; the workshops will integrate a wide range of educational and social resources. The concept also builds on the successful parent workshops for divorcing couples, which the applicant is currently demonstrating and evaluating in Idaho's Fourth District Family Court. Repeat offenders will receive intensive short term counseling, screening, and assessment conducted by teams of advanced graduate students in the MSW and PhD Education programs. A panel of area educators and social service providers will review the assessments with the team and develop a treatment plan including appropriate referrals for each case. A fully experimental design will be employed to evaluate the primary services delivered. The center will be demonstrated for a minimum of 18 months with a one-year follow-up for evaluating program effects.

The Boise Family Center Project will also implement a process for establishing a Community Action Planning Council based in part on the Charles Mott Foundation program for establishing community centers in the schools; initially, the center will be located at Boise State University. A detailed process evaluation with public policy implications will be conducted for the planning effort. The Community Action Planning Council will be composed of elected officials, government decision makers, service providers, school officials, students, and parents. The purposes of the planning body are to generate community involvement and commitment, perpetuate the services provided in this proposal, integrate and close gaps in existing services, and develop additional services. The involvement of a state legislator on the project team will greatly facilitate the perpetuation of the center.

**WAYNE STATE UNIVERSITY
TITLE XI GRANT PROPOSAL**

A Neighborhood and School-Based Program of Youth Crime Prevention:

A Component of Wayne State University's Urban Community Service

1. ABSTRACT

Empowerment through education, technical assistance, and information dissemination is the key to this Urban Community Service Proposal, and to creating safer neighborhoods for today's and tomorrow's residents.

By using education as a tool of crime prevention, WSU has created a program which involves a broad-based community coalition as it strives to achieve President Bush's sixth America 2000 Education goal: "Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning." Through 19 objectives, this proposal takes education into schools, reaching young people and teachers, through conflict resolution and mediation training; it takes education into the police academies through conflict resolution and multi-cultural sensitivity training; it takes education into the neighborhoods through leadership training, strategic planning and specialty assistance, and dissemination of best practices.

Empowering not only the children, but their teachers, families, neighbors and law enforcement personnel, provides the necessary support from all community levels to build a solid foundation and create strong, lasting and safe neighborhoods. This coming together of entities establishes a common foundation on which to build successful community empowerment programs. These partners bring individual skills to the proposal and demonstrate that there is strength in numbers when the goals and benefits are common ones.

Finally, through the proposed programs, children gain control and effect change in the often violent places they call home, and they know they are not alone in their efforts as the adults around them establish programs in their neighborhoods and schools to enhance their efforts. Indeed, this urban community service proposal serves today's and tomorrow's community.

■ ABSTRACT

The purpose of this proposal is to marshal the faculty and student resources of Portland State University (PSU), the area community colleges, and other institutions of higher education in the Portland area to work with selected local schools, social service agencies, community organizations, and parents already organized to address issues of urban endangered children.

The proposed project has four goals: 1) improve the capability of PSU, the community colleges and other Portland institutions of higher education to attack the problems of Portland's endangered children in a coordinated and efficient manner; 2) organize and deploy post-secondary faculty and students to work with community groups and agencies to solve problems of endangered children in specific urban neighborhoods; 3) bring the combined inter-institutional, inter-departmental, and inter-disciplinary resources of higher education to bear on the pervasive problem of violence among children in all neighborhoods; and 4) disseminate information and findings gained from project experience to a wide array of professional and community groups.

The problems affecting the children of Portland's metropolitan area are urgent, complex, and inter-connected. Violence, poverty, drugs, adolescent pregnancy, inadequate education, and lack of employment opportunities are urban plagues in Portland, as they are elsewhere. One difference is that, in Portland, there is a caring community that has come together determined to address these problems cooperatively. This proposal builds upon the successful efforts of two consortia of local governments, social agencies, schools, community colleges, universities, business and community groups--the Portland Leaders Roundtable and the Portland Educational Network.

The project will be both broad and geographically-focused. One element of the program will address issues of endangered children and youth in three geographically-focused urban sites selected for their concentrations of disadvantaged children and high levels of urban problems. The program will later be expanded to other sites. A second element of the program will address the problem of violence and youth, a problem common to many neighborhoods and symptomatic of many other urban ills.

These problems will be addressed by means of community-based courses involving teams of faculty and students working closely with Community Roundtable Action Teams already at work assessing neighborhood needs and developing action plans to address these needs.

A lasting benefit of this project is that it will permanently change the way Portland higher education relates to and responds to its surrounding urban community. Our metropolitan area suffers from multiple ills, not one, and our urban neighborhoods differ greatly in which problems are seen as most pressing. While a regional consensus has emerged that issues affecting children are most important, the particular issues viewed as most threatening vary from area to area. The project does not attempt to impose its solutions. Rather, it proposes to listen to the members of the community most directly affected and to direct the energies and resources of multiple institutions of higher education to helping those communities solve the problems they feel most directly endanger their children.

Together, PSU, the community colleges, and other institutions of higher education in Portland have the resources and have demonstrated the commitment to work with community leaders to help solve these problems. They seek this grant to mobilize and focus faculty and student expertise to achieve this goal and to demonstrate the effectiveness of an inter-institutional and inter-disciplinary approach.

Q. What is the cost of a life threatening chest or abdominal gunshot wound to a teenage boy?

A. The average cost to cover initial trauma and treatment would be approximately \$15,000. Emergency room costs to stabilize the boy would be around \$3,000. Then, costs of the shock/trauma team; tests, e.g., CAT scans; and surgery would be approximately \$12,000. Therefore, before the boy is in his hospital room and not projecting post-surgery care, the costs would average \$15,000.

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Divider Title: _____

SAFE SCHOOLS ACT OF 1993

POSSIBLE QUESTIONS AND ANSWERS

Q. What is the cost of a life-threatening chest or abdominal gunshot wound to a teenager?

A. The average cost to cover initial trauma and treatment would be approximately \$15,000. Included in this figure are emergency room costs to stabilize the youth (\$3,000), shock trauma team, tests, CAT scans, and surgery (\$12,000). This figure does not include costs for hospitalization after surgery.

Q. Are there any programs that are effective in reducing violence in schools?

A. Yes. There are several types of programs that have demonstrated promise in reducing violence. Teachers, school administrators, parents, and students themselves have stated that programs such as conflict resolution, peer mediation, skills enhancement (programs which build the interpersonal skills of students) have been effective in reducing the amount of violence in schools. While programs such as these are currently operational in some schools throughout the country, funds from this Bill will enable many more schools to develop similar programs.

Q. What are some of the elements of an effective school violence prevention initiative?

A. 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 (building) design review and modification, if necessary;
- design and implementation of training programs for all teachers and faculty, including support personnel;
- development of formal linkages with community groups, agencies and organizations;
- involvement of parents and students in design of programs, policies, and practices;
- development of security mechanisms;
- development of "comprehensive violence prevention programs."

In this latter regard, it should be noted that to be effective violence 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 and negotiation;
- anger management;
- curricula which provide youth with social skills, problem solving skills, and educate them about guns;
- development of alternative programs;
- community service;
- jobs programs; and
- after school programs.

It should be also noted that these programs need to be developed along with other service programs. By themselves, their effectiveness is limited.

Q. Five percent of the funds from this Act are to be used by the Secretary for "national leadership" activities. How do you intend to use your funds?

A. It's too early to state specifically how we will use the funds allocated to the Secretary. I should, however, point out that 95% of the funds are to go where they are most needed--to local schools. The 5% remaining will be used for research, evaluation, and data collection activities. I expect that these activities will be carried out by the Department as well as in cooperation with other Federal agencies.

Q. Do metal detectors work?

A. 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).

Q. Isn't violence prevention primarily the responsibility of law enforcement?

A. Violence prevention is the responsibility of the entire community. Schools, law enforcement, media, youth-serving organizations, clergy, health workers, parents, and youth all have responsibility for preventing violence. While the roles of

these groups may differ, they each have an important role to play. The role of the schools is to ensure that children are educated in an environment that is safe, disciplined, and drug free. Schools also have the responsibility of providing youth with skills they can use to avoid situations that can lead to incidents of violence and in educating youth about issues related to violence, e.g., the causes of violence, proper responses to violent behavior.

Q. Can any of the Safe School funds be used for police protection or metal detectors? If so, how much?

A. A portion of the funds a local educational agency receives can be used to hire security personnel and to purchase metal detectors. The amount of funds, however, that can be used for these purposes is limited to 33% of the funds a local educational agency receives. This limitation is being requested as we feel that the most effective response to violence prevention is through the development of comprehensive violence prevention programs, i.e., programs that combine security efforts with prevention programming, with training for teachers and staff, and with strong effective policies and practices related to school crime and violence.

Q. Many schools are merely expelling youth who are involved in incidents of violence or are caught carrying a weapon. These youth are merely moved into the community with little or no services provided. Can any of these funds be used to assist these youth?

A. Yes. The Safe Schools Act is constructed in such a manner that it gives local educational agencies a great deal of latitude in how they can use their funding. Schools can use funding they receive under this Act for developing and implementing violence prevention activities including: conflict resolution and social skills development; disciplinary alternatives to expulsion and suspension of students who exhibit violent or anti-social behavior; student-led activities such as peer mediation, peer counseling, and student courts; as well as alternative after-school programs that provide safe havens for students.

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

A. 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.

Q. Do you think we need to mandate that schools collect and report incidents of school crime and violence?

A. While it is clear that we need to do a better job in collecting and analyzing data related to school crime and violence, we are not sure that mandating that schools do this is the best approach. As you are aware, we currently mandate that colleges and universities report on specific incidences of crime occurring on their campuses. We would like to examine how that specific law is operating and the obstacles to mandating reporting before we make any recommendation.

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

A. No. We view this effort as an emergency response to a serious problem confronting schools and communities throughout the country. This Bill is not intended as the total solution to the problem. It is viewed as providing some assistance to those schools that have the greatest need. We anticipate that schools will combine funds that they receive from the Safe Schools Act with funds from local, State, and private sources, after all violence prevention is a community issue and a host of other agencies need to get involved if we are to be successful.

Further, we anticipate that during reauthorization of the Elementary and Secondary Education Act, we will explore expanding the scope of the Drug-Free Schools and Communities Act so that violence prevention programs can be funded to permit schools to use funds for drug and alcohol prevention and violence prevention efforts.

Q. Are private schools eligible to receive these funds?

A. The only eligible applicants for these funds are local educational agencies.

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Divider Title: _____

United States Senate

Committee on Labor and Human Resources ***Subcommittee on Education, Arts and Humanities*** *The 103rd Session of Congress*

Claiborne Pell, D-RI, Chairman

Howard M. Metzenbaum (D-OH)
Christopher J. Dodd (D-CT)
Paul Simon (D-IL)
Barbara A. Mikulski (D-MD)
Jeff Bingaman (D-NM)
Edward M. Kennedy (D-MA)
Paul Wellstone (D-MN)
Harris Wofford (D-PA)
Tom Harkin (D-IA)

James M. Jeffords (R-VT)
Nancy Landon Kassebaum (R-KS)
Daniel R. Coats (R-IN)
Judd Gregg (R-NH)
Strom Thurmond (R-SC)
Orrin G. Hatch (R-UT)
Dave Durenberger (R-MN)

Senator Claiborne Pell

D-Rhode Island
Elected-1960

BIOGRAPHICAL:

Born: November 22, 1918

Home: Newport

Education: Princeton University, A.B., 1940
Columbia University, A.M., 1946

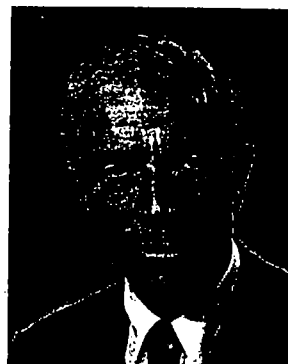
CAREER:

Coast Guard, WWII

U.S. Foreign Service and State Dept., 1945-52,

Executive Assistant to Rhode Island

Democrat State Party Chairman, 1952, 1954



Sen. Claiborne Pell

COMMITTEE ASSIGNMENTS:

Foreign Relations, Chairman

Labor and Human Resources

Children, Families, Drugs & Alcoholism

Education, Arts & Humanities, Chairman

Rules and Administration

Joint Library, Chairman

SUPPORT SCORES:

1992 Presidential support - 28%

1992 NEA Report Card - 100%

1991 ADA - 90%

1991 ACU - 0%

BACKGROUND AND EDUCATION INTERESTS:

Pell is known as the patriarch of education in the Congress and has been very active as Chairman of the Subcommittee on Education, Arts and the Humanities. In the 101st Congress, he pushed for reauthorization of the Dropout Prevention Demonstration program, and managed the Senate approval of a bill, H.R. 2281, to reauthorize the program.

Pell is well known for his interest in higher education issues (Pell Grants were named for him), and he has been a major player in Senate deficit reduction legislation. He is also interested in initiatives that draw larger numbers of talented individuals into the teaching profession. In the Higher Education Act reauthorization, Pell pushed for the inclusion of several teacher training programs drawn from his "National Teacher Act."

Pell was the original Democratic cosponsor of President Bush's Educational Excellence Act, and he managed floor consideration of the bill when it was debated and passed by the Senate in February 1990. Near the end of the 101st Congress, however, Pell's staff effectively delayed consideration of the bill for some time. In the 102nd Congress, Pell's longstanding advocacy for lengthening the school year and establishing a National testing system were addressed in legislation introduced by Senator Jeff Bingaman (D-NM) that established the National Commission on Time and Learning and the National Council on Standards and Testing (P.L. 102-62).

Senator Howard M. Metzenbaum

D-Ohio
Elected-1976

BIOGRAPHICAL:

Born: June 4, 1917
Home: Shaker Heights
Education: Ohio State University, B.A., 1939, LL.D., 1942

CAREER:

Ohio House of Representatives, 1943-1946
Ohio State Senate, 1947-1950
Practicing Attorney

COMMITTEE ASSIGNMENTS:

Environment and Public Works
Select Intelligence
Judiciary
Labor and Human Resources
 Education, Arts & Humanities
 Disability Policy
 Labor, Chairman



**Sen. Howard M.
Metzenbaum**

SUPPORT SCORES:

1992 President Support - 25%	1991 ADA - 100%
1992 NEA Report Card - 100%	1991 ACU - 0%

BACKGROUND AND EDUCATION INTERESTS:

Metzenbaum often voiced strong opposition to the Reagan and Bush Administrations' social and education agenda. As Chairman of the Subcommittee on Labor, he is more interested in labor-related issues than education. Metzenbaum's education views can generally be gauged by their impact on labor, particularly union workers. He has been an active participant in the vocational education issues and has been a strong supporter of vocational and proprietary training.

In the 102nd Congress, Metzenbaum sponsored the "Nontraditional Employment for Women Act," a bill that amended the Job Training Partnership Act to encourage a broader range of training and job placement for women. The bill was signed into law by President Bush in December 1991 as P.L. 102-235.

Office of Legislation and Congressional Affairs
April 2, 1993

Senator Christopher J. Dodd

D-Connecticut
Elected-1980

BIOGRAPHICAL:

Born: May 27, 1944
Home: East Haddam
Education: Providence College, B.A. 1966
University of Louisville, J.D. 1972

CAREER:

Peace Corps, Dominican Republic
Attorney
Member, U.S. House of Representatives, 1975-81



Sen. Christopher J. Dodd

COMMITTEE ASSIGNMENTS:

Banking, Housing and Urban Affairs
Budget
Foreign Relations
Labor and Human Resources
Children, Families, Drugs & Alcoholism, Chairman
Education, Arts & Humanities
Rules and Administration

SUPPORT SCORES:

1992 Presidential Support - 32%	1991 ADA - 75%
1992 NEA Report Card - 86%	1991 ACU - 24%

BACKGROUND AND EDUCATION INTERESTS:

According to Congressional Quarterly, Dodd is known as "a purposeful legislator who masters the details of issues important to him. His interest in children's issues is longstanding, and he is credited with being one of the first to focus legislative attention on the topic.

In 1987, Dodd first introduced his Act for Better Child Care, a bill that called for \$2.5 billion in grants for States to subsidize child care for low- and middle-income families and establish Federal child care standards. A significantly scaled-back version of the bill was finally signed into law in November 1990. Dodd was also the primary proponent of Federal funding for the National Board for Professional Teacher Standards, an organization that is developing a set of standards for a voluntary "master teacher" certification. In the 101st Congress, he introduced a voluntary service bill which was incorporated into Senator Kennedy's (D-MA) "National and Community Service Act," signed into law as P.L. 101-589. From the Subcommittee on Children, Family, Drugs and Alcoholism, Dodd guided consideration of the Human Services Reauthorization Act, which contains authorizations for the Head Start and Follow Through programs.

In the 102nd Congress, Dodd introduced S. 511, the "Global Education opportunities Act," a bill to establish programs to improve foreign language instruction and to amend the Higher Education Act to promote equal access to opportunities to study abroad.

Senator Paul Simon

D-Illinois
Elected-1984

BIOGRAPHICAL:

Born: November 29, 1928
Home: Makanda
Education: University of Oregon, 1945-46,
Dana College, 1946-48

CAREER:

Newspaper Executive, Troy Tribune, 1948-66
U.S. Army, 1951-53
Illinois House of Representatives, 1955-63
Illinois Senate, 1963-69
Illinois Lt. Governor, 1969-73
U.S. House of Representatives, 1974-84



Sen. Paul Simon

COMMITTEE ASSIGNMENTS:

Labor and Human Resources
Education, Arts & Humanities
Employment & Productivity, Chairman
Disability Policy
Judiciary
Budget
Foreign Relations
Select Committee on Indian Affairs

SUPPORT SCORES

1992 Presidential Support - 27%	1991 ADA - 100%
1992 NEA Report Card - 100%	1991 ACU - 0%

BACKGROUND AND EDUCATION INTERESTS:

Education has been Senator Simon's predominant interest throughout his career in both the House and the Senate. He favors dramatically increasing Pell Grants, and has endorsed a proposal to replace the guaranteed student loan system with a Federal direct lending program. Simon has also consistently supported efforts to expand and restructure the Nation's illiteracy programs.

Impact Aid has become a strong interest of the Senator, particularly in relation to school districts in Illinois that he believes have not been compensated adequately for their responsibility to educate military dependents. Simon and Senator Pell recently introduced legislation, S. 383, that would shift Impact Aid funding responsibility for military dependent children from the Department of Education to the Department of Defense.

Senator Simon raised strong concerns about the Bush Administration's policy on race-based scholarships and, in the 102nd Congress, introduced legislation that would amend the Higher Education Act to permit the awarding of minority scholarships.

Senator Barbara A. Mikulski

D-Maryland
Elected-1986



Sen. Barbara A. Mikulski

BIOGRAPHICAL:

Born: July 20, 1936

Home: Baltimore

Education: Mount St. Agnes College, B.A., 1958
University of Maryland, M.S.U., 1965

CAREER:

Social Worker, 1965-77

Baltimore City Council, 1971-76

U.S. House of Representatives, 1977-86

COMMITTEE ASSIGNMENTS:

Appropriations

VA, HUD and Independent Agencies, Chairwoman

Select Ethics

Labor and Human Resources

Children, Families, Drugs & Alcoholism

Education, Arts & Humanities

SUPPORT SCORES:

1992 Presidential Support - 23%

1992 NEA Report Card - 100%

1991 ADA - 90%

1991 ACU - 10%

BACKGROUND AND LEGISLATIVE INTERESTS:

Congressional Quarterly describes Mikulski as a "feisty, vocal feminist and a tenacious advocate for Maryland and its blue-collar ethnic population." On the Labor and Human Resources Committee, her interests have tended to lie more with labor than education issues. She did, however, propose national voluntary service legislation in the 101st Congress which was incorporated into Senator Kennedy's "National Community Service Act." She has been a strong advocate of child care legislation, and has also shown interest in magnet school and alternative certification proposals.

As a member of the Appropriations Committee, Mikulski was successful in obtaining an appropriation for the Washington Library Consortium, a project linking the libraries of several universities in the Washington-Baltimore Metropolitan region. Mikulski was an original cosponsor of Senator Kennedy's math, science and engineering bill (S. 2114), and has been very supportive of the Federal Coordinating Council on Science Engineering and Technology (FCCSET). She is a strong supporter of math and science education programs at the National Science Foundation (NSF).

In the 102nd Congress, she introduced three education-related bills: A bill to establish certain programs at the NSF to enhance the Nation's literacy and skill base in science and technology; legislation which utilizes the Nation's two-year colleges to expand the pool of skilled technicians, and; a bill to increase the amount of non-loan Federal student aid available to low- and middle-income students, and increase available Federal loans to middle-income families.

Senator Jeff Bingaman

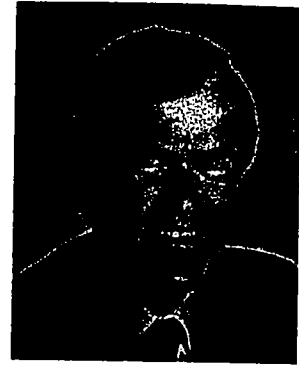
D-New Mexico
Elected-1982

BIOGRAPHICAL:

Born: October 3, 1943
Home: Santa Fe, NM
Education: Harvard College, B.A., 1965
Stanford University, LL.B., 1968

CAREER:

New Mexico Assistant Attorney General, 1969
Practicing Attorney, 1970-78
New Mexico Attorney General, 1979-82



Sen. Jeff Bingaman

COMMITTEE ASSIGNMENTS:

Labor and Human Resources
Children, Families, Drugs & Alcoholism
Education, Arts & Humanities
Disability Policy
Armed Services
Energy and Natural Resources

SUPPORT SCORES:

1992 Presidential Support - 40%	1991 ADA - 65%
1992 NEA Report Card - 100%	1991 ACU - 19%

BACKGROUND AND EDUCATION INTERESTS:

A serious, thoughtful man, Bingaman often abandons his Senate office for a quiet corner in the Supreme Court library. This studious style has served him well on the Armed Services Committee, where he has mastered the details of military management and impressed defense specialists as intelligent and thorough. Bingaman's domestic agenda often aligns him with the "competitiveness" camp - the group that assesses government spending on programs in education, worker training, basic research and even defense in light of its contribution to the Nation's ability to compete in the worldwide marketplace.

In 1990, Senator Bingaman introduced two significant education-related bills. The first, S. 2034, would authorize the creation of a National Education Report Card and to establish a National Council on Educational Goals. The second bill, S. 2035, would establish a commission to examine the advisability of lengthening the school day and school year. In the 102nd Congress, both measures were reintroduced under the sponsorship of Labor and Human Resources Committee Chairman Edward Kennedy (D-MA). S. 2, the Strengthening Education for American Families Act, contained provisions to establish a National Council on Educational Goals and a National Report Card. S. 64 contained the measure to establish a commission to study lengthening the school year. In 1993, Bingaman has introduced two education-related bills. S. 407 would create a "National Commission on School Finance To Meet the National Education Goals," and S. 264, the "Technology for the Classroom Act of 1993," would establish a Classrooms for the Future program.

Senator Edward M. Kennedy

D-Massachusetts
Elected-1962

BIOGRAPHICAL:

Born: February 22, 1932

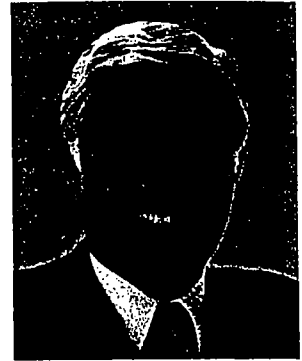
Home: Boston

Education: Harvard University, B.A., 1956
Academy of International Law, The Hague, Netherlands, 1958
University of Virginia, LL.B., 1959

CAREER:

Army, 1951-53

Assistant District Attorney, Suffolk County, 1961-62



Sen. Edward M. Kennedy

COMMITTEE ASSIGNMENTS:

Armed Services

Judiciary

Labor and Human Resources, Chairman

Children, Families, Drugs & Alcoholism

Education, Arts & Humanities

Joint Economic

SUPPORT SCORES:

1992 Presidential Support - 25%

1992 NEA Report Card - 100%

1991 ADA - 95%

1991 ACU - 0%

BACKGROUND AND EDUCATION INTERESTS:

Kennedy became Chairman of the Labor and Human Resources Committee in 1986. His interests are wide-ranging and he is one of the most legislatively active members of Congress. In the 101st Congress, he introduced the "National Community Service Act," a major voluntary service initiative, which was signed into law in November 1990. In addition, he sponsored an omnibus math and science education initiative, which was combined with a House bill, and signed into law (P.L. 101-589). In the 102nd Congress, Kennedy introduced, by request, the Bush Administration's AMERICA 2000 legislation, and he also introduced his own education bill, S. 2, the "Strengthening Education for American Families Act." S. 2 was amended, passed by the Senate, and later went to conference with the House-passed H.R. 4323, the "Neighborhood Schools Improvement Act." The conference report was approved by the House but died in the Senate.

Senator Kennedy has been a strong proponent of Head Start and programs to promote a "healthy start," and he has expressed interest in development of a national education test to ensure consistent measurement of educational attainment. During the 102nd Congress he also introduced legislation with Senator Jeff Bingaman (D-NM) that established the National Commission on Time and Learning and the National Council on Standards and Testing (P.L. 102-62). Kennedy was instrumental in the creation of the Fund for the Improvement and Reform of Schools and Teaching (FIRST), and can be expected to continue to play an active role in the reauthorization of these programs during the 103rd Congress.

Senator Paul Wellstone

D-Minnesota
Elected-1990

BIOGRAPHICAL:

Born: July 21, 1944

Home: Northfield

Education: U. of North Carolina, B.A., Ph.D. 1969

CAREER:

College professor

Democratic nominee for state auditor, 1982

Democratic National Committee member, 1984 - Present

Minnesota co-chairman, Jackson for President, 1988

Minnesota co-chairman, Dukakis for President, 1988



Sen. Paul David Wellstone

COMMITTEE ASSIGNMENTS:

Labor and Human Resources

Children, Families, Drugs & Alcoholism

Education, Arts & Humanities

Labor

Energy and Natural Resources

Select Committee on Indian Affairs

Small Business

SUPPORT SCORES:

1992 Presidential Support - 23%

1991 ADA - 95%

1992 NEA Report Card - 100%

1991 ACU - 5%

BACKGROUND AND EDUCATION INTERESTS:

In an upset unrivaled in the 1990 Federal election cycle, Paul Wellstone stunned political observers by taking away a seemingly secure Senate seat from Republican Rudy Boschwitz. In ideological terms, the switch from Boschwitz to Wellstone is extremely pronounced. A political science professor at Carleton College, Wellstone co-chaired Jesse Jackson's 1988 presidential campaign in Minnesota. His agenda includes support for such issues as national health insurance, abortion rights, and farm production controls.

In his assignment to the Labor and Human Resources Committee, Wellstone is expected to further strengthen the strong liberal influence on the Committee shared by all the Democratic Members of the Committee. In addition, Wellstone is a strong supporter of full funding for Head Start, and has made many strong statements against educational choice programs. In the 103rd Congress, Wellstone has sponsored two education-related bills: Senator Joe Biden's (D-DE) "Violence Against Women Act" (S.11), which would establish sexual offense prevention education grants funded by the Department of Education, and; Senator Harris Wofford's (D-PA) legislation (S. 676) to provide for service-learning and to strengthen the skills of teachers and improve instruction in service-learning.

Senator Harris Wofford

D-Pennsylvania
Appointed-1991, Re-elected-1991

BIOGRAPHICAL:

Born: April 9, 1926
Home: Bryn Mawr
Education: U. of Chicago, B.A., 1948
Yale U., LL.B., 1954
Howard U., J.D., 1954.

CAREER:

Army Air Force, 1944-45
Bryn Mawr College President
Peace Corps official
White House official
Pennsylvania Democratic Party chairman, 1986
Pennsylvania Secretary of Labor and Industry, 1987-91



Sen. Harris Wofford

COMMITTEE ASSIGNMENTS:

Labor and Human Resources
Children, Families, Drugs & Alcoholism
Education, Arts & Humanities
Environment and Public Works
Foreign Relations
Small Business

SUPPORT SCORES:

1992 Presidential Support - 28%	1991 ADA - 79%
1992 NEA Report Card - 100%	1991 ACU - 27%

BACKGROUND AND EDUCATION INTERESTS:

In May 1991, Pennsylvania Governor Robert P. Casey appointed Harris Wofford to fill the vacancy created by the death of Republican Senator John Heinz. With Casey's backing, Wofford made a national name for himself, and brought healthcare to the forefront of the Nation's attention with his upset defeat of President Bush's Attorney General and former Pennsylvania governor Dick Thornburgh.

In the 102nd Congress, Wofford introduced legislation to amend the Higher Education Act to simplify the needs analysis system. In March 1993, Wofford and Senator David Durenberger (R-MN) introduced the Wofford-Durenberger Service-Learning Act of 1993 (S. 676), a bill to provide assistance to local schools to incorporate into their curriculum proven teaching methods that promote both academics and civic responsibility.

Office of Legislation and Congressional Affairs
April 2, 1993

Senator Tom Harkin

D-Iowa
Elected-1984

BIOGRAPHICAL:

Born: November 19, 1939
Home: Cumming
Education: Iowa State University, B.S., 1962
Catholic University, J.D., 1972

CAREER:

Navy, 1962-67
Practicing Attorney, 1972-74
U.S. House of Representatives, 1974-84



Sen. Tom Harkin

COMMITTEE ASSIGNMENTS:

Agriculture, Nutrition and Forestry
Appropriations
Labor, Health & Human Services & Education, Chairman
Labor and Human Resources
Education, Arts & Humanities
Disability Policy, Chairman
Small Business

SUPPORT SCORES:

1992 Presidential Support - 18%	1991 ADA - 100%
1992 NEA Report Card - 67%	1991 ACU - 0%

BACKGROUND AND EDUCATION INTERESTS:

Beginning with the 101st Congress, Harkin served as Chairman of the Appropriations Subcommittee with oversight over education. He has taken a strong interest in reducing student loan defaults, and increasing funding of Federal education programs. As Chairman of the Subcommittee on Disability Policy, Harkin has paid particular attention to those programs that serve the disadvantaged and disabled. His interests have included assessment of current programs, particularly the handicapped infants and toddlers and pre-school programs. He is also interested in services for deaf persons and for handicapped minorities. In the 101st Congress, Harkin was the chief Senate sponsor of the "Americans With Disabilities Act," which extends civil rights protection for handicapped persons to the private sector. In recent years, he has also overseen several important reauthorizations, including the Individuals with Disabilities Act, the Rehabilitation Act of 1973, and the Education of the Deaf Act.

In 1990, Harkin engaged in a hotly contested reelection race against moderate House Republican Tom Tauke, a former member of the House Education and Labor Committee. Although Harkin was considered to be one of the most vulnerable Senate Democrats facing reelection in 1990, he won the election by a comfortable margin.

Office of Legislation and Congressional Affairs
April 2, 1993

Senator James M. Jeffords

R-Vermont
Elected-1988

BIOGRAPHICAL:

Born: May 11, 1934
Home: Rutland
Education: Yale University, B.S., 1956
Harvard University, LL.B., 1962

CAREER:

U.S. Navy Officer - 1956-1959
Attorney - 1963-1975
State Senator - 1967-1968
State Attorney General - 1969-1973
U.S. House of Representatives, 1974-88



Sen. James M. Jeffords

COMMITTEE ASSIGNMENTS:

Special Aging
Foreign Relations
Labor and Human Resources
 Children, Families, Drugs & Alcoholism
 Education, Arts & Humanities, Ranking Member
 Disability Policy
Veterans' Affairs

SUPPORT SCORES:

1992 Presidential Support - 45%	1991 ADA - 65%
1992 NEA Report Card - 100%	1991 ACU - 10%

BACKGROUND AND EDUCATION INTERESTS:

In 1988, Jim Jeffords was elected to the Senate to fill the seat of retiring Senator Bob Stafford. Jeffords' voting record generally reflects the views of his constituency, making him one of Vermont's most popular politicians.

Jeffords now serves as the Ranking Republican on the Education, Arts and Humanities Subcommittee, and also serves on the Subcommittee on Disability Policy. He maintains a strong interest in accessibility and rehabilitation programs for the handicapped and poor, and was the primary Republican sponsor of S. 2104, the Civil Rights Act of 1990, introduced by Senator Edward Kennedy (D-MA). In the 101st Congress, he parted with the Bush Administration on several important issues, including child care and the National Board for Professional Teacher Standards. He is a strong advocate of programs which encourage students to learn foreign languages, and was a cosponsor of Senator Chris Dodd's (D-CT) "Global Education Opportunities Act," a bill to establish programs to improve foreign language instruction and provide more opportunities for disadvantaged students to study abroad. In the 102nd Congress, Jeffords introduced legislation, S. 585, to provide eligible students with a comprehensive program of incentives and support to enable students to remain in school.

Senator Nancy Landon Kassebaum

R-Kansas
Elected-1978

BIOGRAPHICAL:

Born: July 29, 1932

Home: Wichita

Education: University of Kansas, B.A., 1954
University of Michigan, M.A., 1956

CAREER:

Vice-President, KFH Radio

Maize School Board, 1972-75

Staff of U.S. Senator James B. Pearson, 1975



Sen. Nancy Landon
Kassebaum

COMMITTEE ASSIGNMENTS:

Foreign Relations

Select Indian Affairs

Labor and Human Resources, Ranking Member

Children, Families, Drugs & Alcoholism

Education, Arts & Humanities

Joint Organization of Congress

SUPPORT SCORES:

1992 Presidential Support - 72%

1992 NEA Report Card - 44%

1991 ADA - 35%

1991 ACU - 62%

BACKGROUND AND EDUCATION INTERESTS:

With Senator Orrin Hatch's decision to serve as Ranking Republican on the Judiciary Committee in the 103rd Congress, Nancy Kassebaum has assumed the key position of Ranking Republican on the Labor and Human Resources Committee. As former Ranking Republican on the Education Subcommittee, she took the lead for Republicans on several education initiatives supported by the Bush Administration, most notably the "Educational Excellence Act," and the reauthorization of the Vocational Education Act. She also has a strong interest in teacher training issues, and worked to have teacher training programs included in the Higher Education Act reauthorization.

Senator Kassebaum plays an active role in guiding the Senate's Impact Aid policy, her primary concerns being two large Kansas military bases (Fort Leavenworth and Fort Riley). She was also very involved in the passage of default reduction provisions enacted in the 1990 Budget Reconciliation Act, and was a key player in the 1991 reauthorization of the Higher Education Act.

In the 103rd Congress, Kassebaum has introduced legislation, the "Head Start Quality Improvement Act" (S.670), a bill to make quality improvements in Head Start programs. In the Senate's debate on its 1994 budget resolution, she made an unsuccessful attempt to have the cost-savings attributed to a proposed direct student loan system removed from the budget resolution.

Office of Legislation and Congressional Affairs
April 2, 1993

Senator Dan Coats

R-Indiana

Appointed-1989, Elected 1990, 1992

BIOGRAPHICAL:

Born: May 16, 1943

Home: Fort Wayne

Education: Wheaton College, B.A., 1965
Indiana University, J.D., 1971

CAREER:

Army 1966-68

Economic Consulting Firm 1968-70

American Fletcher National Bank 1970-72

Assistant Vice President, Insurance Company 1972-76

District Director for U.S. Representative Dan Quayle, 1976-80

U.S. House of Representatives, 1980-1989



Sen. Dan Coats

COMMITTEE ASSIGNMENTS:

Labor and Human Resources

Children, Families, Drugs & Alcoholism, Ranking Member

Education, Arts & Humanities

Armed Services

SUPPORT SCORES:

1992 Presidential Support - 75%

1992 NEA Report Card - 33%

1991 ADA - 5%

1991 ACU - 100%

BACKGROUND AND EDUCATION INTERESTS:

Appointed to fill the seat of Vice President Quayle, Senator Coats' career has shadowed that of Quayle. Coats served as District Director for Congressman Quayle and won the Congressional district seat when Quayle ran for the Senate in 1980. As a House Member, Coats, a strong conservative, was the ranking minority Member on the Select Committee on Children, Youth and Families.

In May 1989, Coats introduced a comprehensive legislative package—The American Family Act—a series of 21 pieces of legislation offering conservative approaches to education, child care and housing. He has been actively involved in promoting the conservative education agenda, including school choice, alternative certification for teachers, regulatory flexibility, and opposition to Federal funding for the National Board for Professional Teaching Standards (NBPTS). In fact, Coats helped block final passage of the "Educational Excellence Act" in the 101st Congress due its inclusion of NBPTS funding, as well as his concerns about school-based health clinics.

Early in 1990, Coats introduced three pieces of legislation promoting education reform. One bill was a companion to former Representative Steve Bartlett's (R-TX) open enrollment bill that would fund demonstration projects using the parental choice concept; the others mirrored the Merit Schools and Magnet Schools initiatives of President Bush's Educational Excellence Act.

Senator Judd Gregg

R-New Hampshire
Elected-1992

BIOGRAPHICAL:

Born: February 14, 1947

Home: Greenfield

Education: Columbia U., A.B., 1969
Boston U., J.D., 1972
Boston U., LL.M, 1975

CAREER:

Occupation: Lawyer

New Hampshire Governor's Executive Council, 1979-81

U.S. House, 1981-89

Governor of New Hampshire, 1989-93



Sen. Judd Gregg

COMMITTEE ASSIGNMENTS:

Budget

Commerce, Science and Transportation

Labor and Human Resources

SUPPORT SCORES:

1992 Presidential Support - Not Available

1992 NEA Report Card - Not Available

1991 ADA - Not Available

1991 ACU - Not Available

BACKGROUND AND EDUCATION INTERESTS:

In a more typical election year, Gregg would have had no trouble winning the Senate seat of retiring Republican Warren Rudman. But in 1992, New Hampshire's economic woes fired up an angry electorate, helping Bill Clinton win the State and putting pro-business Democrat John Rauh in a position to give Gregg his toughest electoral fight ever. Gregg eventually won the race, acknowledging the State's economic hardships, but emphasizing that he had kept a tight lid on spending and remained staunchly opposed to state income and sales taxes.

Gregg, who served in the House from 1981 to 1989, brings to the Senate the same fiscal conservatism of his predecessor and outdoes Rudman as a social conservative. He signed a pledge to cut the budget deficit in half within four years or not seek re-election, said he opposes large defense cuts and supported the nomination of Clarence Thomas to the Supreme Court. Unlike Rudman, Gregg opposes abortion rights.

As one of the 52 Republicans elected to the House in 1980, Gregg joined Newt Gingrich's Conservative Opportunity Society in 1983 and fought to force floor votes on the issues of school prayer, abortion, a balanced budget and a line-item veto. It is a role he likely will resume under the Clinton Administration - particularly on the issues of Congressional reform and eliminating the budget deficit. Reflecting his perspective as a former governor, Gregg has introduced legislation in the 103rd Congress, S. 648, that would provide Federal payments for Federal mandates imposed upon state and local governments.

Senator Strom Thurmond

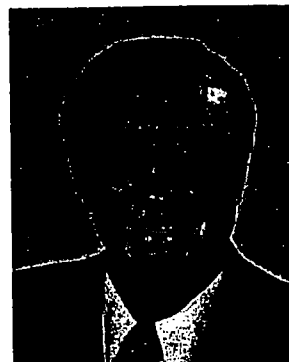
R-South Carolina
Elected-1956

BIOGRAPHICAL:

Born: December 5, 1902
Home: Aiken
Education: Clemson College, B.S., 1923

CAREER:

Teacher and Coach 1923-29
Edgefield County. Superintendent of Education 1929-33
South Carolina Senate 1933-38
Circuit Judge 1938-42
Army, WWII
Governor of South Carolina, 1947-51
States Rights candidate for President of U.S., 1948



Sen. Strom Thurmond

COMMITTEE ASSIGNMENTS:

Labor and Human Resources
Education, Arts and Humanities
Children, Families, Drugs & Alcoholism
Employment & Productivity
Labor
Armed Services, Ranking Member
Judiciary
Veterans' Affairs

SUPPORT SCORES:

1992 Presidential Support - 78%	1991 ADA - 10%
1992 NEA Report Card - 22%	1991 ACU - 90%

BACKGROUND AND EDUCATION INTERESTS:

Throughout his long career, Senator Strom Thurmond, the oldest and most senior member of the Senate, has played a key role in Civil Rights legislation, Judicial appointments, gun control and anti-crime legislation. As a Member of the Subcommittee on Education, Thurmond usually focuses on broad issues, drawing from his experience as a teacher, coach, and superintendent. He is also a strong advocate for Historically Black Colleges and Universities due to the large number located in South Carolina.

In 1992, the Department of Education settled a long-standing case of deep interest to Senator Thurmond. The case involved Allen University, a small Historically Black institution in Columbia, South Carolina, that had owed the Department \$1 million for Pell Grants it improperly awarded in the 1970s. In 1993, Thurmond introduced a bill, S. 153, to provide that service performed for an elementary or secondary school operated primarily for religious purposes is exempt from the Federal unemployment tax.

Senator Orrin G. Hatch

R-Utah
Elected-1976



Sen. Orrin G. Hatch

BIOGRAPHICAL:

Born: March 22, 1934
Home: East Midvale
Education: Brigham Young University, B.S., 1959
University of Pittsburgh, J.D., 1962

CAREER:

Attorney, 1963-76

COMMITTEE ASSIGNMENTS:

Finance
Judiciary, Ranking Member
Labor and Human Resources
Education, Arts & Humanities
Disability Policy
Labor, Ranking Member

SUPPORT SCORES:

1992 Presidential Support - 82%	1991 ADA - 10%
1992 NEA Report Card - 13%	1991 ACU - 86%

BACKGROUND AND EDUCATION INTERESTS:

Hatch is a well-respected Member of the Senate and is well-known for the battles he fought on behalf of the Reagan and Bush Administrations in judiciary issues. However, his conservative philosophy has not carried over as much to education and other social issues. In the 101st Congress, he introduced the "Act for Better Child Care" with Senator Christopher Dodd (D-CT).

Personally, Hatch is a charming and friendly man recognized for his knowledge of the law. During the 101st Congress, he and Senator Kennedy clashed during several committee hearings and mark-ups when the Chairman denied Republican Members an opportunity to be heard. In early 1991, Hatch worked with Senator Kennedy to reach an agreement on S. 1430, the National Community Service Act, which reduced the bill's authorization levels and provided \$25 million for the creation of the Points of Light Initiative Foundation. The bill was signed into law by President Bush in November 1990.

A high priority for Senator Hatch is ensuring that all Department of Education formula grant programs adequately protect funding for small states like Utah. In 1993 he has introduced legislation, S. 14, the Educational Equity Act of 1993, that would amend the amount of grants received under the Chapter 1 program.

Most recently, Hatch's attention has been caught by an ongoing investigation of possible ties he had with individuals involved in the Bank of Commerce and Credit International (BCCI) scandal.

Senator David Durenberger

R-Minnesota
Elected-1978

BIOGRAPHICAL:

Born: August 19, 1934

Home: Minneapolis

Education: St. John's University, B.A., 1955
University of Minnesota, J.D., 1959

CAREER:

Army, 1955-1957

Practicing Attorney, 1959-66

Executive Secretary to Governor LeVander, 1967-71

Counsel for Legal and Community Affairs, H.B. Fuller Co., 1971-78



Sen. Dave Durenberger

COMMITTEE ASSIGNMENTS:

Special Aging

Environment and Public Works

Finance

Labor and Human Resources

Children, Families, Drugs & Alcoholism

Education, Arts & Humanities

Disability Policy, Ranking Member

SUPPORT SCORES:

1992 Presidential Support - 66%

1991 ADA - 40%

1992 NEA Report Card - 56%

1991 ACU - 48%

BACKGROUND AND EDUCATION INTERESTS:

Despite facing a serious Senate Ethics Panel investigation into personal and campaign finance improprieties in the 101st Congress, Durenberger has continued to perform his Senate duties including maintaining a wide-ranging set of interests in education policy, and demonstrating an affection for innovative education reform.

As the Ranking Republican Member on the Subcommittee on Disability Policy, he has advocated "supported employment" programs that provide personal assistance and job support services for severely disabled persons to allow them to work in an integrated "mainstream" setting. Durenberger strongly supports school choice initiatives, and his home State of Minnesota has led the Nation in public school choice reform experiments. In the 102nd and 103rd Congresses, Durenberger has introduced legislation (S. 429), the "Public School Redefinition Act of 1993," that would authorize funds for demonstration grants to start charter public schools—schools that receive public funds but are operated outside of the local education agency's jurisdiction.

Durenberger also has an active interest in financing for higher education and, in March 1993, participated in a press conference to discuss his support for direct student loans proposed as part of national service in the Clinton Administration's economic package.

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Divider Title: _____



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Recommendations Received as Follow up to
Violence Prevention Forum

1. Create a National Training Academy Against Violence (and pilot it in Los Angeles County).
2. Establish a National Interdepartmental Collaborative on Violence Prevention, Intervention and Suppression.
3. Create New Interdepartmental Federal Funding Criteria that Mandate Local Interagency Collaboration in the Planning, Implementation, Evaluation, and Replication of Anti-Violence Programs.
4. Facilitate the Replication of Successful Comprehensive Violence Prevention Programs in Public Primary and Secondary Schools.

(Los Angeles County Office of Education)

- o Form a Federal Interagency Council on Violence and Substance Abuse to facilitate a federal-level collaborative funding strategy which encourages and mobilizes traditional systems and community residents and organizations to cooperate in the development of innovative approaches and strategies at the community and neighborhood level.

- o Develop and implement a National Training Program to improve the skills of communities in areas of problem solving, mobilization, and advocacy.

- o Create a partnership with private and public organizations such as the Robert Wood Johnson Foundation, The National Fighting Back Program Office, Join together, Community Anti-Drug Coalition of America (CADCA), Coalitions Against Substance Abuse (CASA), and Partnership for a Drug Free America (PDFA) to develop a comprehensive training program.

- o Jointly host a National Interagency Conference on Violence and Substance Abuse which brings communities together to share collaborative and innovative strategies.

- o Create a comprehensive, flexible funding package for capable communities and neighborhoods which are willing and ready to lessen the problems of youth, violence and substance abuse in the neighborhood.

(San Antonio Fighting Back)

- o Ensure more active participation of community and neighborhood organizations in implementation of the Safe Schools Act.
- o Combine Safe Schools Act with Drug Free Schools and Communities Act during reauthorization.
- o Target portion of DFSCA funds that go to SEAs and LEAs to areas of greatest need.

(ASPIRA Association, Inc.)

- o Ensure that when we talk about the "violence problem" we don't paint it as a black/white issue. West of the Mississippi there are a lot of hispanics who are also part of the equation (both as victims and perpetrators), we need to be sure they are included in our research.

- o Conference was excellent now we need a plan to follow through on recommendations made at the conference.

(Judge David Ramirez, Juvenile Court Denver, Colorado)

- o Put on a conference like this every year.
- o Invite more young people, and have a better balance between young and old. Young people want a 50/50 split.
- o Much of the discussions went over the young persons heads, hold a conference geared more to young people.
- o Schedule opportunities for more interaction among the youth participants. Youth felt frustrated that they didn't have more time to get to know each other.
- o Create ongoing, youth advisory panels to work with each of the government agencies as they develop policy and programs related to youth violence.

(Sally Schwartz, Super Leaders, Washington D.C.)

- o Form a task force from many disciplines, including business, who would come up with a plan, including many, many programs and the "how to's" of those programs.

(Nell Stewart, Government and Public Affairs Manager DowBrands)

- o Amend the United State Constitution to include the Right to Safe Schools.
- o Create legislation or court orders that mandate the establishment of comprehensive school safety plans of action at

all public schools.

- o Remove a school's immunity if its executive leaders do not comply with the tight to safe schools and the legislative mandate to have a comprehensive school safety plan of action.

- o Direct the states commissions on teacher credentialing to mandate the inclusion of violence prevention training, as part of respective teacher training preparation curriculums at respective public universities.

- o Direct the states commissions on teacher credentialing to mandate the recertification of current teachers, support staffs and administrators in the area of violence prevention.

- o Direct the Governors offices of each state to create an intergovernmental team of violence prevention practitioners.

- o Create an interagency school academy against drugs, gangs and violence.

- o Authorize the Department of Justice to work with state attorneys and use the Racketeer Influenced and Corrupt Organizations (RICO) Act to remove known drug/gang habitual offenders form the community.

- o Mandate the federal communications commission to create local interagency advisory boards to regulate television violence.

- o Enhance the resource capabilities of the National School Safety Center.

- o Establish a National interdepartmental collaborative on violence prevention , intervention and suppression.

(Gus Frias, Criminal Justice Specialist, Los Angeles County Office of Education)

- o Expand programs like Empowering Children to Survive and Succeed throughout the country.

(Jon Oliver, The Lesson One Foundation)

- o Hold forums similar to the National Violence Prevention Forum in every state.

- o Need to build skills necessary to collaborate. Critical first step is to articulate to persons throughout the country our position on collaboration and coordination (for development of successful violence prevention efforts).

(Wesley Mitchell, Chief of Police Los Angeles Unified School District)

o Need to develop better methods, strategies for communicating information among agencies in different fields.

(Susan Davis, Susan Davis Companies)

SAMPLE OF SPECIFIC INCIDENTS OF SCHOOL VIOLENCE:

FOR THE

1993-1994 SCHOOL YEAR

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 mote 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.

This is the first student homicide at a metro school since 1989, when a Harper High student was fatally beaten by another student. incidents involving guns--while still relatively rare--are an increasing concern. A recent poll by the Journal-Constitution found that one out of every three children in metro Atlanta knows someone who has brought a gun to school.

o Dallas, Texas (September 1993): A 15-year old Dallas student was fatally shot by a fellow student in a crowded hallway at Roosevelt High School. DeMarkous McLemore, known by the nickname of "Ice Cream" was shot under the chin at point-blank range in what police call a continuing dispute. A 16-year old youth, identified as the shooter, turned himself into police later in the day. The principal of Roosevelt stated that they used metal

detectors-- Roosevelt has two walk-through metal detectors, including one that is battery-powered, and several hand held scanning wands--virtually every day for the last two school years. However, the detectors were not in use the day of the shooting because they did not work.

This is the second incident in the Dallas area. In August (1993) a Colony High School student (located in the Lewisville school district) was shot in the shoulder at a school orientation program.

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 in Southwest Los Angeles, as classed resumed for the new school year. The shooting occurred as 2,000 students were queuing up to register for classes. The victim 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 returned to the school and fired into a crowd of students.

o Sheridan, Wyoming (September 1993): A man walked onto a school field today with a rifle and a handgun and started firing at children in a gym class, wounding four before killing himself. Two of the students were hospitalized, but none were seriously injured. Kevin Newman, 29 shot at random at sixth- and seventh-graders and died at a hospital later. No reason was given for the shooting, except that Mr Newman recently received a less than honorable discharge from the Navy.

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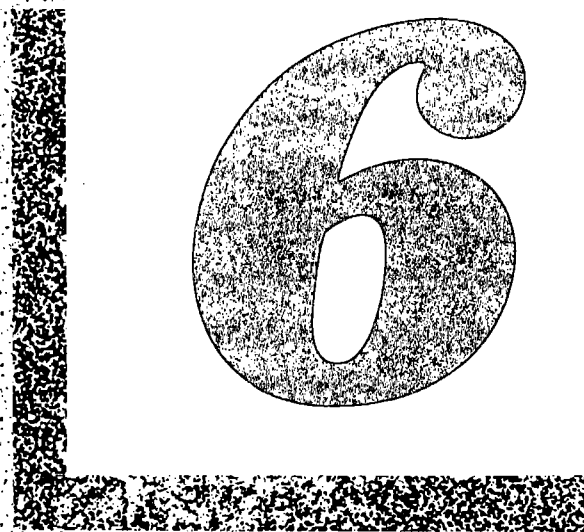
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Reaching The Goals

GOAL



Safe · Disciplined · and
Drug-Free Schools