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Divider Title: _____

TO: The First Lady
FROM: Neera Tanden
RE: Appropriations update

At the moment, we understand that Congress is planning to fund the President's FY 99 request for \$95 million for its "At Risk Youth Initiative." This program would fund the following initiatives:

- Mentoring
- Tutoring
- Remedial education
- Nurse home visitation
- Drug and alcohol prevention
- Conflict resolution
- Curfew enforcement
- School safety
- Job training
- Life skills training
- Parent training
- Leadership development
- Child mental health services
- Accountability training
- Resiliency skills training

The Youth Outreach Unit, through its crime prevention program, "Safe Blue Springs", has conducted over 80 community presentations reaching over 4,100 adults in the community.

The Youth Outreach Unit is continuing to experience growth. As we continue this growth, it is our desire to increasingly involve the community in our programs, and to demonstrate excellence through servant leadership and healthy life style personal modeling.

Contact Person: Mark Perkins, Assistant City Administrator, 903 Main, Blue Springs, MO 64015, (816) 228-0110

BOSTON, MA
Mayor Thomas M. Menino

MAYOR MENINO'S 2:00-TO-6:00 AFTER-SCHOOL INITIATIVE

1. Briefly describe the structure of your program.

The Boston 2:00-to-6:00 Initiative was created by Mayor Menino to facilitate the development of a citywide system to support quality after-school programming. Historically, the City of Boston has played a large role in financing and delivering after-school programming for the City's youth through a commitment of approximately \$10 million per year in federal, state and city resources. Yet, the City's investment alone is not enough to meet the needs of all Boston children and families. Boston 2:00-to-6:00 is convening leaders from schools, nonprofit groups, all levels of government, and the business community to coordinate their resources to achieve the ambitious goal of offering after-school programming to all Boston children in elementary through high school. As a facilitator, the work of Boston 2:00-to-6:00 is likely to change over time, but the Initiative has begun by focusing on:

Opening Boston Public School facilities for after-school use
Leveraging financial resources

Encouraging the adoption of high standards for program quality

2. When was the program created and why?

In his 1998 Inaugural Address, Mayor Menino announced the creation of the Boston 2:00-to-6:00 Initiative to respond to the growing need for after-school programming within the City. The following factors contribute to the timeliness and importance of Boston 2:00-to-6:00's mission of expanding high quality after-school opportunities for children:

After School Programming is More Important Now Than Ever Before

In Boston, two-thirds of children ages five to fourteen live in families in which a single parent or both parents work outside the home. At the same time, many parents are moving into the workforce due to welfare reform or other pressures to supplement family income. Over the next two years, for example, 7,000 families receiving welfare in Boston will lose their benefits. For these and *all* families, affordable, accessible, safe, and productive after-school programming is critical. Yet, recent data show that only 17% of school children in Boston are enrolled in after-school programs, and, of these programs, fewer than half are licensed.

Raising Academic Expectations Requires Extra Support for Students

Recently the Boston Public Schools and the Commonwealth of Massachusetts introduced ambitious new standards for academic achievement of all students in kindergarten through grade twelve. Setting high expectations is only the first step to achieving excellence, and many students will need additional support to reach these goals. High quality after-school programming gives children and youth important opportunities to apply and expand upon skills learned in school.

The Consequences of Inaction Can be Grave.

Recent studies show the positive effects high quality after-school programs have in encouraging children and youth to make responsible and constructive decisions. Without structured, supervised after-school activities, children are more likely to use drugs and alcohol, become sexually active, and engage in criminal behaviors. National data reveals that 29% of all juvenile offenses occur on school days between the hours of 2:00 p.m. and 8:00 p.m. Indeed, the hour immediately following the typical time of release from school—from 3:00 p.m. to 4:00 p.m.—yields more than twice the amount of violent crime as the preceding hour of the day.

3. How do you measure the program's effectiveness?

Evaluation of Program Outcomes

The Boston 2:00-to-6:00 Initiative is developing goals for program content, affordability, hours of service, coordinated use of public facilities and other aspects of program administration. The Initiative is also collecting data to develop a baseline of program activity and will measure progress in two major areas—the *expansion* and the *quality* of after-school opportunities within the City.

Evaluation of Individual Outcomes

Using information gathered in coordination with Boston Public Schools and through other means, Boston 2:00-to-6:00 plans to measure the effects of after-school programming on students' academic achievement and healthy social development. For example, we will measure progress in these areas by tracking individual students' academic, attendance, and disciplinary records.

4. How is the program financed?

The Boston 2:00-to-6:00 Initiative operates on the city budget, and the after-school programs supported by the Initiative use funding from a variety of federal, state, and local government sources as well as private foundations and parent fees.

5. How is the community involved in the program, if at all? How has the community responded to the program?

As a facilitator for activities throughout the City, Boston 2:00-to-6:00 is not based in a single Boston neighborhood or community. We are incorporating the needs and interests of parents, youth and community members into the planning process through extensive survey work and collaboration with numerous non-profit community organizations.

The first Boston 2:00-to-6:00 survey will interview approximately 400 parents in the City of Boston. We will ask parents about the affordability and availability of quality after-school programming in their neighborhoods. We will also inquire about the types of programming parents want for their children, such as academic, arts, sports, drug prevention, and others. Because Boston does not have a system of neighborhood schools, it is also important to know whether parents would prefer to enroll their children in after-school programs at the schools they attend or in programs closer to home. This survey of parents will complement the recently completed survey of Boston youth on after-school activities.

In addition to survey work, Boston 2:00-to-6:00 collaborates with community-based non-profit groups to incorporate parent and community concerns into the planning process. One of the most established of these groups is Parents United for Child Care (PUCC), an organization with hundreds of parent members throughout the City. The information gathered through PUCC's parent surveys, the parent resource guide they publish with support of the Boston Public Schools, and their ongoing parent organizing campaigns have been invaluable to the Boston 2:00-to-6:00 effort to design policies suited to parent needs.

6. What are the major lessons learned from the program?

In anticipation of Boston's new citywide effort to expand quality after-school programming, Parents United for Child Care conducted a review of after-school programming in cities across the nation. While there were dramatic differences between after-school programming in different cities, some general trends became apparent:

Cities with significant numbers of high quality after-school programs almost always have systematic approaches that encourage partnerships and collaboration between organizations.

Successful systems allow for a broad range of programming to meet the specific needs of individual communities.

Designing a system that provides high-quality after-school programs in safe environments is complex and costly.

Program quality is difficult to achieve and requires ongoing attention.

7. Contact Person:

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BOSTON, MA
Mayor Thomas M. Menino

VOICES OF LOVE AND FREEDOM

1. Briefly describe the structure of your program.

Voices of Love and Freedom (VLF) is a nonprofit educational organization that promotes a literature-based approach to literacy, values, and prevention. VLF helps students appreciate literature from around the world, develop their own voices as they learn to read and write, learn to use the values of love and freedom to guide their lives, and live healthy lives free of substance abuse and violence. VLF was recently recognized as the country's best K-12 violence prevention program by Drug Strategies, a leading organization that rates drug and violence prevention programs. With the support of Boston Mayor Thomas Menino, Voices of Love and Freedom was adopted by the Boston Public Schools as a citywide model for character education and violence prevention. VLF is also being implemented in Memphis, New York City, and other urban schools across the country.

Voices of Love and Freedom believes that children who are engaged in caring, nurturing relationships (love) and are able to express themselves (freedom) will grow up to be literate and healthy adults. "Our answer is to place the emphasis on the student's voice, to encourage and support the expression of ideas, feelings, and yearnings," says VLF's founder, Professor Patrick Walker of Wheelock College. VLF accomplishes this by promoting a set of core skills and values through the reading and discussing of high quality multicultural literature. By combining multicultural literature with values, VLF is dramatically different from other prevention programs. Moving beyond "just say

no," VLF teaches a child how to empathize with others, analyze situations, solve problems, and basically do the right thing -- so that when a risk taking moment occurs, the child will steer clear of violence and drugs in order to live up to the ideals instilled in their lives through the literature and personal relationships.

In VLF, students learn to solve conflicts by discussing and analyzing how characters in stories resolve conflicts and then by learning to use conflict resolution skills in their own personal relationships. VLF has developed conflict resolution exercises that may be used to both analyze a story or in hypothetical situations where students are asked to solve personal conflicts that are similar to those they might encounter in their own lives. This involves increasing the repertoire of strategies that students have for resolving a conflict, so that they are not forced to lean on violence as the only solution. One strategy VLF uses is the "ABC Approach," which Ask children to first identify the conflict, then to Brainstorm possible solutions, and finally to Choose the best solution to the conflict. While similar to other conflict resolution approaches, the VLF approach is imbedded in a high interest story which gives students the opportunity to develop problem solving approaches in a comfortable setting.

2. When was the program created and why?

Voices of Love and Freedom was developed in 1992 in response to a wave of crime and drugs that beset Boston neighborhoods and public schools. VLF's founder, Patrick Walker, was concerned when the house next door to him became a crack house. "Watching young adults high on crack prompted me to think about what could be done to reach children early and comprehensively -- to prevent them from following the same self destructive behavior," says Dr. Walker.

Armed with research on effective prevention programs, Dr. Walker proposed a new approach -- an unprecedented and far-reaching school-based program emphasizing an ethical basis for building prevention skills through the use of multicultural literature in the classroom. After many months of discussion, planning, and fund raising, a pilot program began in the public schools in the Jamaica Plain neighborhood of Boston. Today, after growing from a neighborhood-based pilot program to a comprehensive citywide program, VLF is reaching thousands of students, teachers, and family members across Boston and the nation.

3. How do you measure the program's effectiveness?

Voices of Love and Freedom is being assessed by educators from the Harvard Graduate School of Education and the City University of New York Graduate School. Pilot data collection and assessments suggest that VLF is having a strong impact on the development of students' literacy, social skills, and health. Our assessments indicate that VLF students are more likely to resolve conflicts peacefully, engage more readily in critical thinking and literacy activities, and have strong relationships with peers and family members -- factors which are at the heart of successful literacy, character education, and prevention programs. In Memphis, where the Oakhaven Elementary School has been implementing the VLF literature program since 1994, a summative evaluation conducted by the University of Memphis demonstrated that "VLF is a catalyst within a school to focus faculty, staff, and students on thinking about and expanding alternative choices to violent behavior. If

teachers use this strategy, they can expect more reading about peacebuilding issues, creation of a classroom community, reduction of violent acts in school, improved student relationships, and improvement of literacy skills."

4. How is the program financed?

Contributions from foundations and corporations, along with seed funding from the school departments where the program is being implemented, support Voices of Love and Freedom. Starting in 1998, VLF will generate commercial revenues from the sale of its curriculum materials and books to educators across the country, in partnership with the Perfection Learning Corporation, one of the country's leading educational publishers.

5. How is the community involved in the program, if at all? How has the community responded to the program?

In Boston, VLF began as part of a community-wide response to drugs and violence in the Jamaica Plain neighborhood. Today, each school where VLF is being implemented uses the program as part of a school-family-community alliance to help coordinate the neighborhood's response to drugs and violence. In the Memphis City Schools, for example, each school is developing a "whole school design model" that infuses VLF's prevention goals throughout the entire school and community.

6. Contact Person:

Patrick Walker, Ph.D., Director, Voices of Love and Freedom, 67 Alleghany Street, Boston, MA 02120; 617-635-6434 (phone), 617-635-6422 (fax). Dr. Walker is also an education advisor to Boston Mayor Thomas Menino.

BOSTON, MA

Mayor Thomas M. Menino

THE BOSTON STRATEGY TO PREVENT YOUTH VIOLENCE - STRATEGIC PLANNING IMPLEMENTATION GRANTS (SPIGS)

1. Briefly describe the structure of your program.

Mayor Menino and Commissioner Evans launched the SPIGS program to back up our rhetoric on community partnerships with an infusion of real resources to our non-profit partners in crime prevention. The program has used nearly \$2 million in Local Law Enforcement Block Grant funding (over two years) and given it to nearly 40 non-profit human service and civic groups to do the work outlined in the City's "Strategic Plan for Neighborhood Policing." This program had an open,

competitive process to determine which groups would receive funding, and utilized police officers and captains as integral parts of the program design process. The primary use of this funding is to support meaningful out-of-school programming for troubled and at-risk youth.

2. When was the program created and why?

The SPIGS program was launched in the winter of 1997, six months after the publication of the Strategic Plan for Neighborhood Policing was published. Mayor Menino and Commissioner Evans initiated the program to support community groups working with youth on issues and activities related to crime prevention.

3. How do you measure the program's effectiveness?

Juvenile crime is down, community partners (agencies) report improved everyday working relationships with police officers, and at least 35 programs have been developed across the city to address goals related to crime prevention.

4. How is the program financed?

Local Law Enforcement Block Grant: Year I \$1.3 million, Year II, and \$695,000

5. How is the community involved in the program, if at all? How has the community responded to the program?

Community involvement is integral both through the strategic planning process, which mobilized over 400 community stakeholders, through the judging of the grants process (a committee of civic leaders and criminal justice experts), and through implementation of grants programming (see above).

6. Contact Person:

Jim Jordan, Director of Strategic Planning and Resource Development, Boston Police Department, One Schroeder Plaza, Boston, MA 02120 Telephone - 617/343-5096; Fax - 617/343-5073.

BOSTON, MA
Mayor Thomas M. Menino

THE BOSTON STRATEGY TO IMPROVE SCHOOL ATTENDANCE

1. Briefly describe the structure of your program.

A multi-agency planning group, comprising all key partners in the youth violence reduction strategy have developed a comprehensive intervention to assist schools in preventing truancy and supporting families in developing strong attendance patterns for their children.

The primary elements of the program include: enhanced services at the school level, increased attention to the issue of attendance among other agencies (e.g. police, service agencies, youth groups) which is coordinated with school leadership, coordinated truancy sweeps and interagency 'attendance review panels' to work with the parents of students whose attendance is truly problematic.

2. When was the program created and why?

The Boston Strategy committee began to plan the intervention in May 1998 in response to a growing interest among city leaders in identifying early intervention opportunities to direct youth toward positive development opportunities, particularly those most at-risk. Program implementation begins September 1, 1998.

3. How do you measure the program's effectiveness?

Attendance rates at all schools within the system will be the primary quantitative measure of success. Additional indicators will include: parent satisfaction/awareness of the program and reports from police and schools personnel about the degree and utility of this type of collaborative effort in meeting individual institutional goals, and changes in youth attitudes toward skipping school as measured by focus groups and surveys.

4. How is the program financed?

This project utilizes existing resources such as permanent staff, police officers, etc. and has not sought outside funding as of this time. It is a re-dedication of our city resources to focus attention on this issue.

5. How is the community involved in the program, if at all? How has the community responded to the program?

Community involvement is primarily functioning at the planning level, where the coordinating committee for the program maintains regular contact/requests feedback from over 40 agencies and residents as well as involves staff from eleven city, state and federal agencies.

6. Contact Person:

Liz O'Connor, Deputy Director of Strategic Planning and Resource Development, Boston Police Department, One Schroeder Plaza, Boston, MA 02120, Telephone - 617/343-4304, Facsimile 617/343-5073

BOSTON, MA

Mayor Thomas M. Menino

OPERATION NIGHT LIGHT AND THE BOSTON STRATEGY TO REDUCE JUVENILE FIREARM VIOLENCE

1. Briefly describe the structure of your program.

The Boston Strategy to Prevent Youth Violence emerged through the work of an interagency group formed to address the youth firearm violence problem. By focusing on a group of known offenders, *Cease-Fire* developed an appropriate response to curtail illicit activity through specific tactics implemented by the interagency group. *Cease-Fire* is broadly characterized by elements uncommon in law enforcement strategies -- It is based on a conviction that some youth want to stop the cycle of retaliatory violence and will change the dynamic of gang violence when confronted with clear, credible information regarding prosecutorial consequences of continued violence and, it expands the roles of all partners beyond traditional functional boundaries; allowing police to become community corrections officers, probation officers to prevent crime, and prosecutors to effectively play a role in preventing violence.

These beliefs are reflected in three structural foundations for the program:

Systematic information sharing and cross-functional approaches among courts, probation and police, including police/probation officers riding together on patrol/probation checks, Community meetings aimed at the offender population, at which youth are offered both the "carrot" (jobs, alternative education) and the "stick" -- they choose. Swift response when violence does occur by all agency partners in coordination

2. When was the program created and why?

Juvenile firearm homicides are down 71% from the time before the intervention began. Other indicators of success are an increased rate of compliance with the terms of probation among youth probationers, and a substantial increase in the community's reporting of their level of fear.

3. How is the program financed?

The project has had funding from a wide array of grant and operating budget sources, including a major grant (\$750,000) from the Office of Community Oriented Policing Services at the Department of Justice. Of Justice.

4. How is the community involved in the program, if at all? How has the community responded to the program?

Community involvement is primarily through the adjudicated youth themselves. A key element of the strategy is the constant and ongoing communication with youth that violence will not be tolerated and that law enforcement is working together to keep watch for their safety. This message is 'sent' to youth through forums where youth probationers, DYS residents, students caught with weapons in schools, etc. are notified of the strategy and the comprehensive efforts to have swift intervention at the first sign of violence emerging.

Another aspect of the strategy which is essential to the community representation is the close working relations of the Boston African American clergy, particularly the Ten Point Coalition of churches, which provides youth with alternatives to violence, such as jobs programs, recreational programs, etc.

5. Contact Person:

Jim Jordan, Director of Strategic Planning and Resource Development, Boston Police Department, One Schroeder Plaza, Boston, MA 02120 Telephone: 617-343-4304, Facsimile: 617-343-5073.

BRIDGEPORT, CT
Mayor Joseph P. Ganim

LIGHTHOUSES IN THE COMMUNITY

1. Briefly describe the structure of your program.

The City of Bridgeport offers after school and summer educational and recreational programs through subcontracts with various local not for profits for children in grades K-12. The program called "Lighthouses in the Community" is a collaborative effort between the City, Board of Education and local non-profits and takes place at 15 schools throughout the City during the school year and 12 school sites during the summer. Hours of operation range from 2pm-6pm Monday through Friday during the school year and 9am-4pm Monday through Friday during the summer. An average of 1,800 youth are served during the school year and an average of 2,800 during the summer. Snacks are served during the after school program and breakfast and lunch are served during the summer as part of the State's Summer Feeding Program. Programs are completely free to Bridgeport residents.

While attending the after school program, youth participate in a mandatory one hour homework help session before moving on into various activities such as arts and crafts, chess, board games, dance, exercise, karate, music, computer lab, read-a-lou, movie madness, sports, open recreation, cultural art, cooking, math and science clubs, etc. Structure is not the focus of the summer session, instead, we like to create a cool and enjoyable atmosphere. Water play and trips to various theme parks are highlights of the six weeks. Reading and math continue to be offered as part of the

DRAFT

San Diego County
Comprehensive Strategy
For
Youth, Family And Community

Submitted By
San Diego County Comprehensive Strategy Team

Comprehensive Strategy Support Staff
Office of Juvenile and Delinquency Prevention, Developmental
Research and Programs Inc., National Council on Crime and Delinquency, Office of San
Diego County Supervisor Ron Roberts, San Diego County Probation Department,
San Diego Police Department and the Children's Initiative

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EXECUTIVE SUMMARY

San Diego County
Comprehensive Strategy
For
Youth, Family And Community

Fall 1998

Submitted By

The San Diego County Comprehensive Strategy Team

This report would not be possible without the commitment and hard work put forth by many agencies, organizations, individuals and communities too numerous to list yet vital in our efforts.



PROCLAMATION

Presented by Supervisor Ron Roberts

HONORING SAN DIEGO COUNTY COMPREHENSIVE STRATEGY FOR YOUTH, FAMILY AND COMMUNITY

WHEREAS, in 1995, the Justice Department's Office of Juvenile Justice and Delinquency Prevention designed a conceptual model, known as the "Comprehensive Strategy," to coordinate and enhance youth-centered efforts in cities and counties across the country; and

WHEREAS, the Comprehensive Strategy is predicated upon a philosophy of shared responsibility and coordinated action to prevent juvenile delinquency and promote positive development of youth; and

WHEREAS, in 1996, the County of San Diego was selected as one of the first sites in the nation to implement this new Comprehensive Strategy; and

WHEREAS, this strategy has become a County-wide effort to develop healthy, responsible youth through prevention, intervention, and appropriate sanctions; and

WHEREAS, development of San Diego's Comprehensive Strategy has presented a unique opportunity to prevent duplication of efforts, identify system gaps, and create a seamless web of integrated supervision, services, and support for youth; and

WHEREAS, the Comprehensive Strategy represents the first time a collaboration of this scale has occurred in San Diego County; and

WHEREAS, the diverse team of local leaders, public and private groups, schools, law enforcement agencies, and community members who have developed the Comprehensive Strategy have endeavored to create a blueprint for effective collaboration with sustainable and measurable results;
NOW THEREFORE,

BE IT PROCLAIMED by Chairman Greg Cox and all members of the San Diego County Board of Supervisors on this 1st day of October 1998 that they applaud the efforts and achievements of the Comprehensive Strategy participants, and hereby note that they expect the constructive process initiated by the Comprehensive Strategy to continue to engender innovative cooperation in order to secure a better future for San Diego youth.



Gregory R. Cox
Supervisor 1st District

James J. Smith
Supervisor 2nd District

Patricia Slater
Supervisor 3rd District

Ron Roberts
Supervisor 4th District

Eric J. Smith
Supervisor 5th District

Overview

In 1995, the Justice Department's Office of Juvenile Justice and Delinquency Prevention designed a conceptual model to coordinate and enhance youth-centered efforts in cities and counties across the country. In 1996, under the leadership of Supervisor Ron Roberts, the San Diego County Board of Supervisors succeeded in making the County of San Diego one of the first national sites for implementation of this new strategy.

Known as the Comprehensive Strategy, this model is predicated upon a philosophy of shared responsibility and coordinated action to prevent juvenile delinquency and promote positive development of youth. In San Diego, this strategy has become a region-wide effort to develop healthy, responsible youth through prevention, intervention and appropriate sanctions.

All manner of indicators - from arrest rates, to teen pregnancies, to dropout statistics - indicate the pressing need to attend to the challenges and issues facing youth. These needs have spurred many diverse efforts, strategies and systems. However, the individual and collective effectiveness of these efforts has frequently been hindered by a lack of communication, collaboration and coordination among them. It is this problem that the Comprehensive Strategy is seeking to address. Development of San Diego's Comprehensive Strategy has presented a unique opportunity to prevent duplication of efforts, identify system gaps and create a seamless web of integrated supervision, service and support for youth.

The Comprehensive Strategy, both as a process and as a documented product, represents the first time collaboration of this scale has occurred in San Diego County. The diverse team of local leaders, public and private groups, schools, law enforcement agencies and community members who developed the Comprehensive Strategy have endeavored to create a blueprint for effective collaboration with sustainable and measurable results. However, the printed pages of this document do not contain the final word or the complete solution. Instead, it is expected that the philosophical approach and constructive process they reflect will continue to engender innovative cooperation to secure a better future for our children.

Vision _____

For all of San Diego's youth to develop into caring, literate, educated and responsible community members.

Mission Statement _____

The mission of the Comprehensive Strategy is to prevent juvenile delinquency and promote the positive development of youth.

Strategies _____

- **Prevention**
Programs and resources that address community, family and individual risk factors, and enhance protective factors that will minimize the risk of delinquent behavior.
- **Intervention**
Programs and resources that provide immediate, swift responses within the community for youth exhibiting delinquent behavior before they enter the Criminal Justice System.
- **Graduated Sanctions**
Programs and resources that encompass the entire continuum of sanctions for youth and their families, from community service to incarceration at the California Youth Authority. These programs and resources provide for prevention, intervention, supervision, treatment and incarceration.
- **Collaboration**
Strong working relationships between organizations, institutions and individuals (public/private as well as government/community) to maximize resources and share information in support of services and programs for youth.
- **Data Sharing**
Develop and strengthen protocols and information infrastructure that allow data sharing between collaborative agencies to better serve youth and their families while maintaining legally mandated confidentiality.

GUIDING PRINCIPLES

As a blueprint for community action and collaboration, our Comprehensive Strategy is designed to offer a broad spectrum of recommendations that will assist in mobilizing communities to prevent juvenile delinquency and promote positive development of youth. Borrowing from the Office of Juvenile Justice Delinquency Prevention, we hold true to the same guiding principles that must be supported for the development of caring, literate, educated and responsible youth.

- 1.) **We must strengthen families.** It is important to provide families with resources, skills and knowledge to assist them in providing for and nurturing their children.
- 2.) **We must support core social institutions.** It is important that core social institutions offer community-based and family-focused services that enhance the development of capable, mature and responsible youth.
- 3.) **We must promote delinquency prevention.** It is important to aggressively develop, promote and fund effective and coordinated prevention strategies.
- 4.) **We must intervene immediately and appropriately when delinquent behavior occurs.** It is important to act swiftly when initial delinquency behavior occurs to impress upon all parties the seriousness and consequences of this behavior, as well as positive alternatives.
- 5.) **We must identify and sanction the most chronic and serious juvenile offenders.** It is important to identify and isolate this population as we work to break cycles of criminal behavior.

RISK FACTORS

A number of significant risk factors that alter the course of life for youth and their families have been clearly identified. Although no one risk factor can be taken in isolation, the following statistics must be considered when working toward prevention and intervention strategies:

- In 1996, 19,643 youth were arrested in San Diego County;
- More than 3,700 youth are on Probation each day in our county;
- From 1991 to 1995, juvenile arrests for drugs and alcohol violations rose 52%;
- Homicide rates in San Diego County, each year between 1991 and 1993, were the highest of all age categories for youths aged 15-19;
- In 1996, San Diego County had approximately 126 gangs and 9,630 gang members;
- From 1992 to 1996, there was a 43% increase in admissions in Juvenile Hall;
- Remands to adult court increased from 39 in 1992 to 322 in 1996; and
- In 1996, firearms were used in 92.3% of all youth homicide cases and 63.1% of all youth suicides

SYSTEM GAPS AND NEEDS

Throughout the planning process, a comprehensive assessment of existing resources, infrastructure, programs and strategies was conducted. This process covered the full continuum of care: prevention, graduated sanctions and aftercare. Four categories of gaps identify where resources are lacking: 1) program; 2) geographic; 3) support services; and 4) infrastructure. Highlights of specific gaps within each category include the following:

Program Gaps and Needs

- Substance abuse treatment for youth and their families at all steps of the continuum;
- After school programs, both on and off school campuses; and
- Specific programs for girls.

Geographic Gaps and Needs

- Correctional facilities in North County;
- Drug and alcohol services and treatment programs in North County; and
- Day treatment and supervision programs located regionally (North, South, East and Central).

Support Service Gaps and Needs

- Access to affordable and high quality childcare;
- Family preservation services and home support (including parenting classes);
- Job training for youth and their families; and
- Transportation for youth and their families to any necessary services.

Infrastructure Gaps and Needs

- Cross-system training so youth service providers understand programs outside their focus or scope of expertise;
- Information and communication systems that allow accurate and efficient data collection, compilation and sharing to occur across multiple agencies (where allowed by law); and
- Risk and needs assessment tools designed to assist service providers and collaborating agencies in identifying and serving at-risk youth at all stages of the continuum and across program boundaries.

Recommendations for Continuum of Services _____

The following recommendations are presented to fill identified gaps in the continuum of services for youth and their families:

- **Community Mobilization**
Increase the number of community members (individuals, families, schools, businesses, organizations, service providers, etc.) engaged to mobilize and promote crime-free, healthy communities that are safe places for children to learn and grow.
- **Community Risk and Resource Assessment**
Adopt instruments to assess and identify local community needs, resources and priorities for development of community-based prevention programs that target at-risk youth and juvenile offenders.
- **Substance Abuse Efforts**
Support the recommendations from San Diego's 1996 Substance Abuse Summit, the 1996 Methamphetamine Strike Force and the San Diego County Juvenile Forensics Services on integrated approaches for the prevention of youth alcohol and substance abuse.
- **Community Norms**
Support development and adoption of community laws and norms that guard against substance abuse, weapon possession and all aspects of juvenile delinquency, and encourage positive alternatives.
- **Risk and Treatment Needs Instruments**
Adopt shared, structured decision-making instruments for assessing individual at-risk youth and their families. Promote and secure consensus on the use of these instruments from all involved public and private agencies.

Recommendations for Implementation, Management and Evaluation

There are necessary implementation, management and evaluation strategies that must be in place to ensure a sustainable framework for efforts to reduce juvenile crime and delinquency. The San Diego Comprehensive Strategy Team developed the following recommendations to address our critical infrastructure needs:

- **Promote a Balanced Approach to Funding**
Promote a balanced approach to funding prevention, early intervention and graduated sanction programs that considers both safety needs of the community and treatment needs of at-risk youth, juvenile offenders and their families.
- **Public Outreach Strategy**
Develop a comprehensive, countywide public outreach strategy that continuously engages the public and policy makers in the prevention and reduction of juvenile crime and in the promotion of healthy and crime-free lifestyles.
- **Cross-Systems Training**
Provide cross-system training between public and private agency providers to acquire common language, methodologies and collaborative efforts.
- **Interagency Agreements**
Develop formal interagency agreements (e.g., Memorandum of Understanding or Agreement) that explicitly state the relationship, roles, responsibilities and expected outcomes for all parties in collaborative efforts to reduce juvenile crime and delinquency, and promote positive development of youth.
- **Case Management and Process Control**
Develop a case management system that follows each youth through the various stages of the continuum of care. Designate the Chief Probation Officer with responsibility and resources needed to coordinate an interagency, centralized intake process, case management and program control (including assessment, monitoring and feedback) for identified at-risk youth and juvenile offenders.
- **Management Information system**
Build on existing management information system (MIS) efforts to facilitate relevant communication and data sharing by all criminal justice agencies and collaborating entities (public and private) consistent with appropriate protection of privacy rights.
- **Evaluation**
Provide for locally relevant and ongoing evaluation of programs, agencies and strategies to ensure effectiveness and to allocate resources based upon need and documented effectiveness.

Progress to Date

Agencies, organizations and individuals have not waited for the completion of the Comprehensive Strategy planning process to begin to fill the gaps and needs for our youth. Specific programs and strategies have been developed, funded and implemented as our work identifying needs continues. These programs and strategies include:

- **BREAKING CYCLES**

Breaking Cycles is a \$6.9 million SB1760 State grant awarded to the San Diego County Probation Department. This three-year program (beginning July 1997) funds delinquency prevention through a range of graduated sanctions to prevent initiation into a lifestyle of gangs, drugs, violence and crime. The graduated sanctions component provides for multidisciplinary assessment of all adjudicated youth removed from, or at risk of removal from, the home; expands day treatment to North County region; and provides substance abuse treatment for all families by assessed need. The prevention component establishes strength-based family assessment with Community Assessment Teams to reduce the number of youth entering the justice system by referring the youth and their families to appropriate services.

- **SAN DIEGO CRITICAL HOURS PROGRAM**

The County Board of Supervisors, through the General Budget, awarded \$1.2 million in FY '97-98 and \$1.5 million in FY '98-99 for after school programs for middle school age youth in San Diego County. The San Diego County Critical Hours Program seeks to foster collaborative efforts among public, private and non-profit organizations that have in the past been fragmented and isolated in their efforts to serve children, youth and families. Critical Hours seeks to address youth violence, health and social issues that affect youth (e.g. crime, gang involvement, teen pregnancy, substance abuse and peer group pressure) and offer an alternative support system. With required program components, including health, education, recreation and interpersonal skills/self-esteem development, Critical Hours programs encourage a partnering of community organizations (i.e. education + recreation + social services + art organizations) to provide high quality programming at each site. Twenty-seven programs were started in September 1997, and have served more than 12,000 middle school age youth. The County will expand to 34 sites in 1998-99. There are currently 18 lead agencies with 150 collaborative partners.

- **AT-RISK YOUTH EARLY INTERVENTION PROGRAM**

Senator Alpert's SB 1050 secured a \$2 million, one-year grant (in addition to SB1760) that builds upon the community assessment team framework that was defined in the Breaking Cycles grant. SB 1050 provides funding for direct wraparound services and linkages with community resources through family-focused, neighborhood-based community assessment teams and centers. SB 1050 was awarded to the San Diego County Probation Department, which sub-contracted with local community based agencies to provide direct prevention and intervention services to youth and their families.

- **JOB TRAINING FOR FOSTER, GANG AND HIGH RISK YOUTH**

The San Diego Workforce Partnership has allotted more than \$1 million in funding to assist high-risk youth with job training skills and job placement.

- **GENDER SPECIFIC SERVICES FOR GIRLS**

The San Diego YMCA, Youth and Family Services was recently awarded a \$300,000 three-year grant from the Office of Criminal Justice planning to provide gender-specific services for San Diego girls, with highest priority given to girls on probation. These services include but are not limited to: groups to address physical and emotional abuse, relationship issues, sexuality and reproductive issues, individual and family counseling, independent living skills, vocational training and parenting skills. Also the National Council on Crime and Delinquency was awarded a California Foundation grant to study gender specific programs for girls in San Diego County.

SUMMARY

The Comprehensive Strategy as embodied in this document represents an unprecedented collaborative effort to prevent juvenile delinquency and promote positive development of youth. As such, this report is more than an evaluation and summary of needs, recommendations and outcomes. More important than any single issue or concept contained herein is the philosophical commitment to shared responsibility and coordinated action upon which the Comprehensive Strategy effort is predicated. Sustained organization and agency support, community action and individual empowerment consistent with this philosophy can help San Diego County youth to become caring, literate, educated and responsible adults.

Comprehensive Strategy Support Staff

Office of Juvenile Justice and Delinquency Prevention, Developmental Research and Programs Inc., National Council on Crime and Delinquency, Office of San Diego County Supervisor Ron Roberts, San Diego County Probation Department, San Diego Police Department and the Children's Initiative

Introduction

During the last decade, San Diego County experienced an upswing in juvenile crime and violence. Youth used and sold drugs. Youth armed themselves with weapons. Juvenile homicide rates rose. Dire predictions of a future filled with "super predators" frightened the public. Curfews were reinstated. "Zero Tolerance" initiatives were enacted for drugs and weapons on school campuses, and school police forces came into existence. Legislative and political agendas within the state and county responded to the community's cry for tighter controls on juveniles in the interest of public safety. This was a shift from a child welfare focus to one of juvenile accountability.

In early 1996, San Diego County Board of Supervisor Ron Roberts met with Shay Bilchik, Administrator, United States Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP), to discuss the strengths and weakness of San Diego County in dealing with juvenile delinquency. San Diego County was looking for new approaches, cutting edge strategies and guidance from experts across the country to continue and expand our efforts in preventing juvenile delinquency and promoting positive development of youth. San Diego County was ready and able to implement OJJDP's new Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders. San Diego was one of the first three sites in the nation to be provided with technical assistance from OJJDP for the implementation of this strategy.

In May 1996, consultants hired by OJJDP from the National Council on Crime and Delinquency (NCCD) and Developmental Research and Programs (DRP) conducted a site visit to San Diego to begin the planning and training processes for the Comprehensive Strategy. During this visit, NCCD and DRP provided training outlining the goals and objectives of the Comprehensive Strategy for more than 50 county and community policymakers and key leaders. Following key leader buy-in, in December 1996, the consultants conducted a three-day training for more than 200 line staff and community members. During this training, individuals, agencies, and organizations made full commitment to join and participate in, as both an initial planner and long term member with the San Diego County Comprehensive Strategy Team. Two task forces (Graduated Sanctions & Prevention) were created to continue the planning process for the Comprehensive Strategy Plan over the next year. In April 1997, the Comprehensive Strategy Planners altered their original structure and combined the two task forces into one. It was important to note that San Diego felt it was essential to have a united team, working side by side, with clear communication as the planning process was moving forward. San Diego's Comprehensive Strategy Team (CST) formed six work groups to deal specifically with issues of resource development, coordination, community engagement, advocacy, key leader buy-in and information sharing. The technical assistance from the NCCD and DRP culminated in a two-day workshop in October 1997, with more than 150 participants developing six promising approaches to fill the needs and gaps identified in the continuum of services, from prevention through graduated sanctions.

Shared Vision

San Diego's Comprehensive Strategy Plan was developed with input from diverse sources that contributed experience, professional expertise, national, state and local data and statistics and many creative ideas and methodologies. Researchers, front-line staff, executives and community representatives worked together to craft a course of action. Our strategic plan proposes an integrated systems approach with an expectation of sustained and measured results. This plan was based on the shared vision that all of San Diego's youth will develop into Caring, Literate, Educated And Responsible (CLEAR) community members. In order to achieve this vision, the Comprehensive Strategy Plan and Team must continue to represent a regional, coordinated effort and stay focused as it continues to work to strengthen communities and families to develop healthy, responsible youth through prevention, intervention and appropriate graduated sanctions.

Mission

The mission of the Comprehensive Strategy Team is to:

- Strengthen families and communities by developing youth who are Caring, Literate, Educated And Responsible (CLEAR);
- Support core institutions, such as schools, health care providers, government agencies, faith communities, and community-based organizations in their role in developing youth;
- Emphasize prevention as the most cost-effective approach to the reduction of delinquency;
- Provide immediate and effective intervention with youth at their first sign of problems or inappropriate behavior;
- Institute a broad range of care and rehabilitative services;
- Reduce duplication of effort and fill service gaps; and
- Help communities to define and establish effective collaboration.

Key to Success

Policy makers, key leaders, youth and family-serving organizations and community members worked together from the beginning as a strong team in a coordinated fashion to create a vision, mission, strategies and design for the San Diego County Comprehensive Strategy Plan. It is vital to include from the onset in discussions and planning community residents and youth. Their input, buy in and support are crucial to the implementation and sustainability of the Comprehensive Strategy Plan. It was the first time a collaboration of this magnitude occurred in the county specific to juvenile justice. The leadership and support from San Diego's policy and decision makers for the vision, process of cross-system teamwork, and support of community grass roots efforts are key to the success of the Comprehensive Strategy in San Diego County.

Guiding Principles

San Diego's Comprehensive Strategy Plan will serve as a blueprint for community action and collaboration. It provides a broad spectrum of recommendations that will help mobilize youth, adults, agencies and organizations to strengthen youth, families and communities. The strategy must make everyone aware of our shared vision. No single individual, organization or agency -- in isolation -- can address all of the factors contributing to juvenile delinquency and violence. Working together, however, local leaders, representatives of public and private groups, schools, and individual community members, including youth, can bring about systems change and strategies that work. Borrowing from OJJDP, the San Diego County Comprehensive Strategy Plan begins with the same five general principles:

Guiding Principle # 1 - We must strengthen families. We must recognize that the family has primary responsibility to instill values and provide guidance and support to children. When necessary, we must strengthen the family in support of these responsibilities. Where there is no functional family unit, we must establish a family surrogate and assist that entity to guide and nurture the child.

Guiding Principle # 2 - We must support core social institutions -- schools, faith community and community organizations -- in their roles of developing capable, mature and responsible youth.

Guiding Principle # 3 - We must promote prevention as the most cost-effective and humane approach to reducing juvenile delinquency. Communities must take the lead in designing and building cohesive prevention approaches that address known risk factors and target other youth at risk of delinquency.

Guiding Principle # 4 - We must intervene immediately and effectively when delinquent behavior occurs to successfully prevent offenders from progressively committing more serious and violent crimes and becoming chronic offenders.

Guiding Principle # 5 - We must identify and sanction the small group of serious, violent and chronic juvenile offenders.

San Diego Juvenile Crime at a Glance:

Comprehensive Strategy planners thoroughly reviewed risk data for the County of San Diego. (**Attachment 1-Summary of Community Risk Profile Data.**) It is critical during the planning process to identify trends, shifts and significant increases and decreases in data related to not just at-risk behavior, but also specific juvenile crime and conviction information. Specific statistics for the juvenile criminal justice system follow:

Population Growth: From 1994 to 2003, the number of San Diego youth between the ages of 10 and 19 is projected to increase 26%.

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Juvenile Arrest Rates: The juvenile arrest rate was noticeably higher in 1995 (74 per 1,000 juveniles) than the adult rate (54 per 1,000 adults).

Homicides for Youth: Comparing all age categories, homicide rates countywide for each year between 1991 and 1993 were the highest for youth ages 15-19 years.

Substance Abuse: From 1991 to 1995, juvenile arrests for drug and alcohol violations increased 52%. Of particular interest is a 95% increase in arrests in the dangerous drug category, which includes methamphetamine. Also, violations of marijuana laws increased over 200%. The Drug Use Forecasting (DUF) program conducts quarterly, confidential interviews with juveniles taken into Juvenile Hall after arrest. **Based on urinalysis tests, 65% of the juveniles contacted in December 1996, showed recent drug use.** This contrasts with 34% testing drug-positive in 1992; 44% positive in 1993; and 54% positive in 1995.

Weapons Use: A San Diego Association of Governments (SANDAG) study interviewed youth taken to Juvenile Hall. Of the 202 male juveniles interviewed, 44% reported having owned a gun at some time, and the majority stated that it was easy to get a gun illegally. More than a quarter of youth said they had used a gun to commit a crime. Exposure to violence is related to gun possession. More than half of the youth interviewed in the DUF program reported having been shot at. More than one-third agreed that it is 'OK' to shoot someone who hurts you.

Gang Membership: A survey in October 1996, by the Jurisdictions Unified for Drug Gang Enforcement (J.U.D.G.E.) showed that in eight of the ten law enforcement jurisdictions covering the region, there are an estimated 126 gangs and 9,630 documented gang members.

Juvenile Hall Admissions: From 1992 to 1996, there was a 43% increase in admissions to Juvenile Hall (4278 versus 6,121). In 1996, 1,200 juveniles were admitted to Juvenile Hall for violent offenses, a 35% increase from 1992.

Remands to Adult Criminal Court: Remands to adult criminal court (707s) increased from 39 in 1992 to 322 in 1996.

Definitions of a Continuum of Prevention and Graduated Sanctions

San Diego County Comprehensive Strategy Team recognized the having common language, terminology and definitions was crucial for organizations, agencies, community members and youth to effectively work as a cohesive team in all aspects of the planning process. In order to ensure the continuing participation of all team members, a commitment must be made to clearly define a shared language and frequently used terms which can be understood by those outside of the juvenile justice field. San Diego County Comprehensive Strategy Team defined the following key terms:

Continuum: A continuous spectrum of services and programs that can include prevention, intervention, supervision, incarceration and treatment.

Prevention: Programs and resources that address community, family and individual risk factors, and enhance protective factors that will minimize the risk of delinquent behavior.

Intervention: Resources that provide immediate, swift responses within the community; often used for first-time, nonviolent offenders programs. Includes juvenile diversion and community intervention resources, Counsel-and-Close programs, community restitution and community service, etc. May be non-residential or residential.

Supervision: A spectrum of resources that are provided primarily by Probation (but not exclusively), from informal supervision to intensive supervision, electronic surveillance, home monitoring, etc.

Incarceration: Resources that are considered secure care, generally reserved for the most serious and violent offenders. These may include local resources such as Juvenile Hall and the Ranch Facilities, California Youth Authority (CYA) or jail. Incarceration may also be used as a means of providing swift and certain consequences for wards of the court that violate terms of their probation, such as Probation's Short Term Offender Program (STOP) combined with supervision following incarceration.

Treatment: All elements of the response continuum (including prevention, intervention, supervision and incarceration) must consist of wrap-around services. These services, including mental health, must be available to meet the specific needs and problems of delinquent youth and their families. Additionally it is critical to provide such services to "at risk" youth not involved in the juvenile justice system (as identified through a structured risk/need assessment process). Some of the treatment needs necessary may include substance abuse counseling and rehabilitation, mental health, vocational training, education, parent training and support and mentoring.

Assessment of Existing Resources in the Region

During the planning of the San Diego County Local Action Plan (SB1760) a Juvenile Justice Coordinating Council was convened. This council was appointed by the San Diego County Board of Supervisors and is required by law. It is chaired by the Chief Probation Officer and appointees include: representatives of the Board of Supervisors, Chief Administrative Officer, District Attorney, Public Defender, Sheriff, San Diego Police Department, Education, Chair of the Juvenile Justice Commission, Executive Directors of Community Agencies, Alcohol and other Drug Service Providers, Mental Health, Social Service representatives, Juvenile Court and community at-large members. This Council is the support and implementation body of the San Diego County Comprehensive Plan. The Council and the Comprehensive Strategy Team began with the premise that delinquency and violence have multiple causes, with many occurring simultaneously. Effective resolution and treatment requires that a broad spectrum of locally based resources be available to meet multiple needs. They also recognized that

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San Diego County has gained national recognition as a leader in developing collaborative, integrated service delivery models for addressing the multiple needs of at-risk children and their families. The Council extensively inventoried existing resources throughout San Diego County for the research and development of the San Diego Local Action Plan (SB1760). The Comprehensive Strategy Team holding true to ending duplication and redundancy used this detailed information in addressing needs and gaps in the County. (Attachment 2-Inventory of Existing Resources.)

Identified Needs and Gaps in the Continuum

The Comprehensive Strategy planners to develop consensus on those service needs and gaps deemed most critical to the Comprehensive Strategy implementation used a structured decision-making approach. These critical needs and gaps were categorized into one of the following areas:

Program – Needs and Gaps identified in this category represent either specific program services such as after-school programs for middle school age youth for prevention, as well as services that might be considered necessary components of a multi-systemic or comprehensive approach (such as providing substance abuse or vocational programming at a day treatment program);

Geographic – Certain areas of the County lack specific resources that are available to serve residents in other communities. Comprehensive Strategy planners were asked to identify program and service needs and gaps unique to various geographic areas of the County;

Concrete Support Services - In addition to primary program and service needs and gaps, there is recognition that additional support services must be available for primary treatment to be effective (such as child care, transportation and housing). Comprehensive Strategy planners were asked to identify concrete support services that they believe are critical in supporting a comprehensive continuum of service; and

Infrastructure - In order for a system-wide, continuum-based approach to be effective, there are policy, process and procedural elements that must be in place, such as accountability/evaluation tools and communication mechanisms. Comprehensive Strategy Planners were asked to identify infrastructure needs critical to successful implementation of the Comprehensive Strategy Plan.

Using several comprehensive assessments of existing resources, from prevention through graduated sanctions and aftercare, the Comprehensive Strategy planners identified needs and gaps in the continuum, which are listed in the following tables:

TABLE 1 - RESULTS OF SURVEY TO IDENTIFY CRITICAL PROGRAM NEEDS AND GAPS IN THE SAN DIEGO REGION

Top Five Need and Gap Areas: (prioritized by number of times appearing in top 5):

- Substance abuse treatment for youth and families at all steps of the continuum (in- and outpatient);
- After-school programs for middle school age youth and latency age programs, both on and off school campuses;
- Parent education, training, support and home visitation;
- Vocational/technical training, especially in skilled trades; and
- Specific programs for girls.

Additional High Priority Program Needs and Gaps:

- Services for abused adolescents, runaway and homeless youth;
- Aftercare reintegration and step-down programs with intensive family work, for all youth, including those from CYA;
- Community policing;
- Halfway houses for clean and sober youth targeted to specific ethnic groups;
- Community recreation;
- Day treatment programs;
- Emancipation/independent living skills;
- Early gang prevention and intervention;
- Graduation incentives;
- Specific juvenile sex offender programs;
- Literacy programs for all ages of youth;
- Mental health services for all family members;
- Mentoring programs;
- Recruiting program linkages;
- Residential programs;
- Residential and day treatment for offenders who are pregnant and parenting teens;
- Early screening and intervention for high risk factors/behaviors across community systems;
- Teen birth control clinics accessible regionally and institutionally; and
- Services and programs for victims of gang violence.

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**TABLE 2 - RESULTS OF SURVEY TO IDENTIFY CRITICAL
GEOGRAPHICAL PROGRAMMING NEEDS AND GAPS IN THE SAN DIEGO
REGION**

Geographic needs and gaps identified as critical, in addition to a common consensus that gaps and needs across the entire continuum of services exist in the North, East, and South County areas:

- Day treatment and supervision programs to serve youth and families located within each region;
- Drug and alcohol services for adolescents available for youth and families within each region, and
- Correctional facilities and treatment programs in North County specifically.

**TABLE 3 - RESULTS OF SURVEY TO IDENTIFY CRITICAL CONCRETE,
SUPPORT SERVICES NEEDS AND GAPS IN THE SAN DIEGO REGION**

Concrete support services necessary for primary treatment programming to be effective include:

- Basic housing necessities, including utilities;
- Quality child care that is affordable and accessible;
- Clothing;
- Family preservation services and home support (including parenting classes);
- Graduation incentives;
- Quality health services that are affordable and accessible;
- Income maintenance;
- Independent living skills;
- Job training and placement;
- Mentoring support; and
- Transportation.

**TABLE 4 - RESULTS OF SURVEY TO IDENTIFY CRITICAL
INFRASTRUCTURE NEEDS AND GAPS IN THE SAN DIEGO REGION**

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Infrastructure needs and gaps (policy, process and procedural elements) that must be in place to 'hold' the system together and to work effectively and efficiently:

- Accountability tools such as ongoing quality assurance and system outcome measures, sanctions for not being a team player and holding participants in every sub-system accountable to the whole;
- Adoption of a system-wide approach to funding new and expanding programs, based upon risk and resource assessments;
- Common definitions of geographic boundaries and service delivery areas among all public agency systems to be used for planning and needs assessments. Allocation of resources, services, management of indicator data, etc. to facilitate integrated planning, service delivery, data sharing and outcome evaluation;
- Community development approaches that involve the community (including business) and youth in program planning, development and implementation, and support their involvement and commitment in developing safer community environments;
- Community education on service delivery systems and the role of the juvenile justice system throughout the county;
- Consistency among law enforcement agencies on policy and partnering strategies in developing and implementing the Comprehensive Strategy;
- Cross-systems training;
- Local control of state and federal funding;
- Management information and communication systems that allow accurate and efficient data collection, data compilation and data sharing to occur across multiple agencies (where allowed by law);
- Memorandums of agreement/understanding between programs and collaborating agencies that focus their responsibilities and roles for implementing a holistic, multi-systemic approach for working with at-risk youth and families;
- More participants in the Comprehensive Strategy effort (e.g., more school districts, youth and community members);
- Reintegration of students who have been expelled (reexamine zero tolerance policy);
- Risk and needs assessments for communities;
- Risk and needs assessments for at-risk youth at all stages of the continuum and across program boundaries; and
- Strategies to integrate approaches for abused as well as delinquent youth and their families, including coordination with the system planning efforts and delivery functions of the Heartbeat project.

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Recommendations For an Effective Continuum of Services, from Prevention Through Graduated Sanctions

Historically, government has responded to youth problems by providing services to address symptoms. This often results in an inefficient use of scarce resources. Children labeled as delinquent traditionally enter the correctional system, which has been unable to address underlying family issues and other problems. Youth intervention agencies identify some children as abused or neglected, remove them from their homes, and place them in foster care, but agencies fail or are unable to provide family support or preventive mental health services. Children with acute mental health needs are placed in secure psychiatric settings with little opportunity for treatment in community-based, family-oriented mental health programs.

Fragmentation does not serve anyone effectively -- youth, families, communities or systems. The system is expensive and often fails to solve youths' problems. Comprehensive, integrated and targeted collaborative efforts can more effectively assess the needs of at-risk youth, implement promising strategies and maximize community resources.

Communities and families must have the primary role in preventing juvenile delinquency. All community members -- business leaders, media representatives, teachers, parents and grandparents, youth, policymakers, faith leaders, elected officials and law enforcement -- are responsible for ensuring the health and well-being of children. When all members of the community work together to achieve common goals, everyone benefits from the strength of the working partnership.

The following recommendations are presented to fill identified needs and gaps in the continuum of services. These recommendations are also intended to help San Diego communities and neighborhoods with community development and mobilization that will support them in identifying and prioritizing problems, creating opportunities and implementing solutions, as well as strengthen and enhance existing efforts focused on prevention.

Recommendation #1 - Community Mobilization: Increase the number of community members (individuals and families, schools, businesses, organizations and service providers) engaged to mobilize and promote crime-free, healthy communities that are safe places for children to learn and grow.

Recommendation #2 - Community Risk and Resource Assessments: Adopt instruments to assess and identify local community needs, resources, and priorities for development of community-based prevention programs that target at-risk youth and juvenile offenders.

Recommendation #3 - Substance Abuse Efforts: Support the recommendations of San Diego's 1996 Substance Abuse Summit, 1996 Methamphetamine Strike Force and the San Diego County Juvenile Forensics Services on integrated approaches for the prevention of youth alcohol and substance abuse.

Recommendation #4 - Community Norms: Support development and adoption of community laws and norms that guard against substance abuse, weapon possession and all aspects of juvenile delinquency, and encourage positive alternatives.

Recommendation #5 - Risk and Treatment Needs Instruments: Adopt shared, structured decision-making instruments for assessing individual at risk youth and their families. Promote and secure consensus on use of these instruments from all involved public and private agencies.

Recommendations for Implementation, Management and Evaluation (‘Infrastructure’)

San Diego is fortunate to have broad support for our comprehensive planning efforts from many elected officials and other juvenile justice policymakers, community leaders, public and private program administrators, schools, law enforcement and community programs and groups. However, given the large size of our region, both geographic and population (4,200 square miles, 18 incorporated cities and more communities within these cities and unincorporated areas) and the ethnic and cultural diversity of our communities we must continue to garner regional community support and broad involvement especially from youth and families.

Based upon on the OJJDP Guide description of key activities necessary for successful implementation of a comprehensive plan to reduce juvenile crime and delinquency, San Diego’s Comprehensive Strategy planners developed the following recommendations to address critical infrastructure needs.

Recommendation #6 - Systemwide, Balanced Approach to Funding: Promote a balanced approach to funding prevention, early intervention and graduated sanctions programs that consider both safety needs of the community and treatment needs of at-risk and juvenile offenders, and their families.

Recommendation #7 - Public Outreach Strategy: Develop a comprehensive, countywide public outreach strategy that continuously engages the public and policy makers in the prevention and the reduction of juvenile crime and in the promotion of healthy and crime-free lifestyles.

Recommendation #8 - Cross-Systems Training: Provide cross-systems training between public and private agency providers to acquire common language, methodologies and promote collaborative efforts.

Recommendation #9 - Interagency Agreements: Develop formal interagency agreements (e.g. Memorandums of Understanding or Agreement) that explicitly state the relationships, roles, responsibilities and expected outcomes for all parties in collaborative efforts to reduce juvenile crime and delinquency, and promote positive development of youth.

Recommendation #10 - Case Management and Process Control: Develop a case management system that follows each youth through the various stages of the continuum of care. Designate the Chief Probation Officer with responsibility and resources needed to coordinate an interagency, centralized intake process, case management and program control (including assessment, monitoring and feedback) for identified at-risk and juvenile offenders.

Recommendation #11 - Management Information System: Build on existing management information system (MIS) efforts to facilitate relevant communication and data sharing by all criminal justice agencies and collaborating entities (public and private) consistent with appropriate protection of privacy rights.

Recommendation #12 - Evaluation: Provide for locally relevant ongoing evaluation of programs, agencies and strategies to ensure effectiveness and to allocate resources based upon need and documented effectiveness.

Benchmarks

The Comprehensive Strategy Team designated specific benchmarks to identify successful completion of the recommendations. Each recommendation is succeeded by concrete outcomes that will demonstrate to the community an effective collaboration with sustainable and measurable results.

Benchmarks:

How Will We Know When We Get There?

- | | |
|---|--|
| 1. Community Mobilization | The percentage of community members (individuals and families, schools, business, organizations and service providers) engaged in efforts to mobilize and promote crime-free, healthy communities will increase from 35% to 75%. |
| 2. Community Risk and Resource Assessments | Instruments to assess and identify local needs, resources and priorities for development of community-based prevention programs that target at-risk youth and juvenile offenders are adopted by the region. |
| 3. Substance Abuse Efforts | An integrated approach to the prevention of youth alcohol and substance abuse that involves individuals, families, schools and community organizations is utilized region-wide. |
| 4. Community Norms | A Community Norms Campaign is in place that communicates positively-focused community laws and norms that address substance abuse, weapons possession and crime (including delinquency behaviors such as truancy). |
| 5. Risk and Treatment Needs Instruments | Strength-based, family-focused risk and resiliency assessment instruments for assessing individual at-risk youth and families are adopted by involved public and private agencies and the community. |

Benchmarks:

How Will We Know When We Get There?

6. System-wide, Balanced Approach To Funding

A system-wide, balanced approach to funding prevention, early intervention and graduated sanctions programs that considers both safety needs of the community and treatment needs of at-risk youth and families is adopted region-wide.

7. Public Outreach Strategy

A comprehensive, region-wide public outreach strategy that engages the public and policy makers in the promotion of healthy and crime-free lifestyles, and in prevention and reduction of juvenile crime, is operational.

8. Cross-Systems Training

Operationalize ongoing cross-systems training program between public and private agency providers to acquire common language, methodologies and promote collaboration region-wide.

9. Interagency Agreements

Formal interagency agreements (such as Memorandums of Understanding or Agreement) that explicitly state the relationships, rules, responsibilities and expected outcomes between agencies are in place region-wide.

10. Case Management and Process Control

Operationalize a case management system that follows each youth and family throughout the various stages of the continuum. The Chief Probation Officer is designated with the responsibility and provided with the required resources to coordinate an interagency, centralized intake process, case management and program control (including assessment, monitoring and feedback) for identified at-risk and juvenile offenders.

11. Management Information System

Existing management information system (MIS) efforts are enhanced to facilitate relevant communication and data sharing by all criminal justice agencies and collaborating entities (public and private), consistent with appropriate protection of privacy rights.

12. Evaluation

Locally relevant, ongoing evaluation of programs, strategies, and system-wide responses are conducted on all programs in order to allocate resources based upon need and documented effectiveness.

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Implementing the Comprehensive Strategy

Keeping with the theme of ending duplication and redundancy the Juvenile Justice Coordinating Council from SB 1760 was asked to oversee the implementation of the Comprehensive Strategy Plan. This protected San Diego from forming yet another governing body and creating a larger bureaucracy. As the Comprehensive Strategy Team was moving forward in its planning, it became evident that a full time coordinator was needed. San Diego clearly learned that coordinating the efforts of public, private, youth and family serving entities throughout the region under the umbrella of the Comprehensive Strategy is a monumental task. Therefore, a full time Coordinator position was established in April 1998. One of the many duties of the Comprehensive Strategy Coordinator is to facilitate and staff the six work groups, which deal specifically with issues revealed during planning and implementation phases. Representatives from the work groups are the conduits for information sharing between the Juvenile Justice Coordinating Council and the work group members. **(Please see Attachment 6 for a brief description of the work groups, their missions and strategies.)**

Throughout the planning process "Comprehensive Strategy Themes" clearly emerged. The Comprehensive Strategy Team concluded that these themes must be the foundation upon which services and programs are designed and delivered. The successful implementation of the Comprehensive Strategy must ensure that the spirit of these themes are incorporated in not just services and programs but also in agencies, organizations and institutions that work with youth and their families.

Comprehensive Strategy Themes

- **Provide a full continuum of care:**
- **Include youth family members, and other significant community members** in program design, development and implementation.
- **Be family-focused**, strengthen families and provide intergenerational family support services, resources and parenting skills.
- **Promote a community delinquency prevention model** as the most cost-effective and humane approach, assuring access to community-based resources; and
- **Provide graduated sanctions** with early identification, diversion, intervention and ongoing support as follows:
 - Immediate intervention for first-time, nonviolent offenders;
 - Intermediate sanctions for more serious offenders;
 - Secure care programs for most violent offenders; and
 - Aftercare programs involving family and community to assist youth with reintegrating into the community following out-of-home placement.

- **Be holistic (comprehensive or multi-systemic) and multi-disciplinary**, dealing simultaneously with many aspects of the youth's life and address the youth's family and relationships dealing with intimacy, community, peers, school and work.
- **Utilize a case manager and case management approach** that begins at intake and follows the youth through various program phases until successful completion. This involves the development of individual service plans that are updated on a consistent and goal-driven basis.
- **Build on youth and family strengths** rather than focusing on their weaknesses. We need to shift the primary emphasis from risks to resiliency.
- **Hold families accountable for their children** and systems accountable to families.
- **Be gender-specific and culturally and linguistically appropriate.** Programs must reach and be accepted by diverse racial, cultural and socioeconomic groups in the community.
- **Be intensive**, have multiple contacts with at-risk youth by staff who have manageable caseloads that allow for individualized attention and follow through.
- **Offer comprehensive alcohol and other drug treatment, recovery and aftercare services** in all phases of the continuum, including prevention.
- **Have a solid focus on education, job readiness, skills training and employment** through combined intensive support services.
- **Utilize comprehensive community risk and resource models** that prioritize target areas.
- **Adopt common definitions, referral and response protocols, and instruments** for assessing risks to the community and treatment needs of individual juvenile offenders that may be used by all agencies that participate in the juvenile justice system (including law enforcement, education and community-based organizations).
- **Develop information systems** that enable data sharing for client case management, tracking, budgeting, monitoring and evaluation, and that are accessible by criminal justice agencies and collaborating entities (while maintaining legally mandated confidentiality).
- **Provide ongoing evaluation** based upon agreed assessment and response mechanisms by all system participants for informed decision making.

- **Adopt a system-wide resource allocation strategy**, rather than funding on a program-by-program basis. Implement service consolidation and redesign where appropriate.

Promising Approaches

San Diego's Comprehensive Strategy Plan was developed to: 1) Prevent youth from becoming delinquent by focusing prevention programs on at-risk youth; and 2) Improve the juvenile justice system response to delinquent offenders through a continuum of graduated sanctions.

Using the twelve recommendations and the Comprehensive Strategy Themes the Comprehensive Strategy Team through work facilitated by NCCD and DRP designed six "Promising Approaches." These Approaches are the first step in beginning to fill identified needs and gaps in the continuum. The Approaches include desired outcomes, indicators, participant results, program results and implementation plan. Each Approach gives specific measurable results for all focus areas. The six Approaches are: Vocational Training/School to Career, Taking It to the Local Level, Parent Training and In Home Support, After-school Programs, Substance Abuse and Girls Programs.

PROMISING APPROACH #1:

VOCATIONAL TRAINING-SCHOOL TO CAREER

Desired Outcomes	1. Youth choose to be self-sufficient (financially, emotionally, and socially); 2. Youth know their strengths and utilize them to be productive citizens of the community; 3. Youth enter adulthood with basic life skills, as well as vocational and academic competency; and 4. Education will promote and develop vocational training programs for those who are not college bound.
Indicators	1. Education ◀ Decrease dropout and truancy rate. Increase graduations and certifications. 2. Employment ◀ Youth not in school receive vocational training or employment. Increase number employed or in school. 3. Vocational Assessment/Personal Interest Inventory ◀ All students receive one by grade 10; 50% by grade 7; and 25% by grade 4. 4. Competency (individual & systemic) ◀ Commitment to change focus from pass/fail to competency. 5. Vocational Training = Increase options and capacity to provide opportunities for youth 6. Apprenticeships
Promising Approaches	1. Build the framework that will inventory and coordinate existing vocational skills, school to career, employment preparation and apprenticeship programs for the region; and 2. Vocational Aptitude/Personal Interest Inventory provided by education in grades 4, 7 and 10. Purpose is to identify and build upon strengths for future educational/career track.
Participant Results	1. Lower dropout rate; 2. Increased rate of certifications and graduations; 3. Increased competency in life skills; and 4. Increased rate of youth engaged in full-time education, training, employment or combination thereof.
Program Results	1. Vocational training services are coordinated and linked throughout the region; 2. Education partners with the private sector to increase youth's vocational skills and opportunities for employment; and 3. Career/vocational opportunities are increased.
Implementation Plan (to be completed by large group)	1. Identify the lead; 2. Identify the key players; 3. Determine common vision; 4. Inventory existing services, capacities, gaps and resources; 5. Develop a partnership between business, education and the community; 6. Cultivate relationships with community collaboratives; 7. Develop subcommittees: What Works? Evaluation and Mentoring; 8. Career days; and 9. Implement Vocational Assessment/Personal Interest Inventory Project.

PROMISING APPROACH #2:

TAKING IT TO THE LOCAL LEVEL

Desired Outcomes	1. Obtain local key leader commitment to a regional Comprehensive Strategy; 2. Establish neighborhood Comprehensive Strategy community planning teams; and 3. Institutionalize collaborative decision-making regionwide.
Indicators	1a. Formal community resolutions are in place; b. Memorandums of Agreement are in place; c. Programs are funded based upon assessment; d. Programs are funded based upon outcomes; and e. Community planning team infrastructure is in place. 2a. Number of communities assessed for readiness to convene a planning team; b. Number of communities with planning teams established; and c. Number of communities with a local Comprehensive Strategy Plan. 3a. Allocation of resources is reflective of a local community Comprehensive Strategy Plan; b. A regional linkage exists for consistent governance of community planning teams; c. Community governance exists over discretionary resource allocation; d. Community planning teams obtain 5% private funding and resources; and e. Regional collaborative training is available.
Promising Approaches	1. Information Dissemination on Community Health a. San Diego County Report Card; and b. Regional Data Sharing Forum. 2. Community Engagement a. Children's Initiative; b. 1741's, Title V's, Community Collaboratives, Heartbeat, Healthy Starts, New Beginnings, Partners for Success; and c. PR Campaign on community norm changing.
Participant Results	Increased positive outcomes for children and families as indicated by key community health indicators
Program Results	1a. A shared, structured decision-making process is in place; b. There is a shared MIS system in place (with unique ID algorithm); 2a. Number of Comprehensive Strategy community planning teams in place; and b. Number of Comprehensive Strategy community plans in place.
Implementation Plan (to be completed by large group)	1. San Diego County Report Card is currently operational. The Report Card will provide regional and local data on key health and safety indicators by zip code, census tract and city and county jurisdictions within two years. The first year of data collection will establish the baseline data; 2. Regional Data Sharing Forum meets monthly; and 3. Community Assessment Teams are using the same intake/screening assessment and data collection procedures.

PROMISING APPROACH #3:

PARENT TRAINING/IN HOME SUPPORT

Desired Outcome	1. Promote individual, family and community well-being; 2. Individuals, families and communities are safe; 3. All services are family driven; 4. Families are self-sufficient; 5. Families are involved and informed participants in decision making and planning; and 6. Families are connected to each other and their communities.
Indicators	1a. Increases in women seeking prenatal care and increases in immunization rates; and b. Decreases in positive toxic births and decreases in substance abuse. 2a. Decreases in child abuse and family violence incidents; b. Decreases in arrest rates; and c. Decreases in school suspensions and expulsions. 3. Mutually agreed upon service plan and client satisfaction survey. 4a. Increase employment rate and number of adults moving from welfare to work; b. Improve access to health care; and c. Improve access to housing and knowledge of community resources. 5a. Improve involvement in schools and participation in community events; and b. Increase in voter registration and voting. 6a. Increase number of families utilizing Community Centers and Family Resource Centers; b. Increase number of community members participating in local/regional planning; and c. Increase number of community volunteers.
Promising Approaches	1. Provide in-home visiting support that is culturally and developmentally appropriate and specifically tailored to meet individual and family needs. 2. Increase citizen- and community- driven involvement through partnerships in community collaborations.
Participant Results	1. Increase number of families meeting basic needs and moving toward self-sufficiency as measured by improvements in employment, health care access and school performance, as well as decrease incidents of family violence and substance abuse. 2a. Increase attendance at community events and responsibility for neighborhood; and b. Increase voting and personal accountability.
Program Results	1a. Parent-defined in-home services are accessible through neighborhood centers in all local communities throughout San Diego County; and b. All services are provided in an individualized, culturally linguistically appropriate and sensitive manner. 2. Collaboratives exist that include a broad range of empowered people and organizations that are responsible for their communities.
Implementation Plan (to be completed by large group)	1. Identify key community stakeholders; public and private service providers; 2. Involve local neighborhood centers and utilize existing community assessments and input to identify family needs in communities; 3. Identify needed resources and secure funding; 4. Create multidisciplinary service teams to provide in-home services built upon the concepts of empowering families; 5. Cross train staff and families; and 6. Ten Service and Resource Centers exist in each county supervisorial district (GOAL).

AFTER-SCHOOL PROGRAMS

Desired Outcomes	1. Increase quantity and quality of positive active alternatives for youth; 2. Increase quantity and quality of supervision of youth; 3. Increase bonding between youth, their communities and programs for youth; 4. Increase family support and active involvement of family in after-school environments; 5. Increase safety for youth; and 6. Increase quality of interactions between peers.
Indicators	1a. Number of youth unsupervised after-school; and b. Youths' perceptions and evaluation of the quality of the after-school programming. 2a. Youth and family member participation rates in after-school programs; and b. Parents' perception and evaluations of the quality of the after-school programming. 3. Number of community members, youth and parents volunteering to work in the after-school programs. 4a. Number of parents who volunteer in the after-school program; and b. Number of parents and siblings who participate in program celebrations, potlucks, community service activities, support groups, etc. 5a. Number of youth who are victims or perpetrators of crimes after-school; and b. Number of youth exhibiting youth risk behaviors.
Promising Approaches	1. Establishment of <i>on or near</i> school site after-school programming that offers short-term activity choices, encourages peer and adult interactions and creates a community environment around the school. 2. Youth form a Youth Planning Council where concerned parents, community members and youth join together to discuss program planning and development, meet community leaders and share issues and concerns relevant to the youth and community. 3. Develop working groups that target select populations of youth, such as those referred by the juvenile justice system or those at risk of early pregnancy or drug use.
Participant Results	1a. Increased competency in specific, youth-identified interest areas; b. Reduction in risk behaviors; c. Increased levels of involvement in structured, supervised after-school activities; and d. Increased social skills. 2a. Positive completion of justice system case plan; b. Integration of at-risk youth into mainstream; and c. Reduction in identified risk behavior.
Program Results	1a. Increased community attachment; b. High levels of satisfaction with program; c. Early identification resources; d. Decrease in juvenile crimes during after-school program hours; e. Increase in number of institutions and organizations actively involved in the after-school program; and f. Improved ability to identify at-risk youth. 2a. Juvenile Justice System satisfaction with the after-school program; b. Reduction in youth recidivism rates; and

DRAFT

**Implementation
Plan (to be
completed by
large group)**

1. Involve the community in community planning efforts;
2. Select target communities and target population in community;
3. Identify needs such as funding, space and resources and develop a plan to meet these needs;
4. Recruit, hire, orient and train staff and volunteers;
5. Develop accountability fiscal and paperwork systems and program forms;
6. Establish procedures for publicizing program and fostering community awareness and involvement;
7. Conduct enrollment process; and
8. Establish Youth Planning Council and regular meetings schedule.

PROMISING APPROACH #5:

SUBSTANCE ABUSE

Desired Outcomes	1. Increase number of healthy families; 2. Increase attachment/bonding/modeling to adults and peers; 3. Increase positive interactions to institutions; 4. Clear and consistent messages regarding values; 5. Reduction of crime and violence; and 6. Increase access to culturally and linguistically appropriate health, education, social, psychological, support and treatment services.
Indicators	1a. Reduction of positive toxicology births; b. Reported age of first use increases; c. Reduction in reported use of Alcohol, Tobacco and Other Drugs (ATOD); and d. Reduction of ATOD on board at Juvenile Hall admission. 2a. Increase in number of mentoring relationships between youth and adult; and b. Increase in beacon schools in County. 3a. Increase in number of culturally appropriate, accessible activities during after-school hours; and b. Increase composition of planning/policy groups that reflect community composition. 4a. Increase in number of cities that require conditional use permits for alcohol outlets and advertising. b. Reduction in number of decoy citations; and c. Reduction of ATOD use. 5a. Reduction of youth DUI arrests; and b. Reduction of juvenile ATOD-related crimes (perpetrators and victims). 6. Increase in number of neighborhood centers.
Promising Approaches	1. Neighborhood-based problem solving and governance: beacon schools, neighborhood centers, neighborhood councils, etc.; and Youth involvement in the coordination of resources, blended funds and the standardization of assessment and evaluation.
Participant Results	1a. Increased engagement of community in problem-solving; and b. Increased youth participation.
Program Results	1. Increase in bed availability and numbers; and 2. Community-based, family-focused and youth-oriented services with organizational development and training.
Implementation Plan (to be completed by large group)	1. Community awareness meeting; 2. Community organizational development and training; 3. System-wide coordination council/board; 4. Institutionalization of neighborhood councils; 5. Legislation change for information exchange; 6. Technology for information exchange; 7. Information repository established; 8. Standard evaluation system; and 9. On-going funding commitments.

GIRLS PROGRAMS

Desired Outcomes	1. A resource product based upon compilation and analysis of research-based data that identifies the unique biological and psychosocial needs and problems of girls; and - A county-wide educational, health and justice model that implements strategies and programs that promote health, well being and safety of girls.
Indicators	1. Decrease in victimization (child abuse, rape and dating violence); 2. Decrease in teenage pregnancy; 3. Decrease in self-abuse behavior (suicide, eating disorders, MH referrals); 4. Decrease in substance abuse; 5. Decrease in truancy/school dropout; and 6. Decrease in violent behavior.
Promising Approaches	1. A countywide task force comprised of community leaders to provide guidance and oversight for community education that promotes attitudes in agencies and systems that encourage girls to reach their full potential; and 2. Model local and national programs that have successfully implemented effective programs and services which respond to the needs of girls.
Participant Results	1. Improved health, education and safety; 2. Improved self sufficiency; and - Reduced teen pregnancy and substance abuse.
Program Results	1. Reduced victimization; 2. Reduced teen pregnancy; 3. Reduced criminal justice referral; 4. Reduced substance abuse; and - Increased resources for job training/employment.
Implementation Plan (to be completed by large group)	1. Identify key leaders and establish countywide task force; 2. Inventory existing services unique to girls; 3. Develop source documents to educate the public to the unique needs of girls; and 4. Provide a framework for development of short- and long-term strategies to address girls' issues.

(See Attachment 3 for a Description of Gender-Specific Programs)

Accomplishments and Branching Impacts:

Agencies, organizations and individuals have not waited for the completion of the Comprehensive Strategy planning process to begin to fill the needs and gaps for our youth. Specific programs and strategies have been developed, funded and implemented as our work identifying needs continues. These programs and strategies are consistent with the before mentioned recommendations, Comprehensive Strategy Themes and Promising Approaches. The programs and strategies include:

- **CRITICAL HOURS PROGRAM:** The County Board of Supervisors, through the Children's Investment Trust Fund, awarded \$1.2 million in FY '97-98 and \$1.5 million in FY '98-99 for after-school programs for middle school age youth in San Diego County. The San Diego County Critical Hours Program seeks to foster collaborative efforts among public, private and non-profit organizations that have in the past been fragmented and isolated in their efforts to serve children, youth and families. Critical Hours seeks to address youth violence, health and social issues that affect youth (e.g. crime, gang involvement, teen pregnancy, substance abuse and peer group pressure) and offer an alternative support system. With required program components, including health, education, recreation and interpersonal skills/self-esteem development, Critical Hours programs encourage a partnering of community organizations (i.e. education + recreation + social services + art organizations) to provide high quality programming at each site. Twenty-seven programs were started in September 1997, and have served more than 12,000 middle school age youth. The County will expand to 38 sites in 1998-99. There are currently 18 lead agencies with 150 collaborative partners.
- **COMMUNITY CHALLENGE GRANTS:** The California Office of Community Challenge Grants and the San Diego County Health and Human Services Agency, awarded eight \$500,000 Teen Pregnancy Prevention grants. The grants were awarded to San Diego Youth and Community Services, Escondido Youth Encounter, University of California, San Diego, Neighborhood House, YMCA-Youth and Family Services, North Park Family Health Clinic, Vista Community Clinic and San Dieguito Union School District. These grants are intended to prevent teenage pregnancy and to reduce the number of absent fathers. Emphasis is placed on communities with greatest need. Programs include mentoring for male youth, male involvement in family programs, youth talk line, human sexuality for males/females, reproductive health education for males/females, development of healthy relationship skills, improving communication skills and the development of goals for a more enriched life.
- **BREAKING CYCLES:** Breaking Cycles is a \$6.9 million SB 1760 State grant awarded to the San Diego County Probation Department. This three-year program (beginning July 1997) funds delinquency prevention through a range of graduated sanctions to prevent initiation into a lifestyle of gangs, drugs, violence and crime. The graduated sanctions component provides for multidisciplinary assessment of all adjudicated youth removed from, or at risk of removal from, the home; expands day treatment to North County region; and provides substance abuse treatment for all

families by assessed need. The prevention component establishes strength-based family assessment at Community Assessment Teams to reduce the number of youth entering the justice system by referring the youth and their families to the appropriate services.

- **AT-RISK YOUTH EARLY INTERVENTION PROGRAM:** Senator Alpert's SB 1050 secured a \$2 million, one-year grant (in addition to SB 1760) that builds upon the community assessment center framework that was defined in the Breaking Cycles grant. SB 1050 provides funding for direct wraparound services and linkages with community resources through family-focused, neighborhood based community assessment teams and centers. SB 1050 was awarded to the San Diego County Probation Department, which sub-contracted with local community based agencies to provide direct prevention and intervention services to youth and their families.
- **JUVENILE REPEAT OFFENDER PREVENTION PROGRAM (Project 8%):** California State funding of \$400,000 per year to Project 8% in San Diego County provides wraparound services to youth at risk of being chronic, serious, violent offenders; subsequent legislation doubled the funding and extended the program for another two years (until June 2000). This funding was awarded to the San Diego County Probation Department and is a collaborative program between the Departments of Probation and the Health and Human Services Agency. This program has a multi-disciplinary team with a Probation Officer, Social Worker, Psychologist, and Substance Abuse Counselor. It is designed to provide integrated services to families of at-risk youth to minimize delinquency and costs of processing youth through the juvenile justice system. It also provides prevention services to siblings at risk of entering the delinquency system and preservation services to their families.
- **ALCOHOL, TOBACCO, and OTHER DRUGS (ATOD) PREVENTION FRAMEWORK:** This framework re-engineers the San Diego County Health and Human Services Agency ATOD prevention services to regionally based, youth-focused and collaboration-driven programs. This re-engineering is funded by the \$22 million General Fund, which includes Federal Substance Abuse Prevention Treatment Block Grant, State General Funds, and approximately eighteen other funding sources for 180 program components.
- **SUBSTANCE ABUSE TREATMENT:** The San Diego County Board of Supervisors has taken actions over the past 18 months to increase adolescent alcohol and drug treatment and intervention funding by nearly \$2.8 million. This increases the number of youth served from 600 to 3,000 on an annual basis and has reduced wait time for services from 12 weeks to 2 weeks or less. It has also increased residential treatment beds to 750, and increased the number of treatment service providers. Funding is from the San Diego County Health and Human Services Agency General Fund, which includes Federal Substance Abuse Prevention Treatment Block Grant and State General Funds.
- **SUBSTANCE ABUSE TREATMENT on DEMAND, for YOUTH:** Twenty-two million dollars from the San Diego County Health and Human Services Agency general fund was utilized to establish five additional regional Teen Recovery Centers in South Bay, San Marcos, Encinitas, Lakeside, and Mid-City. Mental Health

Systems, Phoenix House and San Diego Youth and Community Services are the agencies funded. These programs also expanded residential capacity for adolescents, including seventeen new detoxification beds. Services include one-to-one counseling, group counseling, family counseling, social recreation activities, NA/AA programs, as well as offering coping/life skills for success on the outside world.

- **JUVENILE DEPENDENCY COURT RECOVERY PROJECT:** The partnership between the San Diego County Chief Administrator's Office Dependency Court Tiger Team and the Superior Court introduced a new intervention for the Dependency Court process in mid-April 1998. Targeted toward parents whose neglect or abuse cases involve an alcohol and/or drug problem, a new substance abuse case management function has been implemented. This new process will provide assessment of substance abuse problems, prompt referral and assistance in entering alcohol and drug treatment programs, alcohol and drug testing and a comprehensive reporting system. This reporting system will report to the Dependency Court and the Children's Services Bureau the progress of parents in the program and their compliance to the Court order of participation.
- **GENDER-SPECIFIC SERVICES for GIRLS:** The San Diego YMCA, Youth and Family Services was recently awarded a \$300,000 three-year grant from the Office of Criminal Justice Planning to provide gender-specific services for San Diego girls, with highest priority given to girls on probation. These services include but are not limited to: addressing physical and emotional abuse, relationship issues, sexuality and reproductive issues, individual and family counseling, independent living skills, vocational training and parenting skills. Additionally, the National Council on Crime & Delinquency was awarded a California Foundation Grant to study gender-specific programs for girls in San Diego County.
- **SAN DIEGO COUNTY HEALTH and HUMAN SERVICES HOME VISITING:** The San Diego County Health and Human Services Agency, Family Support Home Visiting Partnership (FSHVP) works to ensure that all children in San Diego County be born healthy; begin school eager and ready to learn; and remain healthy, safe and secure. The FSHVP mission is to ensure all San Diego families have access to confidential and voluntary home visitation and family support services that are individualized, culturally and linguistically appropriate, cost-effective and of the highest quality. In March 1998, the San Diego County Health and Human Services Agency implemented the Cal-SAHF "best practices" home-visiting program, which is funded by a \$954,000 three-year grant from the Office of Child Abuse Prevention. It was awarded to the San Diego County Health and Human Services Agency and contracted to the Escondido Youth Encounter (EYE) Counseling and Crisis Services. The EYE is delivering home visiting services to 125 families in the North Coastal region of the County. The target population is families with drug-exposed infants, age birth to three months, who are at-risk for child abuse and neglect.
- **JOB TRAINING for FOSTER, GANG and HIGH RISK YOUTH:** The San Diego Work Force Partnership has allotted more than \$1 million in funding to assist high-risk youth with job training skills and job placement.

- **SCHOOL-to-WORK:** The U.S. Department of Education in conjunction with the U.S. Department of Labor, awarded a \$946,405 grant for Year one (1994) to the San Diego School-to-Work Partnership (formerly known as the San Diego Consortium and Private Industries Council). Additional funding will be variable through the fifth and final year (1998). This is a program designed to provide all students with skills for the world of work, higher education and lifelong learning in the service of regional economic progress. One example is the coordination of classroom instruction and workplace experience so that the instructional program in school reinforces student work experiences and vice-versa. The partners will work collaboratively to develop a countywide School-to-Career system to achieve the mission.
- **SCHOOL, PROBATION and JUVENILE COURT COOPERATION:** In San Diego County, schools and probation officers have worked hard to keep children in school. In July 1997, the District Attorney's Office increased its efforts to help combat truancy, a leading indicator of juvenile delinquency. A truancy database and the addition of a part-time assistant dedicated solely to School Attendance Review Board (SARB) cases have facilitated the effectiveness of the teamwork between SARB members, prosecutors and court staff. The Juvenile Court also has contributed to the efforts, by assigning one judge to hear truancy matters on a weekly basis.
- **SAN DIEGO COUNTY REPORT CARD:** The San Diego County Health and Human Services Agency and San Diego Children's Hospital Center for Child Health Outcomes have jointly created the components of a child/family health and well-being report card. The Report Card is comprised of scientifically based and/or consensus-derived measures that together form a population-based, data-driven monitoring system. The primary goal of this system is to track and trend identified child and family health and well-being indicators during a time of sweeping changes in both public policies and the systems servicing this population. A one-time grant of \$88,000 was awarded to Children's Hospital from the Alliance Health Care Foundation. (Please see Attachment 4 for a list of Indicators used in the Report Card).
- **A SHARED, STRUCTURED DECISION-MAKING PROCESS: San Diego's Regional Risk & Resiliency ✓ Checkup:** The Checkup is a research-based classification device for engaging the community in neighborhood-based services to strengthen families. It is representative of the cutting-edge efforts in prevention and early intervention being field tested in San Diego. The Checkup uses the concept of a blood pressure check. A reading outside the normal range alerts a person to possible health problems and allows families to take steps to avoid harm. In many instances, that information is enough to motivate change. The Checkup provides a portrait of a family's risk and resiliency compared to what is typical for San Diego. It will also provide information and access to community resources for at-risk families. A \$15,000 award was granted to the Justice System's Assessment and Training (Brian Mattson and Brad Bogue) from the National Institute of Corrections and the County of San Diego Probation Department. (Please see Attachment 5 for the tool.)

Summary

Moving into the 21st century, San Diego County is re-engineering local government. Local government is expected to compete with the private sector and produce a quality product for comparable expense. Accountability through results-based outcomes is the standard to achieve. Mandated by the San Diego County Board of Supervisors, business plans and strategic plans are being developed for each county department, functions and tasks are being merged, and outstanding risk management and customer service is rewarded. Public/private partnerships are encouraged. Local government agencies serving youth are being redesigned for maximum efficiency and improved effectiveness.

In keeping with national trends, San Diego leaders are working to move services for children into managed care. Large Health Maintenance Organizations (HMOs) manage the physical health services of Temporary Aid to Needy Families (TANF). Project Heartbeat moves mental health, probation and social services under one umbrella organization where all federally eligible youth with a Diagnostic Statistical Manual IV diagnosis are placed into a locally designed program. The San Diego County Health and Human Services Agency allocated three of its six regional offices as candidates for privatization. Contracts are in place with private correctional companies to provide local adult detention beds.

Welfare reform drastically changes the environment for recipients in California and the rest of the nation. Time limits and the expectation of work and work preparation present opportunities and challenges. The preliminary indicators show welfare caseloads in San Diego County have fallen by 24 percent, allowing the redirection of service dollars into prevention activities. But San Diego is currently experiencing a boom economy. Will this decline in recipients continue in less affluent times? Are children and the elderly receiving necessary medical interventions? Once employed, will past recipients continue to improve their situation, or fall back with no safety net? Felony drug offenders are excluded for a lifetime from TANF (California's new welfare) benefits. What will be the outcome of this exclusion to his or her family? Children? The answers to these questions will only come with time. Meanwhile, policy makers, legislators and the community support strengthening the prevention network and intervening effectively at the first "red flag" or "trigger" event that puts a child at risk of entering the juvenile justice system.

While San Diego citizens support the incarceration of juveniles committing violent, serious crimes, they overwhelmingly favor providing prevention services to at-risk children and swift, local intervention for youth experiencing problems. San Diego citizens expect the juvenile justice system to provide juvenile accountability, as well as victim and community restoration. Community solutions to community problems are preferred.

Some studies have shown that 90 percent of the youth that have been exposed to prevention programs believe it made a positive difference in their lives. Californians and San Diegans have demonstrated that prevention programs are a good investment of their tax dollars.

This favorable attitude toward community rehabilitation is particularly evident in the area of substance abuse treatment. San Diego County views substance abuse as a chronic disease rather than a crime. Treatment is an investment that will reduce crime and save tax dollars that would otherwise be spent on prisons.

As San Diego County celebrates our accomplishments thus far, we also recognize the ongoing effort required to reach full implementation of the Comprehensive Strategy Plan. From policy makers to Neighborhood Watch groups, from agency diversion counselors to youth in leadership development programs, everyone must collaboratively engage in a sustained, regionwide commitment to actualize the CLEAR vision. In order to maintain the direction over the long term, we must continue to commit fiscally and philosophically to supporting the Comprehensive Strategy Plan. As we build upon existing resources, address needs and gaps, strengthen youth and families, and integrate a full continuum of care, we are enhancing the quality of life for all San Diegans. The Comprehensive Strategy Plan serves as a blue print and foundation for San Diego County as we strengthen and expand services and programs for youth and their families.

**White House Conference on School Safety:
Causes and Prevention of Youth Violence
October 15, 1998**

"...[L]earning cannot occur unless our schools are safe and orderly places where teachers can teach and children can learn. Wherever there is chaos where there should be calm, wherever there is disorder where there should be discipline, make no mistake about it, it's not just a threat to our classrooms..., it is a threat to the strength and vitality of America.... We have to do more... I will host the first ever White House Conference on School Safety... to find new solutions to this profound challenge."

-- President Clinton, July 20, 1998

White House Conference on School Safety

On October 15, 1998, the President will host the *White House Conference on School Safety: Causes and Prevention of Youth Violence*. The Conference will be a day-long event in the East Room of the White House that will include participation by the President, Vice President, First Lady and Mrs. Gore; workshops; a morning panel discussion; and an afternoon session that will explore best practices and model safety strategies. The Conference will include communities recently affected by school shootings and will be linked by satellite to communities and schools across the country.

Although schools remain among the safest places for America's young people, even one incident of violent crime in a school is too many. The Conference's goals include: building on the existing body of knowledge about young people and aggressive or violent behavior; listening and learning from students, parents, teachers, law enforcement and other experts about the safety of our children both in and out of school; sharing best practices and exploring new solutions; and developing strategies to put these safety models in place in schools and communities across the nation. The White House Conference on School Safety will work toward finding solutions to this challenge: How do schools, families and communities work together to make sure that every child is safe in every school in America.

The President Will Announce New Initiatives Promoting Discipline and Safety in Schools

At the Conference, the President will issue the first Annual Report on School Safety, which will include: an analysis of all existing national school crime data and an overview of state and local school crime data; examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime; and resources available to schools and communities to help create safe, disciplined, and drug-free schools. In addition, the President will announce a number of new initiatives to help schools and communities prevent and respond to violence.

Conference Participants

The President, Vice President, First Lady, and Mrs. Gore will be joined by the Attorney General, the Secretary of Education, Members of Congress, a number of state and local elected officials, including mayors, and approximately 100 other Conference participants. These participants will include: students, parents, teachers, principals, school superintendents, members of law enforcement, experts from the medical and psychological fields, clergy and religious leaders, and other community representatives.

White House Conference on School Safety: Causes and Prevention of Youth Violence

AGENDA October 15, 1998

10:30 AM–12:15 PM EDT Live Coverage of the White House Conference on School Safety

- Welcoming Remarks by First Lady Hillary Rodham Clinton
- Remarks by Mrs. Gore
- Remarks by Vice President Al Gore
- Remarks by President Bill Clinton
- Expert Panel

12:30–1:45 PM EDT Rebroadcast of White House Conference

2:00–3:45 PM EDT Live Satellite Broadcast with the First Lady

- First Lady Hillary Rodham Clinton
- Paul Kingery, Director, Hamilton Fish National Institute on School & Community Violence
 - Families and Schools Together (FAST)
 - Resolving Conflict Creatively Program
 - Baltimore Police Athletic League (PAL)
 - San Diego County's Comprehensive Strategy
- Audience Questions

SITE FACILITATOR'S CHECKLIST

Responsibilities Before The Videoconference

By now you, or your designee, should have made arrangements with a facility to provide a satellite dish and a room for viewing the videoconference. We have enclosed a **Videoconference Announcement (page 9)** that you can circulate to prospective participants to let them know when and where they should go to view the videoconference. Just fill in the time and place of your site, copy and circulate.

A satellite videoconference is less like watching TV at home and more like attending a local meeting; therefore, a videoconference has many of the same requirements as any other meeting. A group of people will come together on a local level and someone should make sure that the room is ready, that materials are there and other needs are met. In a satellite videoconference, however, someone also has to make sure that the technical aspects work correctly. The following pages provide critical information that will help you prepare for the OJJDP broadcast.

EQUIPMENT REQUIREMENTS:

1. Satellite Receiving Dish

The satellite dish you will be using for this videoconference will receive a "C" band or "Ku" band signal. Please refer to the *Technical Information Guide* for relevant and critical data needed to receive this broadcast.

2. Television

A television that has a channel selector (tuned to the channel on which you will be receiving the program) This broadcast will have closed captioning available. Please refer to the television owner's manual or on-site tech person to enable this feature.

Note: Ask for as large a screen as possible. If you expect more than 10-12 people at your site, ask if another TV set or a video projector can be provided.

3. VCR

If you wish to record the videoconference, additional equipment will be needed. Please inquire with your technical person to arrange for recording. You are encouraged and invited to record the videoconference.

4. Telephone

A telephone should be in the same room (located, if possible, at the opposite end from the TV) or adjacent to the meeting room. Refer to the "Telephone Protocol" (page 8) for instructions about the call-in segments of the videoconference. You may wish to tape the protocol by the telephone for easy reference during the videoconference.

OTHER CONSIDERATIONS:

1. **Meeting Space**
You will need a meeting space that assures each seat has a clear view of the TV(s) or projector screen and will also allow participants to form small discussion groups, if needed.
2. **Supplies**
Supplies you will need to provide: Name tags/pens, pencils, note paper
3. **Duplicating Materials**
You will be responsible for duplicating the enclosed *Participant's Packet* and materials for those attending the videoconference at your site.
4. **Food Service**
If you are in the Central or Mountain time zones, you may want to make some arrangements for lunch during the videoconference. For example, you could encourage participants to bring their lunches or you may choose to have food delivered.
5. **Facility Design**
If you are in an unfamiliar facility, you should find out where restrooms and vending machines are, so you can tell the participants.
6. **Evaluation**
You will be responsible for seeing that each participant completes the evaluation form found in the *Participant's Packet*. Following the videoconference, you will send the evaluation forms to Eastern Kentucky University in the enclosed envelope.
7. **Site Facilitator Evaluation**
You will be responsible for completing the **Site Facilitator Evaluation** located on Page 10 of this packet. Following the videoconference, you will send the evaluation form to Eastern Kentucky University (*see enclosed envelope*).

THANK YOU FOR SERVING AS A FACILITATOR FOR THE
NATIONAL SATELLITE VIDEOCONFERENCE:

White House Conference on School Safety:
Causes and Prevention of Youth Violence

Your Cooperation and Assistance is Greatly Appreciated!!

Please watch for future notifications of upcoming juvenile justice satellite videoconferences being coordinated by OJJDP and the Juvenile Justice Telecommunications Assistance Project at the Eastern Kentucky University Training Resource Center.

-- Media Tips --

Each local event site should issue its own press release (attached is a sample) notifying media in your community of your event and giving the specific logistical details, participants, and agenda of your particular event. This should be given to media shortly before your event, with a local contact making follow-up phone calls to key radio, television, and print reporters the day before the forum to ensure coverage. You can include any of the information in this packet and other written materials in your release.

Here are a few tips that might help with your local television and radio stations and newspapers:

Newspapers: Regional, local daily, and weekly newspapers should be your primary target for getting information about the local event to the public. Almost all daily newspapers have someone assigned to cover education and crime-- find out who it is and give them a call. Keep written materials brief and respect the deadlines of the newspapers. Names are news, so share with the newspaper all of the names of the people who are working with you, those who will be serving on your local panel, and other event participants. Many reporters seek opportunities to do feature stories on activists so encourage them to focus on your efforts to promote school safety and prevent youth violence.

Television: Remember, to some, it's just another local meeting, so the event has to have some "hook" to make it attractive to television producers. Are there VIPs involved in your effort? Is this event part of a larger community strategy to promote school safety and youth violence prevention? Many TV stations do local morning shows -- offer them your best local spokesperson.

Radio: Don't forget radio. Provide radio stations with notices about your event well in advance -- and don't just mail them in. Most radio and television station have Public Service Directors who look for opportunities to serve the community. Ask them to be on your planning committee; ask them to help do radio spots to promote your event. And don't forget local talk shows.

With all media, be persistent. And one more BIG TIP: If you can, find a way to involve the media early on as part of your planning team. When they have a stake in the success of the event, they will be more likely to publicize it.

SAMPLE PRESS RELEASE

Local Site Name
Press Office

For Immediate Release
Date

Contact: Name
Phone Number

(LOCAL SITE) TO HOLD SCHOOL SAFETY CONFERENCE ON OCTOBER 15

City Name, State--In response to the school shootings in Jonesboro and other acts of youth violence in communities around the nation, President Clinton will host the *White House Conference on School Safety: Causes and Prevention of Youth Violence* on October 15, 1998. The President will be joined by the Vice President, the First Lady, Mrs. Gore, members of the Cabinet, national leaders and local community representatives.

(Local Site) will hold a (conference/town hall/forum) that will bring together members of the community, including teachers, student leaders, parents, local leaders, and law enforcement officials to assess local school safety and youth violence issues and discuss effective community-wide solutions. The conference will be connected to the White House Conference via a satellite downlink.

The White House School Safety Conference will focus on violence in our schools and the broader problem of youth violence. It will include an important policy address by the President and panel discussions that will explore best practices and model school safety strategies.

The goals of the White House Conference are to build on the existing body of knowledge about aggressive or violent behavior among young people; learn more from experts about safety in our schools; examine programs that are working to combat youth violence; and explore new solutions and develop strategies to make America's schools and communities safer for all our nation's children. Similarly, the goal of the local conference is to focus attention on local problems, learn from efforts that are working in other communities, and highlight successful initiatives in (our area/local site) with hopes of building on them in the future.

(Local site) will receive live coverage of the morning panel with the President's remarks and expert panel discussions. We will also receive live coverage of an afternoon panel moderated by the First Lady that will cover strategies and programs that are family, community, and school-focused. The afternoon session will also include four video presentations of model approaches and programs.

###

Ideas for Being a Part of the National Effort

Communities across the country are planning their own events as the White House Conference on School Safety: Causes and Prevention of Youth Violence takes place on October 15th. Here are some ideas for how you can be a part of the national effort to create safe environments for America's children by taking part in a community discussion on school safety and discipline, the causes of youth violence and how to prevent it, and best practices and strategies for making our schools and communities safer for our nation's young people.

1) Define the local angle for your schools and community

What are the needs that you face in your community? What efforts are on-going in your schools to address safety and discipline issues? What efforts already exist in your community that address these challenges that you face? What more can be done to help every student learn to his or her potential? How can we build on initiatives to keep our children safe?

2) Involve the Community and Local Media

Invite the community to participate: business and community leaders, parents, teachers, students, principals, superintendents, mayors, other local elected officials, law enforcement, and state legislators. Develop suggestions for ways that the community can help address the problems that you highlight. Also, alert the local newspapers, radio and television stations to broaden your audience.

3) Highlight Needs and/or Successes

There are many different ways that you can call attention to the challenges you face locally. Consider any one or more of the following:

- Conduct a tour of a model school safety or violence prevention program.
- Release estimates of the type and number of school and/or youth violence incidents in your schools and communities.
- Hold a panel discussion, town meeting, or forum, with teachers, parents, administrators, students, law enforcement, and others relating their views and experiences with school safety/discipline and youth violence as well as community responses.

4) Link by Satellite with President Clinton and the White House Conference

Arrange your activity so that your participants can link with the national address and panel discussion by satellite. President Clinton will address all of the sites from approximately 10:30 am to 12:15 pm eastern time (and will be re-broadcast from 12:15pm to 2:00pm). The Vice President, the First Lady, and Mrs. Gore will join the President in leading a panel with representatives from the fields of education, law enforcement, mental health, and youth violence prevention.

If you do not have satellite downlink capability, ask your local community access television station to broadcast the President's address live.

5) Link by Satellite with the First Lady and Panel of Experts

Your participants will also be able to link with a roundtable discussion led by the First Lady to highlight successful initiatives and strategies for creating safer schools and communities. This discussion will take place from approximately 2:00 pm to 3:45 pm eastern standard time.

6) Follow Up

Keep track of who participated in your event, so that you can seek their advice, and keep them apprised of the progress that is being made in addressing your local needs.

SITE FACILITATOR'S CHECKLIST

Responsibilities The Day of The Videoconference

As with any conference or workshop, a satellite videoconference needs someone to make sure the event runs smoothly at each site and that is the function of the Site Facilitator, including:

1. making sure the phone works,
2. making sure the technical person has tuned in the satellite receiver and TV,
3. greeting participants and handing out materials,
4. explaining the videoconference format to the participants,
5. facilitating group discussion before and after the videoconference,
6. ensuring that evaluation forms are completed and returned to you,
7. ensuring that the Facilitator Evaluation Form is completed by you,
8. returning the evaluation forms to Eastern Kentucky University, and,
9. returning the Facilitator Evaluation Form to Eastern Kentucky University.

It would be a good idea for the Site Facilitator to bring someone to assist him/her.

Listed below are the specific tasks of the Site Facilitator on the day of the videoconference:

FACILITATORS ARRIVE:

1. You should arrive early enough to:
 - make sure the room is arranged where all can see,
 - make sure the phone is available and working,
 - arrange the handout materials,
 - make contact with the technician. Ask him/her to adjust the satellite dish and TV to receive the videoconference.

TEST EQUIPMENT: (Site Technician)

2. There will not be a test signal for this broadcast. As the producing agency, we were unable to purchase additional satellite time to offer the 30 minute test signal. The **White House Conference on School Safety will begin at 10:30 AM EDT**

If you do not see the above at this time, ask the technician to re-check the satellite receiver and TV channel tuner to make sure you are on the correct satellite coordinate and channel.

If, after checking, you still do not see the graphic, call **1-800-895-4584** and tell the person answering that you have a technical problem. Technical staff will try to assist you in solving the problem. Please be aware that EKU will be of limited assistance with your on-site technical questions. We highly recommend that you have a satellite technician present during the broadcast.

PARTICIPANTS ARRIVE:

3. Greet the participants and distribute the videoconference materials.
4. Familiarize them with the facility.
5. Encourage participants to review their information packets.

FACILITATOR ORIENTS PARTICIPANTS:

6. Introduce yourself to the group and welcome them.
7. If the group is small enough, you might ask them to introduce themselves and tell what organizations they represent.
8. Go over the format of the videoconference with them.
9. Go over the telephone protocol with them and explain that if they want to ask a question or make a comment, you would be happy to assist them in phoning in to the videoconference. Some participants may be reluctant to phone in so it would be helpful for you to announce that you would phone in questions if the participants wrote them down.
10. Explain that your local group will be having a short discussion of the issues following the videoconference.
11. If there is time before the videoconference starts, encourage participants to review their information packets.

VIDEOCONFERENCE STARTS:

12. Music will start two minutes before the videoconference begins. That is a good cue to start asking people to be seated. You might walk around the room and make sure that everyone can see and hear.
13. When you see the graphic to begin calling in questions and comments, please encourage your group to call in with a question.

VIDEOCONFERENCE ENDS:

At the conclusion of the broadcast, the Facilitator should complete the following three tasks:

14. Encourage the participants to stay in their seats a few moments to discuss the issues from the videoconference.
15. Encourage the participants to fill out the evaluation in their packet before leaving and return them to you. It is important that OJJDP have the information and ideas on the evaluation forms to assist in planning for future utilization of the technology.
16. Complete the Site Facilitator Data and Evaluation Form (see page 10 of this document).

TELEPHONE PROTOCOL

The telephone is a key component in allowing participants to communicate with the panelists in the television studios. The questions that are asked and comments that are made are generally reflective of what many others are thinking and provide perspective and depth to the videoconference.

Due to the unique nature of this broadcast, the JJTAP will be unable to put live callers on the air. Participants are encouraged to phone in and relay their questions to our operators who will record the questions and forward them on to the studio panel.

1. Dial the following number to ask a question or make a comment: 1-800-895-4584.
2. When your call is answered, please state your question to the operator succinctly and clearly. Please wait for the operator to record your question and repeat it back to you for accuracy.
3. Our operators will then forward your questions to the panel. Please know that due to time constraints it will be impossible for all questions to be answered on the air. It is our intention to present as many questions as possible to the studio panel.

Announcing an
NATIONAL SATELLITE VIDEOCONFERENCE

***White House Conference on School Safety:
Causes and Prevention of Youth Violence***

Thursday, October 15, 1998

The Office of Juvenile Justice and Delinquency Prevention (OJJDP), and the Juvenile Justice Telecommunications Assistance Project (JJTAP) announce the Satellite Videoconference "*White House Conference on School Safety: Causes and Prevention of Youth Violence*" to take place on Thursday, October 15, 1998. See below for local time listing. This broadcast will help bring community members together to:

- Promote and provide information concerning school safety and youth crime prevention issues.
- Review model approaches and programs.
- Discuss steps to comprehensive school safety planning.
- Explore ways of linking safe schools to broader community and family-based efforts.

If you would like to attend the videoconference, please arrive at the location listed below approximately 15 minutes before the broadcast begins to receive a packet of informational resource materials, meet your fellow participants and receive instructions about the videoconference.

During the broadcast, you will have the opportunity to participate in interactive question-and-answer segments with the broadcast presenters and panelists. At the end of the broadcast, you will be given the opportunity to discuss issues and ideas with others in your locality.

PLACE: _____

TIME: _____

HOST AGENCY: _____

RSVP TO: _____

PHONE: _____

NOTE: _____

WHITE HOUSE CONFERENCE ON SCHOOL SAFETY: Causes & Prevention of Youth Violence

Site Facilitator Videoconference Data and Evaluation Form

Directions: This survey is being conducted by the Center for Criminal Justice Education & Research in the Department of Correctional & Juvenile Justice Studies at Eastern Kentucky University. Please answer the following questions as honestly and as accurately as possible. As the site facilitator, you have gained knowledge that can help OJJDP present high quality videoconferences. Your responses will be held in strict confidence. If you have any questions about the evaluation, please contact Dr. James Wells at (606) 622-1155. Thank you for your assistance!

Please indicate which broadcast of the videoconference your site participated in. (Check all that apply)

- ☐ LIVE COVERAGE OF THE WHITE HOUSE CONFERENCE ON SCHOOL SAFETY (10:30 AM-12:15 PM EDT)
☐ REBROADCAST OF THE WHITE HOUSE CONFERENCE ON SCHOOL SAFETY (12:30-1:45 PM EDT)
☐ SATELLITE BROADCAST WITH THE FIRST LADY (2:00-3:45 PM EDT)

1. Please indicate which of the following best describes the viewing site of the videoconference. (Please describe)

- ☐ FOUR YEAR COLLEGE OR UNIVERSITY (Write in name) _____
☐ COMMUNITY COLLEGE/TECHNICAL SCHOOL (Write in name) _____
☐ PUBLIC FACILITY (Describe) _____
☐ PRIVATE FACILITY (Describe) _____
☐ OTHER (Please Describe) _____

2. How many participants could your site accommodate? (Write in approximate number) _____

How would you rate the site on each of the following? (Circle the most appropriate response for each item.)

	Very Unsatisfactory	Unsatisfactory	Neutral	Satisfactory	Very Satisfactory
3. VIEWING SITE APPROPRIATELY ARRANGED FOR CLEAR VIEWING AND HEARING	1	2	3	4	5
4. BROADCAST AUDIO	1	2	3	4	5
5. BROADCAST VIDEO	1	2	3	4	5

6. Number of persons attending the videoconference (Write in number) _____

What comments (positive and/or negative) did you hear from participants about the videoconference? (Write in) _____

8. Overall, how did participants respond to the videoconference? (Circle one)

(1) VERY FAVORABLY (2) SOMEWHAT FAVORABLY (3) SOMEWHAT UNFAVORABLY (4) VERY UNFAVORABLY

9. Did you experience any of the following technical difficulties? (Circle all that apply)

- (1) ATMOSPHERIC DISTURBANCES (e.g., lightning, heavy rain, etc.)
(2) PROBLEMS WITH EQUIPMENT AT THE SITE (Please specify) _____
(3) OTHER (Please specify) _____

10. Overall, how would you rate the technical quality of the telecast? (Circle one)

(1) VERY POOR (2) POOR (3) GOOD (4) VERY GOOD

11. Which of the following did you do in preparation for the videoconference? (Circle all that apply)

- (1) CONTACTED POTENTIAL PARTICIPANTS VIA PHONE (5) COPIED PARTICIPANT PACKETS
(2) CONTACTED MEDIA TO PUBLICIZE VIDEOCONFERENCE (6) MADE PARKING ARRANGEMENTS
(3) SENT FLYERS/ LETTERS TO POTENTIAL PARTICIPANTS (7) PLACED SIGNS INDICATING LOCATION
(4) ARRANGED FOR REFRESHMENTS (8) OTHER (Please describe) _____

How would you rate the facilitator's manual? (Circle the most appropriate response for each item)

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
12. INSTRUCTIONS WERE CLEAR	1	2	3	4	5
13. THE INFORMATION WAS ACCURATE	1	2	3	4	5
14. IT TOLD ME WHAT I NEEDED TO KNOW	1	2	3	4	5
15. MANUAL WAS WELL-ORGANIZED	1	2	3	4	5

(continued on next page)

16. In what ways could the coordinator's manual be improved? (Write in, if appropriate) _____

17. What additional information could have been provided to you prior to the videoconference that would have been helpful to you? (Write in, if

appropriate) _____

18. Which of the following did you do before, during, or after the videoconference? (Circle all that apply)

- | | |
|--|---|
| (1) INTRODUCED VIDEOCONFERENCE TO PARTICIPANTS | (4) MADE A TAPE OF THE VIDEOCONFERENCE |
| (2) DISCUSSED VIDEOCONFERENCE ISSUES DURING BREAKS | (5) AGREED TO MEET AT A LATER DATE WITH SOME PARTICIPANTS |
| (3) LED A POST-VIDEOCONFERENCE DISCUSSION | |

19. How did you learn about the videoconference? (Circle the most appropriate response)

- | | |
|--|-----------------------------------|
| (1) ADVERTISED IN PREVIOUS VIDEOCONFERENCE | (4) OJJDP BROCHURE/MAILING |
| (2) OJJDP WEBSITE | (5) EMAIL ANNOUNCEMENT |
| (3) WORD OF MOUTH | (6) OTHER (Please describe) _____ |

20. What led you to facilitate this videoconference? (Circle all that apply)

- | | |
|--|-----------------------------------|
| (1) SOMEONE ASKED ME TO BE THE FACILITATOR | (2) THOUGHT IT WAS A TIMELY TOPIC |
| (3) DID IT AS A COMMUNITY SERVICE | (4) OTHER (Please describe) _____ |

21. Based on your experiences with this videoconference, would you be willing to facilitate a future telecast?

- (1) YES (2) NO-- If no, why not? (Write in) _____

22. What topics would you like to see covered in future videoconferences? (Write in) _____

23. Which of the following describes your previous experiences with videoconferences? (Circle all that apply)

- (1) ATTENDED BUT NOT FACILITATED PREVIOUS VIDEOCONFERENCES AT THIS SITE
- (2) FACILITATED VIDEOCONFERENCES BEFORE AT THIS SITE
- (3) NEITHER ATTENDED NOR FACILITATED A VIDEOCONFERENCE AT THIS SITE
- (4) FACILITATED A VIDEOCONFERENCE AT ANOTHER SITE
- (5) ATTENDED OTHER VIDEOCONFERENCES AT ANOTHER SITE
- (6) NEVER ATTENDED OR FACILITATED A VIDEOCONFERENCE BEFORE

If you have attended a past videoconference, answer question 24. If not, skip to question 25.

Compared to other videoconferences you have attended in the past, how would you rate this videoconference? (Check one)

- ☐ NOT AS GOOD (Please explain) _____
- ☐ AS GOOD
- ☐ BETTER (Please explain) _____

The following information will help us know more about you, and it will allow us to conduct a follow-up to determine the extent to which this teleconference benefitted participants.

25. Highest level of education completed? (Check one)

- | | | |
|---|---|---|
| ☐ HIGH SCHOOL GRADUATE/GED | ☐ ASSOCIATE DEGREE | ☐ BACHELOR'S DEGREE |
| ☐ MASTER'S DEGREE | ☐ DOCTORATE DEGREE | ☐ OTHER (Please specify) _____ |

26. Name of Agency: _____ 27. Your Job Title: _____

28. Years in your present position? _____

29. Do you presently work in an agency that provides services to juvenile offenders? (Check one)

- ☐ YES ☐ NO-- if no, please check here _____ if you have ever worked in such an agency

Thank You For Your Assistance!

Please return all facilitator and participant evaluation forms to Becky Ritchey, Juvenile Justice Telecommunications Assistance Project, Eastern Kentucky University, 300 Stratton Building, Richmond, KY 40475-3131, FAX 606-622-4397.

PARTICIPANT PACKET

White House Conference on School Safety: Causes and Prevention of Youth Violence

**A Live National Satellite Broadcast
From
The White House—East Room**

Presented by the
**Office of Juvenile Justice and Delinquency Prevention
U.S. Department of Justice**

In association with the
**Safe and Drug Free Schools Program
U.S. Department of Education**

And the
**Juvenile Justice Telecommunications Assistance Project
Eastern Kentucky University—Training Resource Center**

October 5, 1998

Dear Friend of America's Children:

I am pleased that you and your organization are joining the nationwide effort to create safer environments for our children by participating in our White House Conference on School Safety -- Causes and Prevention of Youth Violence. The conference will take place on Thursday, October 15, 1998, and I hope that you will use this opportunity to engage your community in confronting this challenging problem and finding solutions.

While schools are still among the safest places for America's young people, we know that violent crime continues to plague a number of our schools. We also know that the problems children face in school often reflect the problems of their communities: drugs, gangs, and guns, on the street and even in their homes. Solving these problems will call for the best effort from each of us -- from schools and teachers, parents and families, law enforcement officials and religious and community organizations. The federal government must also be an active partner.

At the White House Conference on School Safety, we will listen to and learn from students themselves and from parents, teachers, law enforcement, and other experts about efforts to keep our children safe in their schools and communities. We will build on the existing body of knowledge about young people and aggressive or violent behavior. We will share best practices and explore new solutions, and we will highlight strategies to put these models into practice nationwide.

Local events like yours are being developed across the country to underscore the importance of schools, communities, and families working together to create safer learning environments for our young people. You will have the opportunity to link via satellite to my live address when I issue the first Annual Report on School Safety; to a roundtable discussion on school and youth violence with the Vice President, the First Lady, Mrs. Gore, and me; and to a roundtable discussion, led by the First Lady, highlighting successful initiatives for creating safer schools and communities.

When our children's safety is at stake, we must take action -- and we all must do our part. I thank you for participating in this important event and for making a positive contribution to the future of America's children.

Sincerely,

William J. Clinton

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**White House Conference on School Safety:
Causes and Prevention of Youth Violence
October 15, 1998**

"...[L]earning cannot occur unless our schools are safe and orderly places where teachers can teach and children can learn. Wherever there is chaos where there should be calm, wherever there is disorder where there should be discipline, make no mistake about it, it's not just a threat to our classrooms..., it is a threat to the strength and vitality of America.... We have to do more... I will host the first ever White House Conference on School Safety... to find new solutions to this profound challenge."

-- President Clinton, July 20, 1998

White House Conference on School Safety

On October 15, 1998, the President is hosting the *White House Conference on School Safety: Causes and Prevention of Youth Violence*. The Conference will be a day-long event in the East Room of the White House that will include participation by the President, Vice President, First Lady and Mrs. Gore; workshops; a morning panel discussion; and an afternoon session that will explore best practices and model safety strategies. The Conference will include communities recently affected by school shootings and will be linked by satellite to communities and schools across the country.

Although schools remain among the safest places for America's young people, even one incident of violent crime in a school is too many. The Conference's goals include: building on the existing body of knowledge about young people and aggressive or violent behavior; listening and learning from students, parents, teachers, law enforcement and other experts about the safety of our children both in and out of school; sharing best practices and exploring new solutions; and developing strategies to put these safety models in place in schools and communities across the nation. The White House Conference on School Safety will work toward finding solutions to this challenge: How do schools, families and communities work together to make sure that every child is safe in every school in America?

The President Is Announcing New Initiatives Promoting Discipline and Safety in Schools

At the Conference, the President is issuing the first Annual Report on School Safety, which will include: an analysis of all existing national school crime data and an overview of state and local school crime data; examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime; and resources available to schools and communities to help create safe, disciplined and drug-free schools. In addition, the President is announcing a number of new initiatives to help schools and communities prevent and respond to violence.

Conference Participants

The President, Vice President, First Lady, and Mrs. Gore will be joined by the Attorney General, the Secretary of Education, Members of Congress, a number of state and local elected officials, including mayors, and approximately 100 other Conference participants. These participants will include: students, parents, teachers, principals, school superintendents, members of law enforcement, experts from the medical and psychological fields, clergy and religious leaders, and other community representatives.

White House Conference on School Safety: Causes and Prevention of Youth Violence

AGENDA October 15, 1998

10:30 AM – 12:15 PM EDT Live Coverage of the White House Conference on School Safety

- Welcoming Remarks by First Lady Hillary Rodham Clinton
- Remarks by Mrs. Gore
- Remarks by Vice President Al Gore
- Remarks by President Bill Clinton
- Expert Panel

12:30 – 1:45 PM EDT Rebroadcast of White House Conference Morning Panel: Excerpt

2:00 – 3:45 PM EDT Live Satellite Broadcast with the First Lady

- First Lady Hillary Rodham Clinton, Moderator
- Paul Kingery, Director, Hamilton Fish National Institute on School & Community Violence
- Discussion of Effective Programs
 - Families and Schools Together (FAST)
 - Resolving Conflict Creatively Program
 - Baltimore Police Athletic League (PAL)
 - San Diego County's Comprehensive Strategy
- Audience Questions

School Crime and Safety

Recent incidents of extreme violence on school grounds have focused national attention on the issue of school crime and violence. As a nation, we must ensure that our schools are safe havens for children. Two decades of research tells us that the vast majority of schools are in fact, safe. But even one incident of violence is too many. When students fear guns, drugs, gangs or violence, it compromises the ability of our children to learn. All students deserve safe, orderly classrooms where they can learn and grow.

School and Community Collaboration

Schools are using a variety of tools to address crime and violence, including implementing zero tolerance policies, increasing school security, engaging youth in conflict resolution, or establishing other school violence prevention or reduction programs. Whatever the approach, the most effective school safety initiatives systemically address the needs of students, their families, school personnel, and the community through a community-wide effort.

Schools often reflect the problems of the larger community. Successful efforts to address school violence will involve the entire community and build partnerships that engage the community in the life of the school. Many communities are successfully reducing school crime and violence by adopting problem-solving strategies that take into account the specific safety problems experienced by the schools and the community and then identifying appropriate intervention strategies. These communities are successfully reducing school crime and youth violence by inviting the local stakeholders in the community to collaborate to develop and implement a comprehensive school safety plan. Schools, parents, business leaders, social service, law enforcement and juvenile justice agencies, faith communities, businesses, community organizations, and students play an important part in preparing and implementing a comprehensive plan. Strong leadership from school officials is also essential to harness these resources and to create a successful partnership to reduce school crime.

Action steps necessary to establish school/community partnerships include:

- Identify and Measure the Problem
- Set Measurable Goals and Objectives
- Identify Appropriate Programs and Strategies
- Implement the Comprehensive Plan
- Evaluate the Plan

Implementing a comprehensive school and community approach to school and community safety is hard work. It requires the stakeholders to work across their disciplines, monitor their progress, evaluate the effectiveness of their strategy, and sustain their commitment and successes. The rewards, however, are worth it.

Families and Schools Together (FAST)

FAST is a two-year program that engages parents in providing social supports for children ages 3-13 and their families. Implemented by schools nationwide, this program seeks to improve student behavior and strengthen communities, schools, and families by reaching out to socially isolated families, creating support networks, and encouraging parents to take leadership roles in the program. It does this through a well-defined collaboration between parents, the school, a local mental health agency, a local provider of substance abuse prevention and intervention services, a youth advocate, and a youth partner.

Children referred to the FAST program, usually by school personnel, tend to display problem behaviors in the classroom, but students may also be invited to join because of low reading skills or other individual or family problems. Nationally, the children in FAST are 65% male, 95% eligible for free or reduced lunch, 51% Caucasian, 25% Latino, and 23% African-American.

After referral by an elementary school teacher, FAST parent graduates make home visits to invite a child and his or her whole family to participate in the program. Families are clustered in groups of 10 to 12 according to where their children attend school, and then attend eight weekly sessions run by a team of professionals from the community. During these sessions, several interactive and fun strategies for increasing the social bonds of the child are taught to parents and practiced by the whole family. These strategies include:

- play therapy, in which parents spend at least 15 minutes per day playing with their children in a non-directive, non-judgmental manner;
- structured, interactive activities which involve the whole family (e.g., sharing a meal);
- a parent self-help group which is encouraged to become cohesive and provide a network for social support;
- parent empowerment, in which parents learn that they can be the primary prevention agents for their children; and
- school-community partnerships which include parental involvement with the school.

Following the initial eight weeks, groups of families run their own meetings for two years while continuing to receive support from the FAST team as needed. The FAST program has had a significant impact on students' behaviors. Outcome evaluation data from statewide FAST replication in 30 Wisconsin schools and in California schools both showed parents reporting 25% improvement at home and teachers reporting 20% improvement at school after only eight sessions in the following behaviors: reduced behavior problems, such as bullying, hitting, stealing, and lying; reduced withdrawal and anxiety; and reduced attention span problems.

The FAST program has also had a great deal of success engaging hard-to-reach, low-income families. In evaluations of the program, teachers and parents have reported increases in family cohesion, and decreases in social isolation. Of the families that come to one FAST meeting, 88% remain at least to the end of the initial eight-week phase. Results after 10 weeks show statistically significant improvements in classroom behaviors, home behaviors, and self-esteem of the youth and also in family closeness. After six months, these gains are maintained and there is increased parent involvement in school, increased parent self-sufficiency, along with the above referenced decreased social isolation. Over the following two years, schools report dramatic sustained increases in parental involvement (75%) and self-referral to family counseling (26%) and substance abuse treatment (8%). Two to four years after FAST, 92% of the FAST parent graduates report an increase of their involvement with community activities, including further education for themselves (44%), church (35%), and employment (55%).

The Resolving Conflict Creatively Program

The Resolving Conflict Creatively Program (RCCP) is a comprehensive, school-based program in conflict resolution and intercultural understanding. RCCP began in 1985 as a collaboration of the New York City Public Schools and the New York City Chapter of Educators for Social Responsibility Metropolitan Area, an independent nonprofit organization. The RCCP National Center was established in September 1993 to forge multi-year partnerships with school districts and to support dissemination efforts to implement the program throughout the country.

The overall goal of RCCP is to incorporate these skills into the classroom curriculum and everyday social interactions. RCCP's primary objectives are to achieve a long-term reduction in violence and violence-related behavior; to promote caring and cooperative behavior among children, adolescents, and adults in and out of school; and to promote intergroup understanding and positive intergroup relations. At the same time, the program also seeks to promote greater student academic achievement and a reduction in the absentee rates for both students and teachers. Components of the RCCP program include:

- showing young people nonviolent alternatives for dealing with conflict;
- teaching children skills to create nonviolent solutions for real conflict in their own lives;
- increasing students' understanding and appreciation of their own culture and of cultures different from their own;
- showing children that they can play a powerful role in creating a more peaceful community;
- teaching student mediation;
- providing staff development; and
- providing parent training.

In addition to the school-based components, RCCP also focuses on parent training in order to make parents better leaders in the school and community. Two to three parents per year are trained for sixty hours to lead workshops for other parents on intergroup relations, family communication and conflict resolution. The program believes there is a need for cooperation among the school and community activities to create an environment in which children and youth learn how to think and act in a caring and socially responsible way toward one another and the community.

An evaluation by Metis Associates found that teachers saw an improvement in the behavior and attitudes of children involved in RCCP:

- 64% of teachers reported less physical violence in the classroom;
- 75% of teachers reported an increase in student cooperation;
- 92% of students felt better about themselves;
- Over 90% of parents reported an increase in their own communication and problem solving skills;
- The in- and out-of-school suspension rates at the RCCP middle school decreased significantly while non-RCCP middle school rates increased during the same time period; and
- The dropout rate at the RCCP high school decreased significantly while non-RCCP high school rates increased during the same period.

Baltimore Police Athletic League (PAL)

The mission of the Baltimore Police Athletic League (PAL) is to reduce juvenile-involved crime and victimization by allowing young people to interact with police officers in a positive setting, while participating in constructive alternatives to antisocial behavior. An innovative partnership of public and private interests provided funding to transform a former convenience store in northeastern Baltimore into the first center of the Baltimore PAL. With the success of this pilot project, additional centers were acquired as fast as they could be absorbed. Today, PAL operates 27 centers and serves the needs of more than 7,000 youth.

As the regular school day ends, PAL centers open their doors between 2 p.m. and 10 p.m. to provide a safe haven for youth. PAL's after-school and summer academic and recreational activities are run by Baltimore police officers, community service officers, and parent and community volunteers. These adults, serving as role models and mentors, work to create a healthy atmosphere that fosters trust and mutual respect between youth and adult authority figures. Young people learn integrity, responsibility, diligence, and teamwork.

PAL incorporates proven strategies that strengthen protective factors and promote positive and productive behaviors and attitudes. Key elements include:

- Opportunities for caring relationships with peers and adults;
- High expectations and clear standards of behavior for youth;
- Productive educational and cultural activities;
- Community service projects;
- Continuity of supports and role models.

The program has four components: character development, home assistance and academic enrichment, arts and cultural activities, and physical activities. Collaborative partnerships with other organizations, businesses, and community groups strengthen PAL's programs and its learning environment. PAL works with a number of local groups that provide volunteers for training, mentoring, tutoring, and additional resources to the centers. In addition, PAL has established active partnerships with the Baltimore City Public Schools and with the Maryland State Department of Education, and discussions are underway for PAL to host Super Camps, a program to help third graders who are not reading at grade level. The Baltimore Police Department is also working to implement at least one PAL center in each of the City's 29 police sectors. Collectively, these centers will serve more than 10,000 youth, representing approximately 10 percent of the school-age population in Baltimore.

In neighborhoods where PAL centers are located, crime involving youngsters has dropped markedly. A recent evaluation of the first PAL center found that in the area immediately surrounding the center, between 1994 and 1997, juvenile victimization decreased 43.9%, nearly three times as much as the overall city-wide rate for all victimization. Between 1996 and 1997, for the time periods during which PAL centers are open (2 p.m.-10 p.m.), juvenile arrests in the immediate area decreased by 9.8%, while juvenile arrest rates for the City rose 4.4%.

San Diego County's Comprehensive Strategy

San Diego is the fourth largest county in the United States. Its diverse population of more than 2.7 million speak more than 80 different languages. There are 43 school districts in the county. The San Diego Unified School District is one of the 43, and is the sixth largest school district in the Nation. In the last decade, the County experienced high rates of unemployment, 50 percent higher than other southern California counties; and an increase in juvenile violence and crime, especially in weapons charges.

In response to these increases, San Diego County is implementing a successful comprehensive strategy to reduce youth violence and crime and develop healthy, responsible youth through prevention, intervention and appropriate sanctions. Building upon Federal and State support and a rich local history of collaborative ventures across agencies, diverse members of the community joined together towards the common goal of creating healthy and safe children and communities in San Diego County. The group includes community based organizations, the PTA, and key leaders from education, health, social services, the faith community, law enforcement, juvenile court, probation, universities, and 43 school districts.

The hallmark of this comprehensive strategy is that schools, public agencies and communities work together to respond to community identified needs. An interdisciplinary team and subcommittees regularly advance an agenda that includes a range of activities from the earliest of prevention strategies to the use of appropriate sanctions and the suppression of crime. By sharing data and resources and its commitment to the safety of children and the community as a whole, the collaboration is identifying gaps in services; coordinating existing activities; leveraging federal, state, local and private funds; and offering a range of promising and effective programs and services for children and families in need.

Accountability: San Diego's Comprehensive Strategy is improving public safety through a number of approaches. Breaking Cycles, a prevention and early intervention program targeted at juvenile offenders and gang members are making schools, streets and communities safer for San Diego County youth and families. Last year, the County and City of San Diego implemented a daytime loitering ordinance in an effort to decrease daytime juvenile crime. San Diego has also recently begun to cite violence and alcohol, tobacco and drug violations occurring on or near school campuses using existing and local penal codes. Schools identify students committing specific infractions, initiate their citing by local law enforcement, and then the power of the local courts is used to prescribe the attendance of the cited youth and their families in an appropriate intervention program.

Safe and Drug Free Schools: San Diego's comprehensive strategy is creating safe and drug free schools. Using Federal Safe and Drug Free School monies, the school districts have developed an impressive alcohol and drug prevention education initiative. The Life Skills curriculum is a key aspect of this intervention initiative. There are few prevention programs that have been tested as thoroughly as this model. In studies involving more than 180 suburban and urban schools, grades 7-12, diverse populations of youth, various substance abuse issues—and with long-term follow-up for up to six years—the Life Skills program has generally documented initial reductions of 50 percent in youth alcohol, tobacco, and marijuana use, along with a sustained impact. San Diego has recently received a federal grant to implement this program in the Unified School District.

San Diego also has one of the oldest Zero Tolerance policies in the country for guns and drugs in schools. A student found with a gun on campus is automatically expelled and placed in an alternative school setting. A student in possession of drugs is arrested, suspended, and ordered by the court to participate in an intervention program. Police officers, juvenile judges, and probation officers work with the schools to

ensure that youth who break the law are held accountable, but also effectively diverted from leading a life of crime. Juvenile Court and Community Schools (JCCS) operate alternative educational environments for students who have been expelled from home schools for violence, weapon possession, and drug and alcohol violations. JCCS programs prepare students for graduation and employment and provide a wide array of counseling and rehabilitation services. Nine of the school districts also employ probation officers to work directly with students to provide interventions, thwart violence and drug and alcohol use, reduce truancy and improve attendance, and provide referrals to students and families for special services from community-based agencies.

Community-wide Prevention: San Diego's comprehensive strategy is also supporting healthy families and communities. Each of the 43 school districts has referral programs to an array of community-based organizations that provide family and individual counseling, conflict resolution, domestic violence prevention, substance abuse prevention and intervention programs, in-home family support services, community service projects, youth development, and recreational activities. Together, the school districts, probation department and local law enforcement work to access all available resources for children and families. Programs include:

- Parenting classes, including in-home services provided to families;
- Family Resource Centers, which treat families involved or impacted by abuse and violence;
- Healthy Start, which provides health services in more than 50 schools and communities for school age children and their families;
- The Healthy Kids Initiative, which provides immunization for children and expands preschool, Head Start, child-care and welfare to work services. Some districts have also implemented twilight Head Start programs for working parents;
- Title V Community Prevention Grants from the Department of Justice's Office of Juvenile Justice and Delinquency Prevention, which provides special funding to existing collaboratives in San Diego County to focus on delinquency prevention. Funding has supported teen centers that offer social, recreational and youth development programs for local young people;
- Critical Hours Programs, which provide after school activities for middle school youth in 38 communities. With more than 150 collaborative partners, Critical Hours has served more than 14,000 youth in its first year;
- Youth Congress advocates for youth voice and involvement in policy and decision making in local government and establishes programs to encourage youth to be actively involved in all aspects of their community ;
- Choices Program, a family-centered program to provide intensive case management supervision for minors on probation; and
- To improve substance abuse treatment, the County of San Diego has increased the number of residential treatment beds to 750, increased the number of youth served from 600 to 3000 and has reduced the wait time for services from 12 weeks to 2 weeks or less.

San Diego County's communities and school districts have seen a correlation between the implementation of these activities and some short-term benefits. While San Diego experienced a dramatic increase in juvenile crime from the mid-1980's until the early 1990's, the effectiveness of the county's comprehensive approach is demonstrated by a significant decrease since 1994 in juvenile homicide and a decrease in juvenile crime overall. Further, there have been reductions in teen birth rates, dropout rates, possession of drugs and weapons on campus, and truancy rates. In addition, youth report feeling safer going to and from school and in their communities. This is the result of the concerted effort by local leaders, community organizations, schools and law enforcement to collaborate and implement prevention and intervention strategies with sustainable and measurable results. Now San Diego is primed to expand

these accomplishments into a long-term strategy by institutionalizing these multi-disciplinary relationships. In order to maximize the impact of this work, San Diego is partnering both with the State of California and the Federal Government through the Office of Juvenile Justice and Delinquency Prevention and will shortly announce a five-year plan to further their work in this area.

For Additional Information on these Programs Contact ...

Families and Schools Together (FAST)
University of Wisconsin—Madison
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Phone: 608-263-9476
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**Resolving Conflict Creatively Program
National Center**
40 Exchange Place, Suite 111
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Baltimore Police Athletic League
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Phone: 410-396-2166
Fax: 410-396-2545

**San Diego County's Comprehensive Strategy
C/O Children's Initiative**
4438 Ingraham Street
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First Annual Report on School Safety: 1998

The Secretary of the Department of Education and the Attorney General were asked by President Clinton to develop the First Annual Report on School Safety to provide the nation with an accurate picture of the nature and extent of school crime and a comprehensive model for enhancing school safety.

In this report, data on criminal and violent incidents on school property are examined at the national, state, and local levels. A range of incidents, from violent student deaths at school to crimes against teachers, is presented to provide the reader with a complete picture of school crime and safety. The data show that the vast majority of America's schools are safe places. Thus, the First Annual Report on School Safety is dedicated to highlighting what can be done to make schools even safer, more effective learning environments.

The report includes action recommendations for community-wide collaborations, school staff, students, parents, juvenile justice officials, youth serving agency personnel, and business leaders. Actions are presented in sequence (whenever possible) and critical aspects of each action, such as important considerations, possible barriers, and potential benefits, are discussed. All of the recommendations combined produce a framework for enhancing school safety.

To facilitate the development and implementation of comprehensive school safety plans, the report also contains information on model programs, model schools, and resources. Intervention descriptions, evaluation summaries, and contact information are provided. To assist schools and communities in meeting their needs, the model programs are grouped according to the types of problems schools face: aggression/fighting; bullying; family issues; gangs; racial/ethnic conflict; sexual harassment/sexual violence; substance abuse; truancy/dropout; vandalism; and weapons. In addition, for each program, information on its level of scientific support is provided.

Brief descriptions of model schools appear throughout the report as examples of effective comprehensive initiatives. Each of these schools has identified one or more serious problems and involved multiple stakeholders in implementing solutions. Developing comprehensive plans can be a difficult process, but these model schools show that the benefits far outweigh the costs. The resources section includes Federal resources, organizations, information rich web sites, publications, and videos.

The First Annual Report on School Safety can be ordered from the U.S. Department of Education by calling 1-877-4ED-PUBS. It is also available on the Internet at <http://www.ed.gov> on October 15, 1998.

Early Warning, Timely Response: A Guide to Safe Schools

Early Warning, Timely Response: A Guide to Safe Schools is a research-based guide developed to assist school personnel, parents, and community members in identifying potentially violent youth. President Clinton asked the Department of Justice and the Department of Education to produce and widely disseminate the guide so that all youth-serving officials and concerned citizens would have access to reliable information on violence prevention, intervention, and crisis response.

When announcing the guide, Education Secretary Richard Riley said,

"Schools remain among the safest places for young people, yet even one incident of violent crime in a school is too many. This guide is a practical resource for schools and communities to use to reduce the likelihood of violence and improve existing prevention and intervention efforts. Because there is no one-size-fits-all approach to this complex issue, it is important that everyone—parents, students, teachers, staff, and community members—be part of creating safe, disciplined school environments."

While emphasizing that everyone has a role in keeping children safe, the report highlights common features of effective schools such as meaningful parental and community involvement. The following sections are included:

- Characteristics of a School That is Safe and Responsive to All Children
- Early Warning Signs
- Intervention: Getting Help for Troubled Children
- Developing a Prevention and Response Plan
- Responding to Crisis
- Methodology, Contributors, and Research Support
- Resources

Thus, the guide not only tells readers what to look for, it provides them with a course of action to follow. The guide also provides advice for schools, checklists for action planning and crisis procedures, and action steps for parents and students.

In order to put the information in this guide to good use, the warning signs must be used responsibly. Warning signs indicate cause for concern and inquiry, not labeling or stigmatization. Hopefully, this guide will enable school and community members to identify troubled youth before their problems become serious.

Early Warning, Timely Response: A Guide to Safe Schools can be ordered from the U.S. Department of Education by calling 1-877-4ED-PUBS. It is also available on the Internet at <http://www.ed.gov> and <http://www.air-dc.org/cec/p/>.

Discussion Questions

1. What are the safety problems that our schools face? How much of the problem is violence-related? How much of the problem is discipline-related? What are the connections between the two?
2. How can we promote greater discipline in our schools? Would smaller class sizes help? School uniforms or other dress policies? What other steps can we take at the local level?
3. How much do people in our community fear violence in schools? Do they think schools are safe places for children? How can we make our schools the safest places in our communities?
4. How can we ensure that children are safe on their way to and from school?
5. How can we get a more accurate picture of our community's school crime problem? Do our schools regularly report crimes to law enforcement? Is that information made available to the public?
6. Are after-school options available in the area? If so, how have they benefited the community? Do they have room to improve? If they are not available, would providing children with safe, learning environments after school create a safer community?
7. To what degree are the problems we face in schools reflecting the problems in our communities? How do we address problems facing both schools and communities?
8. How do we involve the community in our schools in order to ensure safety? How do school leaders reach out to other community partners?
9. What initiatives are working to reduce youth violence in our communities? How can we build on these successful initiatives?
10. What are the biggest risk factors for violence amongst youth? Are guns too readily available? Have students been caught bringing guns to school? Does the local area face a gang problem? How can we better target resources to the problems that we face at the local level?
11. To what extent are drugs present in our schools? Do we have any local assessment of youth drug use in our community? Are certain drugs more of a problem? What is the connection between drug use and the problems schools face with discipline and violence?
12. How can we involve different elements of our community in these efforts? Can we build partnerships with faith-based organizations? With law enforcement? With the private sector?
13. Can we create a single community-wide effort that crosses disciplines to reach families and children? How do we ensure children and families have the support they need in order to avoid the problems of violence and delinquency?

Promoting School Safety, Preventing Youth Violence & Encouraging Learning

-- The Clinton Administration Record --

Making Our Schools and Communities Safer & Drug-Free

Forging School-Based Partnerships Between Schools and Law Enforcement. Under the new School-Based Partnerships grant program, the Department of Justice released \$16.4 million in grants to 155 law enforcement agencies in September. The School-Based Partnerships grants will be used by policing agencies to work with schools and community-based organizations to address crime at and around schools. This initiative emphasizes using principles of community policing and problem-solving methods to address the causes of school-related crime. The grants will help forge or strengthen partnerships between local law enforcement and schools to focus on school crime, drug use and discipline problems.

Helping Teachers and Principals Respond to the Early Warning Signs of Troubled Youth. President Clinton directed the Secretary of Education and the Attorney General to develop a guide to help teachers and principals identify and respond to the early warning signs of troubled youth that can lead to school violence. In August 1998, the Departments of Justice and Education released *Early Warning, Timely Response: A Guide to Safe Schools*. This guide provides schools and communities with information on how to identify early warning signs and take action steps to prevent and respond to school violence. Every school in the nation received a copy of the guide.

Issuing the First Annual Report on School Safety. In December 1997, President Clinton called for the Annual Report on School Safety, which will be released on October 15, 1998. The report will include: an analysis of all existing national school crime data and an overview of state and local crime reporting; examples of schools and programs that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime; and resources available to schools and communities to help create safe, disciplined and drug-free schools.

Strengthening and Expanding the Safe and Drug-Free Schools and Communities Act. In 1994, the Drug-Free Schools Act was expanded into the Safe and Drug-Free Schools Act, making violence prevention a key part of this program. The Safe and Drug-Free Schools Program provides support for violence and drug prevention programs to 97% of the nation's school districts. Schools use these funds to keep violence, drugs and alcohol away from students and out of schools. The President's FY99 budget expands the Safe and Drug-Free Schools program by \$50 million to fund 1,300 Drug and Violence Prevention Coordinators who will help junior high and middle schools across the country develop and implement effective strategies to keep our kids safe and away from drugs.

Enforcing Zero Tolerance for Guns and Other Weapons in Schools. In October 1994, President Clinton signed into law the Gun-Free Schools Act, requiring states to have in effect a law requiring LEAs to expel students who bring guns to school. He issued a Presidential Directive later that month to enforce "zero tolerance" for guns in schools, a policy requiring the expulsion of students who bring guns to schools. In school year 1996-97, the U.S. Department of Education estimates that, under zero tolerance policies, 6,093 students were expelled from public schools for bringing a firearm to school.

Supporting Civic, Community and Faith-based Organizations. Recognizing the important role that civic, community and faith-based organizations can play in reducing crime, the Administration launched a new Values-Based Violence Prevention Initiative to make \$2.2 million in grants available to 16

community-based collaboratives, including religiously-affiliated organizations, that target youth violence, gangs, truancy, and other juvenile problems by promoting common-sense values and responsibility.

Providing Safe After-School Opportunities for Up to Half a Million Children a Year. Last year (FY98), the 21st Century Community Learning Centers program was expanded by \$40 million. This funding will enable 315 rural and urban schools in 36 states to provide school-based after-school programs, including on weekends and during the summer. The President proposed a major expansion of this program to \$200 million, which will provide safe and educational after-school opportunities for up to 500,000 school-age children in rural and urban communities across the country. In addition, the Education Department released a report in June 1998, titled Safe and Smart: Making the After-School Hours Work for Kids. This report shows that after-school programs can lower juvenile crime and improve academic performance. Safe and Smart was sent to every school district in the country.

Cracking Down on Truancy. Truancy prevention initiatives have been shown to keep more children in school and dramatically reduce daytime crime. The Education Department issued a guidebook to the 15,000 school districts nationwide which outlines the central characteristics of a comprehensive truancy prevention policy and highlights model initiatives in cities and towns across the country. Since then, the Education Department has provided grants to local school districts to develop innovative truancy prevention programs of the kind described in the guidebook.

Encouraging Schools to Adopt School Uniform Policies. School uniforms have been found to be a promising strategy to reduce violence while promoting discipline and respect in school. Because of this, the Clinton Administration has encouraged schools to consider adopting school uniform policies by sharing with every school district a school uniforms manual prepared by the Department of Education in consultation with local communities and the Department of Justice. Since then, a growing number of schools have decided to require school uniforms. Since then, a growing number of school districts have adopted a school uniform policy including: New York City, Dade County, San Antonio, Houston, Chicago and Boston.

Supporting Curfews at the Local Level. Community curfews are designed to help keep children out of harm's way and enhance community safety. Because of their success, President Clinton has encouraged communities to adopt curfew policies. A 1997 survey by the U.S. Conference of Mayors has shown that 276 of 347 cities surveyed—or 80 percent—had youth curfew laws, up from 70 percent in 1995.

Developed a Comprehensive Anti-Gang and Youth Violence Strategy. The Clinton Administration has proposed a comprehensive strategy to: (1) target gangs and violent youths by hiring new prosecutors and probation officers, and expanding anti-gang task forces and the use of racketeering statutes (i.e., RICO) for gang-related offenses; (2) crack down on kids and guns by prohibiting violent juveniles from buying guns and increasing penalties for selling handguns to youth; and (3) keep kids off the streets and out of trouble by expanding after school programs and promoting anti-truancy initiatives and youth curfews.

Keeping Guns Out of the Hands of Children. A number of laws and initiatives are keeping guns out of the hands of children and away from criminals. For instance, since the Brady Law's enactment, more than 250,000 felons, fugitives and stalkers have been denied handguns, and the 1994 Crime Bill banned 19 of the deadliest assault weapons and their copies, keeping assault weapons off America's streets. The Youth Crime Gun Interdiction Initiative (YCGII) is cracking down on the illegal gun markets that supply firearms to juveniles and criminals in 27 target cities. The YCGII has already traced more than 93,000 guns, providing law enforcement with crucial investigative leads about illegal gun trafficking. The

Administration's FY99 budget proposal contains an expansion of YCGII. In addition to these programs, President Clinton signed a directive to every federal agency, requiring child safety locking devices with every handgun issued to federal law enforcement officers. And, in an historic agreement, eight major gun manufacturers have voluntarily agreed to provide child safety locking devices with all their handguns, helping to protect our children.

Encouraging Conflict Resolution. The Departments of Education and Justice have developed and distributed 40,000 conflict resolution guides to schools and community organizations, providing guidance on how to develop effective conflict resolution programs; Education and Justice are training community officials and educators on these conflict resolution measures.

Targeting Young People with a National Anti-Drug Media Campaign. In July 1998, the Federal government launched the national expansion of the Anti-Drug Media Campaign first proposed in last year's drug strategy and budget. The 5-year, \$2 billion campaign is designed to let teens know—when they turn on the television, listen to the radio, or surf the Net -- that drugs are dangerous, wrong and can kill you.

Building and Strengthening 14,000 Community Anti-Drug Coalitions. The bipartisan Drug-Free Communities Support Program was signed into law in 1997. Over the next five years, this program will provide \$143.5 million to help community coalitions rid their streets of drugs—the coalitions are made up of young people, parents, media, law enforcement, religious and other civic organizations and school officials. Under this program, the President recently announced new federal assistance to enhance grassroots efforts in 93 communities in 46 states to prevent youth drug abuse. This assistance will fund the work of broad-based community coalitions to target young people's use of drugs, alcohol and tobacco.

Strengthening Schools, Promoting Discipline & Supporting Learning

Working Toward Smaller Classes with Well-Prepared Teachers. President Clinton has proposed helping school districts reduce class size in grades 1-3 to a nationwide average of 18 students by helping them to hire an additional 100,000 well-prepared teachers. This initiative will help children learn to read well in the early grades by giving them more individualized attention, will help teachers get the training and preparation they need to succeed and help educators maintain discipline and order which fosters a better learning environment.

Providing Early Education to More Children with Head Start and Early Head Start. Since 1993, the Department of Health and Human Services has expanded Head Start by 57 percent, from \$2.8 billion in FY93 to \$4.4 billion in FY98. Now, 830,000 children are enrolled in Head Start, 200,000 more today than in 1992. In addition, the landmark Head Start Act Amendments of 1994 established the Early Head Start program, which expands Head Start to low-income families with children under three and to pregnant women. Under the President's budget, by 1999 nearly 50,000 infants, toddlers and their families will be served by Early Head Start. Studies have shown that investments made during the early stages of life reduce tendencies towards violence later in adulthood. Additionally, early investments also ensure that children are ready to learn when they enter school.

Replacing Crumbling Schools with Safer Ones. The proposed School Modernization Initiative will, if enacted, provide communities with interest-free bonds to help renovate, modernize and build over 5,000 schools nationwide.

Teaching Every Child to Read by the Third Grade. More than 1,000 colleges have committed work-study students to tutor children in reading, and thousands of AmeriCorps members and senior volunteers are organizing volunteer reading campaigns. In addition, a proposed early literacy bill, such as the America Reads Initiative, will provide more tutors after school, improve the teaching of reading in our schools, and help parents help their children learn to read.

Striving for Excellence with National Education Standards. Seeking high national standards for all students, the Education Department has proposed a first-ever national test in 4th grade reading and 8th grade math. Goals 2000 is helping States to establish voluntary standards of excellence and to plan and implement steps to raise educational achievement. In addition, the Title I program is helping more than 10 million disadvantaged students reach high academic standards by giving them extra help with basic and advanced skills.

Expanding Choice and Accountability in Public Schools. The number of public charter schools has increased from only one charter school in the nation in 1993 to more than 1,000 charter schools this year, providing greater choices in public education to families across the nation. The Administration has also called for an end to social promotion, aggressive intervention in failing schools, and higher standards for students, teachers and schools.

References

Combating Fear and Restoring Safety in Schools, Office of Juvenile Justice and Delinquency Prevention (1998, NCJ 167888). Focuses on the national effort to reach youth who are absent or truant from school because of school- associated fear and intimidation.

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings, Office of Juvenile Justice and Delinquency Prevention (1996, NCJ 160935). Provides a reference tool that offers both basic information and the experience of experts to assist educators and other youth-serving professionals in building effective conflict resolution education programs. The Guide is based on a shared vision that youth of all ages can learn to deal constructively with conflict and live in civil association with one another.

Creating Safe and Drug-Free Schools: An Action Guide, U.S. Department of Education (1996, call 800-624-0100). Contains action steps for schools, students, parents, community groups, and businesses, along with a series of information briefs on specific issues affecting school safety, including gun violence, truancy, uniforms, and drug testing of student athletes. Also includes appendices on research and evaluation findings, resources, related readings, and contacts for additional information.

Fast Response Survey System: Principal/School Disciplinarian Survey, National Center for Education Statistics. This study was conducted during the spring and summer of 1997. The FRSS is a survey system designed to collect small amounts of issue-oriented data within a short time frame, and with minimal burden on respondents. The FRSS Principal/School Disciplinarian Survey focused on incidents of crime/offenses and specific discipline issues in schools. For more information on the FRSS, see S. Heaviside, C. Rowand, C. Williams and E. Farris, February 1998. National Center for Education Statistics. Violence and Discipline Problems in U.S. Public Schools: 1996-97. U.S. Department of Education. NCES 98-030.

Indicators of School Crime and Safety, 1998 by P. Kaufman, X. Chen, S. P. Choy, K. A. Chandler, C. D. Chapman, M. R. Rand, and C. Ringel. U.S. Departments of Education and Justice. NCES 98-251/NCJ-172215. Washington, DC: 1998. <http://nces.ed.gov> or <http://www.ojp.usdoj.gov/bjs/>. Single hard copies can be ordered through ED Pubs at 1-800-4ED-PUBS (NCES 98-251) (TTY/TDD 1-877-576-7734), and the Bureau of Justice Statistics Clearinghouse at 1-800-732-3277 (NCJ-172215).

Keeping Young People in School: Community Programs That Work, Office of Juvenile Justice and Delinquency Prevention (1997, NCJ 162783). Highlights dropout prevention initiatives, with a particular focus on the Communities in Schools (CIS) initiative and its evaluation conducted by the Urban Institute.

Monitoring the Future (MTF): A Continuing Study of American Youth, University of Michigan's Institute for Social Research. This is an ongoing survey conducted to study changes in youth drug use and their values, behaviors and lifestyle orientations. Since 1975, the study has surveyed a large, representative sample of U.S. high school seniors. Survey topics include attitudes toward education, social problems, occupational aims, marital and family plans, and deviant behavior and victimization.

National Crime Victimization Survey (NCVS), Bureau of Justice Statistics. Administered for the Bureau of Justice Statistics by the Bureau of the Census, this is the nation's primary source of information on crime victimization and victims of crime. The study was initiated in 1972 and redesigned in 1992, and collects detailed information on the nature and frequency of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by

Americans and their households each year. The survey measures crimes reported as well as those not reported to police.

The National Household Education Survey (NHES), National Center for Education Statistics. This study collects descriptive data from a representative sample of households in the country on the condition of education in the United States. The study was conducted in 1991, 1993, 1995 and 1996. In 1993, the study focused on school safety and discipline. For more information about this component of the study, see J. M. Brick, M. Collins, M. J. Nolin, P. Ha, M. Levinsohn, and K. Chandler, 1994. National Household Education Survey of 1993, School Safety and Discipline Data File User s Manual (NCES 94-193).

National School-Based Youth Risk Behavior Survey (YRBS), Centers for Disease Control and Prevention. This study is one component of the larger Youth Risk Behavior Surveillance System (YRBSS), an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor youth behaviors that most influence health. The YRBS focuses on behaviors that result in the most significant mortality, morbidity, disability and social problems during both youth and adulthood. The report uses 1993, 1995 and 1997 YRBS data.

Reaching Out to Youth Out of the Education Mainstream, Office of Juvenile Justice and Delinquency Prevention, (1997, NCJ 163920). Describes a new effort to reach youth out of the education mainstream (YOEM) ** juveniles who leave school prematurely and are at risk of delinquency because they are truants or dropouts, are afraid to attend school, are suspended or expelled, or need to be reintegrated into mainstream schools from the juvenile justice system.

School Crime Supplement to the National Crime Victimization Survey (SCS), National Center for Education Statistics and Bureau of Justice Statistics. This survey was conducted in 1989 and 1995 to gather additional information about school-related victimizations on a national level. The survey asks students a number of key questions about crime and violence inside school, on school grounds or on the way to and from school. For more information about the SCS, see K. A. Chandler, C. D. Chapman, M. R. Rand, and B. M. Taylor, 1998. Students Reports of School Crime: 1989 and 1995. U.S. Departments of Education and Justice. NCES 98-241/NCJ-169607.

Schools and Staffing Survey (SASS), National Center for Education Statistics. This school-focused study, conducted in 1987-88, 1990-91 and 1993-94, surveys schools, principals of selected schools, a subsample of teachers within each school and public school districts. The report focuses on the Public School Teacher Questionnaire from the 1993-94 SASS. For more information on SASS, see R. Arbramson, C. Cole, S. Fondelier, B. Jackson, R. Parmer and S. Kaufman, 1996. 1993-94 Schools and Staffing Survey: Sample Design and Estimation (NCES 96-089).

Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs, Office of Juvenile Justice and Delinquency Prevention (1997, NCJ 163705). Provides basic information on the Family Educational Rights and Privacy Act (FERPA) for elementary and secondary education professionals and those involved in the delivery of services to juveniles, including students involved in the juvenile justice system.

Truancy: First Step to a Lifetime of Problems, Office of Juvenile Justice and Delinquency Prevention (1996, NCJ 161958). Discusses truancy as a major problem in this country, both for youth and society. Highlights seven communities whose truancy reduction programs are achieving good results through

innovative approaches that involve schools, law enforcement, families, businesses, judicial and social service agencies, and community and youth service organizations.

U.S. Department of Education
400 Independence Avenue
Washington, DC 20202
www.ed.gov

U.S. Department of Justice
950 Penn Ave, NW
Washington, DC 20530-0001
www.usdoj.gov

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
www.ncjrs.org/ojjdp

OJJDP's Clearinghouse
Juvenile Justice Clearinghouse/NCJRS,
P.O. Box 6000, Rockville, MD 20849-6000
(800) 638-8736
(Monday-Friday, 8:30 a.m.--7:00 p.m.)

Previous Satellite Videoconferences

Produced by the
Office of Juvenile Justice and Delinquency Prevention

Conditions of Confinement in Juvenile Corrections and Detention Facilities

September 1993

Community Collaboration

June 1995

Effective Programs for Serious, Violent, and Chronic Juvenile Offenders

October 1995

Youth-Oriented Community Policing

December 1995

Juvenile Boot Camps

February 1996

Conflict Resolution for Youth

May 1996

Reducing Youth Gun Violence

August 1996

Youth Out of the Education Mainstream

October 1996

Has the Juvenile Court Outlived Its Usefulness?

December 1996

Youth Gangs in America

March 1997

Preventing Drug Abuse Among Youth

June 1997

Mentoring for Youth in Schools and Communities

September 1997

Juvenile Offenders and Drug Treatment:

Promising Approaches

December 1997

Comprehensive Juvenile Justice in State Legislatures

February 1998

Protecting Children Online

March 1998

Youth Courts: A National Movement

May 1998

Risk Factors and Successful Interventions for

Serious and Violent Juvenile Offenders

September 1998

For Further Information

For videos of previous OJJDP videoconferences, please contact the Juvenile Justice Clearinghouse, PO Box 6000, Rockville, MD 20849-6000; call 800-638-8736; fax 301-251-5212; or e-mail askncjrs@ncjrs.org.

For information on future OJJDP programs, contact the Becky Ritchey, Juvenile Justice Telecommunications Assistance Project, Eastern Kentucky University, 300 Stratton Building, Richmond, KY 40475-3131; call 606-622-6671; fax 606-622-4397; or e-mail beckytrc@iclub.org

WHITE HOUSE CONFERENCE ON SCHOOL SAFETY: Causes & Prevention of Youth Violence

Participant Videoconference Data and Evaluation Form

Directions: This survey is being conducted by the Center for Criminal Justice Education & Research in the Department of Correctional & Juvenile Justice Studies at Eastern Kentucky University. Please answer the following questions as honestly and as accurately as possible. Your responses are essential in planning and implementing future videoconferences, and any information you provide here will be held in the strictest confidence by Eastern Kentucky University. If you have any questions about the evaluation, please contact Dr. James Wells at (606) 622-1155. Thank you for your assistance.

Please indicate which broadcast of the videoconference your site participated in. (Check all that apply)

- ☐ LIVE COVERAGE OF THE WHITE HOUSE CONFERENCE ON SCHOOL SAFETY (10:30 AM-12:15 PM EDT)
☐ REBROADCAST OF THE WHITE HOUSE CONFERENCE ON SCHOOL SAFETY (12:30-1:45 PM EDT)
☐ SATELLITE BROADCAST WITH THE FIRST LADY (2:00-3:45 PM EDT)

Part I: Participant Information

1. Gender ☐ MALE ☐ FEMALE
2. Age _____ (years)
3. Ethnicity ☐ WHITE ☐ BLACK ☐ HISPANIC ☐ OTHER (Please specify) _____
4. Highest Level of Education Completed
☐ HIGH SCHOOL GRADUATE/GED ☐ ASSOCIATE DEGREE ☐ BACHELOR'S DEGREE
☐ MASTER'S DEGREE ☐ DOCTORATE DEGREE (Ph.D.) ☐ OTHER (Please Specify) _____
- 5a. Current Occupation (e.g., law enforcement, education, etc.) _____
- 5b. Years in Current Occupation _____ (years)
- 6a. Current Job Title (be specific) _____
- 6b. Years in Current Job _____ (years)
Years Experience in Youth-Related Programs _____ (years)
7. Number of OJJDP videoconferences in which you have previously participated _____

Part II: Videoconference Evaluation-Technical Aspects (Using the appropriate scale, circle the number that best reflects your view.)

	Very Unsatis- factory	Unsatis- factory	Satis- Neutral	Very Satis- factory	factory
9. VIEWING SITE (comfort, etc.)	1	2	3	4	5
10. AUDIO PORTION OF CONFERENCE	1	2	3	4	5
11. VIDEO PORTION OF CONFERENCE	1	2	3	4	5
12. READABILITY/CLARITY OF VISUAL AIDS USED (charts, graphics, etc.)	1	2	3	4	5
13. USE OF PHONE FOR CALL-IN	1	2	3	4	5

Part III: Videoconference Evaluation-Nontechnical Aspects

14. LOCAL SITE FACILITATOR'S ASSISTANCE	1	2	3	4	5	
15. KNOWLEDGE OF PANELISTS ABOUT TOPIC	1	2	3	4	5	
16. CLARITY OF PANELISTS IN CONVEYING POINT	1	2	3	4	5	
17. QUANTITY OF PARTICIPANT-PANELIST INTERACTIONS		1	2	3	4	5
18. QUALITY OF PARTICIPANT-PANELIST INTERACTIONS	1	2	3	4	5	
19. PACKET OF MATERIALS PROVIDED FOR PARTICIPANTS	1	2	3	4	5	

(continued on next page)

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
20. I ACQUIRED NEW KNOWLEDGE AND IDEAS FROM THIS VIDEOCONFERENCE.	1	2	3	4	5
21. I FOUND THIS VIDEOCONFERENCE INTERESTING.	1	2	3	4	5
22. THERE WAS ENOUGH TIME TO ADEQUATELY COVER THE TOPIC.	1	2	3	4	5
23. I ANTICIPATE APPLYING WHAT I HAVE LEARNED FROM THIS CONFERENCE TO MY WORK.	1	2	3	4	5
24. I FOUND THIS VIDEOCONFERENCE TO BE AS EFFECTIVE FOR DISSEMINATING INFORMATION AS TRADITIONAL CONFERENCING.	1	2	3	4	5
25. THE INFORMATION PROVIDED BY THIS VIDEOCONFERENCE WAS TOO GENERAL/BROAD.	1	2	3	4	5
26. THE INFORMATION PROVIDED BY THIS VIDEOCONFERENCE WAS TOO NARROW/SPECIFIC.	1	2	3	4	5
27. THE INFORMATION PROVIDED BY THIS VIDEOCONFERENCE WAS USEFUL.	1	2	3	4	5
28. THE INFORMATION PROVIDED BY THIS VIDEOCONFERENCE WAS RELEVANT TO MY FIELD.	1	2	3	4	5
29. THE INFORMATION PROVIDED BY THIS VIDEOCONFERENCE WAS TIMELY.	1	2	3	4	5
30. I WOULD LIKE TO PARTICIPATE IN FUTURE OJJDP VIDEOCONFERENCES.	1	2	3	4	5

Part IV: Additional Comments

31. The most beneficial aspect(s) of this videoconference was/were (Circle all that apply):

- | | |
|---|---|
| (1) GAINING NEW KNOWLEDGE | (5) SHARING INFORMATION AND IDEAS BETWEEN SITES |
| (2) NETWORKING WITH OTHER PROFESSIONALS | (6) PROVIDING CONCRETE EXAMPLES |
| (3) FORMAT AND APPROACH | (7) EXPERTISE OF PANELISTS |
| (4) VARIETY OF PROGRAMS DESCRIBED | (8) OTHER (Please specify) _____ |

32. How could the videoconference have been more productive and worthwhile? (Circle all that apply.)

- (1) PROVIDE MORE SPECIFIC "HANDS-ON" INFORMATION
- (2) IMPROVEMENTS OR ADDITIONS TO PRINT MATERIALS DISTRIBUTED
- (3) MORE ON-SITE PARTICIPATION
- (4) TECHNICAL IMPROVEMENTS (e.g., video, audio)
- (5) OTHER (Please specify) _____

33. Please describe any barriers or impediments that you see to applying on the job what you learned from this videoconference (e.g., resources, staff, etc.). _____

34. Upon what party (parties) would application of what you learned from this videoconference mostly depend (e.g., line staff, middle management, legislators, etc.)? _____

35. What topics would you like to see covered in future OJJDP videoconferences? _____

36. Additional Comments? _____

(continued on next page)

Part V: Questions specific to the School Safety Videoconference

37. Prior to this videoconference, did you feel that violence in school was a major problem in your area? (Check one)
- ☐ No ☐ Yes
- 38a. Does your agency or organization currently operate a program, or work with any other agencies or programs, which specifically target violence in the schools? (Check One)
- ☐ No ☐ Yes (Please describe program and by whom it is operated): _____
- 38b. If Yes to 38a, do you think the program provides any innovative treatment interventions for the problem of serious and violent juvenile offenders in school which were not discussed in the videoconference? (Check One)
- ☐ No ☐ Yes (Please describe any innovative treatment interventions not discussed): _____
- 38c. If No to 38a, are you aware of any interest in establishing such a program(s) in your area? (Check One)
- ☐ No ☐ Yes (Please describe interests/initiatives, etc.): _____
39. From the standpoint of your agency, what was the most useful and practical intervention strategy suggested by this videoconference for addressing and preventing school violence?
- _____
40. How would you rate your level of understanding and knowledge about the issues surrounding crime and violence in the school setting prior to this videoconference, with 1 representing the least amount of knowledge and 5 representing the most? (Circle a number.)
- LEAST 1 2 3 4 5 MOST
41. How would you rate your level of understanding and knowledge about the issues surrounding crime and violence in the school setting after this videoconference, with 1 representing the least amount of knowledge and 5 representing the most? (Circle a number.)
- LEAST 1 2 3 4 5 MOST
42. Did you learn anything about school violence from this videoconference that you found surprising or different from what you expected? (Check one)
- ☐ No ☐ Yes (Please specify): _____
43. What do you think is the most important step school officials and juvenile justice policy makers can take to address the issue of school violence?
- _____
44. Would you say you learned enough from this videoconference to begin implementing or modifying a program which targets school violence? (Check one)
- ☐ Yes ☐ No (Please specify what the conference could have done to better prepare you): _____

Please return this evaluation form to your facilitator. Thank you for your assistance!

White House Conference on School Safety:

Causes and Prevention of Youth Violence

Panelist Biographies

Morning Panel

Paul Kingery, Ph.D., Director, Hamilton Fish National Institute on School and Community Violence, Rosslyn, VA

Dr. Kingery serves as the Director of the Hamilton Fish National Institute on School and Community Violence where he is responsible for planning and supervising research undertaken by the Institute in the area of school violence. He also coordinates school violence prevention efforts of seven universities that are part of a consortium with Hamilton Fish. Dr. Kingery is a contributor to the Annual School Crime and Safety Report.

Marleen Wong, Director, L.A. School of Mental Health, Valley Branch, CA

Marleen Wong is the Director of Mental Health, District Crisis Intervention Teams and Suicide Intervention Programs for the Los Angeles Unified School District (LAUSD), the second largest school district in the United States with an enrollment of 849,039 students in 900 schools and centers. Ms. Wong is the administrator of the District Crisis Intervention Teams comprised of pupil attendance and elementary counselors, nurses, psychologists, social workers and school police.

Suzann Wilson, Parent, Jonesboro, AR

Suzann has been outspoken on the issue of Child Access Prevention gun laws ever since the tragic death of her 8 year old daughter Britteheny Varner, who was shot along with four others by two schoolmates on March 24th, 1998. She has spoken at the White House before and on Capitol Hill about the need for legislation to make adults responsible for locking up their guns and keeping them out of the hands of children.

Robert Chase, President of the National Education Association

Robert Chase was elected the President of the 2.3 million-member National Education Association in 1996 and is a leading advocate for public education. Mr. Chase began his Association activism as a middle school social studies teacher from Danbury, CT in 1965. Mr. Chase serves on the executive board of the National Council for the Accreditation of Teacher Education (NCATE), the National Foundation for the Improvement of Education and the National Board for Professional Teaching Standards. Mr. Chase is a veteran of the U.S. Army and is the father of two daughters.

Sandra Feldman, President of the American Federation of Teachers

Sandra Feldman is President of the 985,000-member American Federation of Teachers, elected in May 1997. From 1986 through 1997, Ms. Feldman was president of the United Federation of Teachers in New York City, the largest union local in the United States and an affiliate of the AFT. During that time, she also served as a vice president of the AFT. Ms. Feldman is widely recognized as an authority on urban education and an advocate for children. She is an active board member of the Child Labor Coalition United States Committee for UNICEF, Council of Americans to Prevent Handgun Violence and several other community and civic organizations.