

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. memo	Carol Rasco to Bruce Reed [partial] (1 page)	08/23/1999	b(6)
002. email	Jose Cerda to Bruce Reed (1 page)	07/20/1999	b(6)
003. email	Catherine Milton to Ann O'Leary re: WH Youth Advisory Council (1 page)	02/11/2000	b(6)
004. list	re: youth nominees (1 page)	n.d.	b(6)
005. list	re: youth nominees (1 page)	n.d.	b(6)
006. list	re: youth nominees (1 page)	n.d.	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19586

FOLDER TITLE:

Youth Violence Council [1]

2013-0436-S

rc1271

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



UNITED STATES DEPARTMENT OF LABOR

FACSIMILE TRANSMISSION

OFFICE OF CONGRESSIONAL AND INTERGOVERNMENTAL AFFAIRS

200 Constitution Avenue,
N.W.
Room S-1325
Washington, DC 20210

Confirmation:
202/693-4600

January 20,
2000/5:39PM

Jan. 21, 9:45 a.m.

TO: ANN O'LEARY

DEPARTMENT/COMPANY: DOMESTIC POLICY COUNCIL

FACSIMILE NUMBER: 456-2878

FROM: ANN OCHSENDORF FOR
DARLA LETOURNEAU

NUMBER OF PAGES INCLUDING COVER: 5

FACSIMILE REPLIES:	CONGRESSIONAL AFFAIRS	202/693-4642
	INTERGOVERNMENTAL AFFAIRS	202/693-4644
	IMMEDIATE OFFICE OF THE ASSISTANT SECRETARY	202/693-4641

MESSAGE: Here are the combined comments from DOL on the President's statement on preventing youth violence.

Amo

5014
01/20/00
01/20/00

6/6/2001
6/6/2001
6/6/2001

DRAFTDRAFT**DRAFT**
January 17, 2000 DRAFT

President Clinton's Commitment to Supporting Young People and Preventing Youth Violence

see insert A next page

President Clinton's FY 2001 budget includes a major investment in priorities and programs that support positive youth development and work to prevent youth violence.

no bold

The FY 2001 budget

- Includes an across the board increase in programs throughout the government that address the issue of youth violence:

The FY 2001 budget includes \$8.8 billion, \$862 million above FY 2000, for programs throughout the government that work to specifically target youth violence and programs that support the healthy development of young people.

correct level to include \$125 million in youth opportunity grants not included in draft initiatives and

- Renews President Clinton's Commitment to the Prevention of Youth Violence through Supporting Healthy Youth Development by:

- More than doubling the Safe Schools/Healthy Students Initiative by investing \$247 million. To help communities throughout the country promote a coordinated, comprehensive response to school safety, last year at the White House Conference on School Safety, the President launched a Safe Schools/Healthy Students initiative designed to help communities develop and implement community-wide responses to school and youth violence. It empowers parents, principals, police, and others to collaborate on local solutions to the problem of youth violence. In September 1999, the President announced over \$100 million in Safe Schools/Healthy Student grants for 54 school districts. With the expansion of this initiative, approximately 40 additional communities will be awarded grants in FY 2001.
- Providing \$1 billion to ensure that more than 2.5 million children have the opportunity to attend safe and enriching after-school and summer school programs. The 21st Century Community Learning Centers program is already supporting thousands of school-based after-school programs in rural and urban schools across the country, including weekend and summer programs. In FY 2001, the President will provide \$1 billion in after-school and summer school funds to ensure that all children in low-performing schools have the opportunity to gain academic enrichment and be in a safe place during the after school and summertime hours. This year, the Education Department released a report, titled *Safe and Smart: Making the After-School Hours Work for Kid*. This report shows that after-school programs can lower juvenile crime and improve academic performance.
- Including a new \$120 million initiative to create Small, Safe, and Successful High Schools. In order to provide safe learning environments where students are connected to

the Departments of Education, Health and Human Services, Justice, and Labor will combine resources to award grants

Insert A:

Young people should have high expectations that real opportunities exist for them to be successful as students, citizens, parents, and workers. Tragically, many young people feel disconnected and disenfranchised from their communities and when they do so, the likelihood of they're becoming involved in delinquent and violent activities increases. Young people who are out-of-school and living in our poorest communities often lack access to adequate education and employment opportunities. For these young people, high unemployment rates, low academic achievement levels, and high crime rates often are inextricably linked. Young people need safe places to acquire the knowledge, skills, and tools to meet the challenges that they will face in becoming successful, contributing members of America's society in the 21st century. President Clinton's FY 2001 budget includes a major investment in initiatives and programs that support positive youth development and work to prevent youth violence.

Insert B

- Investing \$375 million in the Youth Opportunity initiative to help ^{out-of-school or unemployed} youth find jobs, return to school, and enter the economic mainstream. The President's budget calls for a 50 percent increase in Youth Opportunity funding through competitive grants to high poverty inner city neighborhoods, rural areas, and Native American communities to reduce jobless rates and idleness among out-of-school youth and to increase high school graduation rates. The Youth Opportunity grants will be coordinated with other initiatives – such as the Safe Schools/Healthy Students projects and the responsible reintegration of young offenders – to ensure a community-wide impact on young development and youth violence prevention.

Insert C

- Including \$75 million for a new Department of Labor initiative to reintegrate young offenders into their communities, providing essential services that can make the difference to their future choices in such areas as education, training, jobs, drug treatment, mentoring, and parental responsibility. It complements a similar program in the Department of Justice that improves public safety.

adults in the school and are being pushed to learn to high standards, the President has provided \$120 million to help school districts support comprehensive, research-based reform in high schools by creating smaller learning environments.

- Encouraging youth-driven solutions to community problems, such as youth violence, by including \$8 million in two new National Service Initiatives. The President's Corporation for National Service budget includes \$5 million for a Community Coaches initiative that will support AmeriCorps members as community coaches in schools helping students to develop and implement their own community service projects. It also includes \$3 million to support Youth Empowerment Grants that will provide fellowships to reward and support the creativity of youth who have developed innovative youth-driven strategies for addressing youth related concerns in their own communities.
- Supporting community, parent, and school efforts to help youth incorporate good citizenship in their learning experiences through a \$2 million increase in Character Education. The President's budget includes over \$9 million for the U.S. Department of Education's Character Education grants to school/community partnerships that develop curriculum materials, provide teacher training, gauge and build community consensus on common values, involve parents in character education and integrate character education into the school curriculum.
- Renewing commitment to youth violence prevention efforts in the areas of Health and Labor. The President's budget recommits \$80 million for Youth Violence Prevention Activities under the Substance Abuse and Mental Health Services Administration (SAMHSA) and promotes positive youth development opportunities by providing \$250 million for the U.S. Department of Labor's Youth Opportunity Grants, which address the special problems of out-of-school youth, especially in inner-cities and ~~other areas~~ rural and Native American communities.
- ~~Insert B~~
- Expands President Clinton's commitment to directly targeting the issue of youth violence by:
 - Providing \$19.1 million in new funding for a 12-city expansion of the Youth Crime Gun Interdiction Initiative (YCGII), to help trace guns retrieved in crimes and to provide additional ATF agents in YCGII cities to crack down on illegal gun traffickers who supply guns to youth and criminals.
 - Investing \$10 million for the development of smart gun technology. The \$10 million in new funds through the National Institute of Justice will promote the expansion and replication of "smart gun" technologies that limit a gun's use to the proper owner - preventing accidental deaths and injuries of children who might have access to a firearm, gun theft, and other unauthorized use.
 - Including \$75 million for a new Department of Labor initiative to reintegrate youthful and first-time offenders into society and the workforce

• ~~Insert C~~

- Increasing the investment in the COPS school safety program from \$15 million to \$55 million. This increase (which includes \$20 million for Safe Schools/Healthy Students) would enhance community programs to combat violence in schools, including the funding of school resource officers.

White House Council on Youth Violence

DRAFT

6-Jan-00

FY 00 Startup and Operating Costs

1:45 PM

(\$ in thousands)

Note: DRAFT ESTIMATE based on 10/15/99 press release.

Final estimates subject to principals' approval and availability of funds.

	Original Estimate ¹	Revised Estimate ²	Revised Estimate ³	Revised Estimate ⁴
11.1 Personnel Compensation				
Senior Staff:				
2 @ \$91K ea (GS15-5)	182	157	0	0
1 Director @ \$91K (GS15-5)	0	0	78	0
1 @ \$78K (GS14-5)	78	67	0	0
Professional Staff:				
1 @ \$66K (GS13-5)	66	57	57	0
Support Staff:				
1 @ \$46K (GS11-5)	0	40	0	0
1 @ \$38K (GS9-5)	0	33	0	0
Subtotal	326	354	135	0
12.1 Benefits (25% of salary costs)	82	89	34	0
21.0 Travel				
local travel	2	2	2	1
3 trips @ \$2K ea	6	0	0	0
Travel for community outreach	0	0	0	9
Additional travel for community outreach based on 10/15 press release	0	80	0	0
Subtotal	8	82	2	10
22.0 Transportation of Things				
Operational FedEx/UPS costs	1	7	7	7
Shipping for reports (125 reports per shipment, \$4 per report, 2 shipments)	1	0	0	0
Subtotal	2	7	7	7
23.1 GSA Rent (600 sq ft @ \$38 per sq ft; office + joint space costs)	23	23	20	15
23.3 Communications, Utilities & Misc Charges				
Telephone	8	8	8	8
OA IAG: 6 ports @ \$140 ea	0.8			
AT&T, Time & Material: 40hrs @ \$75	3.0			
Centrex Maint: 6 lines @ \$10 per month	0.7			
Skytel: 4 @ \$35 per month	1.7			
Long Distance	1.3			
International Long Distance	0.5			
Lexis Nexis: \$2K per month	24	24	20	16
Database searches	0	0	2	2
Postage: 4,000 pieces per month @ \$.33 each	16	16	13	11
Subtotal	48	48	43	37
24.0 Printing				
Published Reports: 2 jobs @ \$5K	10	0	0	0
Published Reports: 50,000 reports @ \$6.00 per report	0	300	0	0
Published Reports: 20,000 reports @ \$6.00 per report	0	0	120	120
In house printing and graphics (OA IAG)	5	15	15	15
Subtotal	15	315	135	135
25.2 Other Services				
PC Maintenance: 4 @ \$250	1	0	0	0
PC Maintenance: 5 @ \$110	0	0	1	1
PC Maintenance: 6 @ \$110	0	1	0	0
Consulting Contract: Editing Services	25	40	40	40
Web Master (10 mos, or 1726 hours @ \$120 per hour)	0	207	0	0
GSA Work Orders	5	5	5	5
Commercial Repairs	5	5	5	5
Subtotal	36	258	51	51
26.0 Supplies & Materials				
Commercial Supplies: 4 qtrs @ \$2,500	10	10	10	10
OA IAG: 4 qtrs @ \$1,000	4	4	4	4
Subscriptions	2	2	2	2
Subtotal	16	16	16	16

31.0 Equipment				
Copier	15	15	15	15
Fax	3	3	3	3
Computers: 4 @ \$2K ea	8	0	0	0
Computers: 5 @ \$2K ea	0	0	10	10
Computers: 6 @ \$2K ea	0	12	0	0
Laptop: 1 @ \$3	3	3	3	0
Printers: 2 @ \$1,500	3	3	0	0
Printers: 3 @ \$1,500	0	5	5	5
Furniture: 4 @ \$3,500	14	0	0	0
Furniture: 5 @ \$3,500	0	0	18	18
Furniture: 6 @ \$3,500	0	21	0	0
Telephones: 1 @ \$900; 4 @ 500	3	0	0	0
Telephones: 1 @ \$900; 4 @ 500	0	0	3	3
Telephones: 1 @ \$900; 6 @ 500	0	4	0	0
Subtotal	49	66	57	54
TOTAL	605	1,258	500	325

(1) Assumptions used to develop these estimates were based on Paul Weinstein's 9/8/99 e-mail.

(2) Assumptions used to develop these estimates were based on the 10/15/99 press release:

- o The personnel will be on board 11/22/99.
- o The Council may travel extensively to develop an effective policy coordination strategy. Travel costs are based on one trip per month, averaging \$1000, for 4 travelers. Convene 4 10-member panels (avg cost of invitational travel order, \$1000).
- o The Council may need to produce more than two reports, which will have wide distribution.
- o The Council will contract out to develop a web site to publicize an inventory and analyses of available agency programs.
- o Excludes costs associated with an ad or media campaign and FY 2001 research funds.
- o Includes estimated charges for OA reimbursable services.

(3) Assumptions used to develop these estimates were based on the 10/28/99 e-mail from Courtland Willmand to Ann O'Leary, and the following:

- o The personnel will be on board 11/22/99.
- o Deputy director and two support staff slots will be filled with agency representatives as nonreimbursable detailees.
- o Excludes travel costs for staff associated with community outreach and invitational travel for panels.
- o Assumes postage and Lexis-Nexis costs beginning in Dec.
- o Assumes GSA rent costs beginning 11/22/99.
- o Excludes costs for web master.
- o Excludes costs associated with an ad or media campaign and FY 2001 research funds.
- o Includes estimated charges for OA reimbursable services.

(4) Assumptions used to develop these estimates were based on the 12/29/99 meeting with the OA Director, OPD and FMD and the following:

- o All personnel requirements will be filled with agency representatives.
- o Includes costs for limited staff travel associated with community outreach.
- o Assumes postage and Lexis-Nexis costs beginning in February.
- o Assumes GSA rent costs beginning 2/1/00.
- o Excludes costs for web master.
- o Excludes costs associated with an ad or media campaign and FY 2001 research funds.
- o Includes estimated charges for OA reimbursable services.

Agency Contributions to Safe Schools/Healthy Students

	1999	2000	<u>2001</u>	
	<u>Actual</u>	<u>Enacted</u>	<u>Recomm.</u>	<u>+/- Enacted</u>
Education (SDFSC/National Programs)	63	82	122	40
Health and Human Services (SAMHSA/Knowledge Development and Application)	25	(48)	50	2
Justice (OJJDP/Title V At-Risk Children Program + Other Sources)	15	15	35	20
Labor (ETA/Partnerships for Youth)	---	---	40	40
Total, All agencies	103	145	247	102
Number of continuation awards	---	54	about 71	n/a
Number of new awards	54	about 17	about 40	n/a

not doing 2 more more
 lose HHS - 2000
 sum = 2001

different in context in '01
 b/c of little HHS & let
 try to spend on mental
 health & prevention

— prevention & easier to measure

by - Team

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

October 15, 1999

October 15, 1999

MEMORANDUM FOR THE ATTORNEY GENERAL
THE SECRETARY OF LABOR
THE SECRETARY OF HEALTH AND HUMAN SERVICES
THE SECRETARY OF EDUCATION
THE ASSISTANT TO THE PRESIDENT FOR
DOMESTIC POLICY

SUBJECT: White House Council on Youth Violence

Violence by youth and against youth is an issue that deeply concerns us all. Youth violence can be thought of as a juvenile crime issue, as a public health issue, and as a school safety issue. It affects every region and demographic group. As many recent incidents have made us aware, it is a problem that can strike with unexpected force -- and that now demands uncommonly unified responses. That is why I announced, on August 17, 1999, that a nonprofit, nonpartisan "National Campaign Against Youth Violence" had been established to bring together all segments of society to help prevent youth violence.

The Federal Government already addresses many aspects of youth violence through its programs. I am particularly proud of the joint efforts of the Attorney General, the Secretary of Health and Human Services, and the Secretary of Education in developing the Safe Schools/Healthy Students initiative. These agencies also worked well together to help us respond quickly to the Columbine High School incident. I have read with interest the report of the Attorney General's Coordinating Council on Juvenile Justice and Delinquency Prevention. I look forward to the report that the Surgeon General in response to my May request is preparing on the causes of youth violence. The Secretary of Labor's efforts to address the needs of youth are also about to bear fruit, as high-poverty communities implement our new Youth Opportunity Grants, and as the Secretary and the Attorney General finalize their agreement for cooperative work on those grants and on Labor's Youth Offender grant program.

With so many agencies and programs involved, and with the need for my Administration to work closely with different elements of State and local governments, tribes, schools, community groups, and families, it has become increasingly clear to me that the Federal Government needs a more effective policy coordination strategy for youth violence issues.

Therefore, today I direct the Assistant for Domestic Policy to form a White House Council on Youth Violence to provide this policy coordination, to provide flexible and timely responses to the challenge of youth violence, and to ensure that our Nation's citizens are able to benefit from the Federal Government's many antiviolence initiatives.

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(OVER)

Structure of the Council

The Assistant to the President for Domestic Policy will chair the Council. The Office of the Vice President and the Office of Management and Budget will be regular participants. Four agency heads will be the regular program members of the Council:

- The Attorney General, responding to the juvenile crime aspects;
- The Secretary of Health and Human Services, responding to the public health aspects, including mental health aspects, and to family issues;
- The Secretary of Education, responding to the school safety issues; and
- The Secretary of Labor, responding to youth employment and out-of-school youth issues.

The Chair of the Council may add such other officials as he deems appropriate to further the purposes of this overall effort or to participate in specific aspects of it. For example, matters relating to public health aspects would involve the Surgeon General. Matters relating to firearms control or drug abuse would involve the Secretary of the Treasury and the Director of National Drug Control Policy, respectively. Implications for economic development policies would call for involvement of the Secretary of Housing and Urban Development, the Secretary of Agriculture, and the Secretary of Commerce. Comparable policies for Indian country would engage the Secretary of the Interior. Issues relating to community service opportunities for youth would involve the Chief Executive Officer of the Corporation for National and Community Service.

The Chair, after consultation with Council members, will appoint staff members to coordinate the Council's efforts. The Chair may call upon the participating agencies for logistical support to the Council, as necessary.

Duties of the Council

1. Develop a citizen's information hub. The Council will develop and maintain a coordinated inventory of relevant agency programs and provide analyses of their effectiveness. It will make this inventory widely available in summary form -- and upon request in more detail -- through the services of the appropriate Council member, to elected officials, community groups, police organizations, school systems, parents, and others working on local solutions to these issues. The inventory and full texts of program reports and evaluations should be available on an easily accessible website. The availability of this compilation will be widely publicized.
2. Produce reports on youth violence. The Council will prepare or have prepared reports on various aspects of the problem of youth violence, describing, for instance, best practices in combating the problem. In doing so, the Council should consult with nonprofits, foundations, and other organizations that have conducted research and/or developed resources on the prevention of youth violence. In addition, the Surgeon General is now carrying out a broad study of the potential causes of youth violence. I ask that the Surgeon General consult closely with the Council in the development of the study so that I may have the benefit of participation of all the involved agencies in its analysis and findings.

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3. Expand the Safe Schools/Healthy Students model of collaboration. This initiative of the Departments of Justice, Education, and Health and Human Services has evolved into a highly effective collaboration among the agencies. The Council will oversee this effort and examine options for improving its operations and applying the model to other governmental efforts. The Secretary of Labor will begin participation in the initiative through establishing linkages to Youth Opportunities and Youth Offender grants.

4. Provide tools for parents to deal with the issue. Many Federal programs address issues relating to strengthening the family and helping parents raise children. The Council will explore the possibility of devising a cross-program strategy to help parents address youth violence. It will also report on new tools emerging in both the private and public sectors to assist parents.

5. Coordinate the Federal research agenda. The Council will oversee coordination of agency research agendas and the development of needed cross-agency research collaborations. I ask the Council to seek to have this structure in place to support the planning for FY 2001 research funds, and where feasible, to improve the planned use of funds available from prior years.

6. Develop further policy responses. The Council will meet at the call of the Chair to discuss new findings from analyses of the youth violence issue and to consider new or modified Administration responses to it, especially those that involve more than one agency. Recommendations for initiatives will be discussed in the Council for consistency with overall coordinated policy before being presented for formal decision in the budget process. From time to time, the Council will report to me directly on the results of its efforts.

WILLIAM J. CLINTON

cc: The Vice President
 The Secretary of the Treasury
 The Secretary of the Interior
 The Secretary of Agriculture
 The Secretary of Housing and Urban Development
 The Director of the Office of Management and Budget
 The Director of the Office of National Drug Control Policy

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DRAFT

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YOUTH VIOLENCE PREVENTION INITIATIVE

The shocking events surrounding the shootings at public schools serve to highlight a problem that is neither new nor predictable by way of demographics, region or economic standing. Violent behavior on the part of young people is no longer confined to inner-city street gangs. For all of the hope and inspiration our young people give us, we now find ourselves profoundly troubled by the behavior of some of the younger generation.

An estimated 8 million crimes a year are committed in or near the nation's 85,000 public schools. During the 1996-97 school year alone, one-fifth of public high schools and middle schools reported at least one violent crime incident, such as murder, rape or robbery; more than half reported less serious crimes. Homicide is now the third leading cause of death for children age 10 to 14. For more than a decade it has been the leading cause of death among minority youth between the ages of 15 and 24. The trauma and anxiety that violence begets in our children most certainly interferes with their ability to learn and their teachers' ability to teach: an increasing number of school-aged children say they often fear for their own safety in and around their classroom.

Fault does not rest with one single factor. In another time, society might have turned to government for the answer. However, there is no easy solution, and total reliance on government would be a mistake. Youth violence has become a public health problem that requires a national effort. Certainly, our government at all levels—federal, state and local—must play a role. But we must also enlist the energies and resources of private organizations, businesses, families and the children themselves.

Many familial, psychological, biological and environmental factors contribute to youths' propensity toward violence. The youth violence prevention initiative contained in this bill, is built around these factors and seeks to be comprehensive and to eliminate the conditions which cultivate violence.

Over the past several months, the Committee convened three lengthy meetings with the Deputy Attorney General; the Surgeon General; Assistant Secretary for Management and Budget, DHHS; Acting Deputy Assistant Secretary for Elementary and Secondary Education and the Director of Safe and Drug Free Schools; Assist-

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ant Secretary for Special Education; Commissioner, Administration of Children and Families; Director, National Institute of Mental Health; Director of Policy, Employment and Training Administration; Director of Program development, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration; Director, Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control; Assistant Surgeon General; Deputy Assistant Secretary for Health; Acting Director, Office of Victims of Crime, Department of Justice; Assistance for Employment and Training, Department of Labor; and the National Association of School Psychologists. These officials expressed their appreciation for the opportunity to discuss this issue with other agency administrators, and share their particular programs' approaches to preventing youth violence. The meeting participants enthusiastically endorsed a coordinated interagency approach to the youth violence problem, and discussed how best to efficiently collaborate with other agencies and organizations across the government and in the private sector.

Based on those three meetings and staff follow up, the following action plan was developed.

The Committee has included \$830,300,000 for a youth violence prevention initiative. These funds together with increases included for the National Institute of Mental Health, National Institute of Drug Abuse, and the National Institute of Alcohol Abuse and Alcoholism will provide increased resources to address school violence issues in a comprehensive way. This coordinated approach will improve research, prevention, education and treatment strategies to address youth violence.

Office of the United States Surgeon General

Coordination by the United States Surgeon General.—The Committee views youth violence as a public health problem, and therefore directs the United States Surgeon General to take the lead role in coordinating a federal initiative to prevent youth violence. The Office of the Surgeon General (OSG) within the Office of Public Health and Science shall be responsible for the development and oversight of cross-cutting initiatives within the Department of Health and Human Services and with other Federal Agencies to coordinate existing programs, some of which are outlined below, to

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reduce the incidence of youth violence in the United States. The Committee has included \$4,000,000 directly to the OSG to help in this coordination effort. Sufficient funds have been included for a Surgeon General's report on youth violence. This report, to be coordinated by the OSG should review the biological, psychosocial and environmental determinants of violence, including a comprehensive analysis of the effects of the media, the internet, and video games on violent behavior and the effectiveness of preventive interventions for violent behavior, homicide, and suicide. The OSG shall have lead responsibility for this report and its implementation activities.

Federal Coordinating Committee on the Prevention of Youth Violence.—The Committee also directs the Secretary of HHS to establish a Federal Coordinating Committee on the Prevention of Youth Violence. This Committee should be chaired by the Surgeon General and co-chaired by a representative from the OSG, within the Office of Public Health and Science, the Departments of Justice, Education and Labor to foster interdepartmental collaboration and implementation of programs and initiatives to prevent youth violence. The representative from the OSG shall report directly to the OSG and shall coordinate this initiative.

National Academic Centers of Excellence on Youth Violence Prevention.—The Committee has included \$10,000,000 to support the establishment of ten National Centers of Excellence at academic health centers that will serve as national models for the prevention of youth violence. These Centers should: (1) develop and implement a multi-disciplinary research agenda on the risk and protective factors for youth violence, on the interaction of environmental and individual risk factors, and on preventive and therapeutic interventions; (2) develop and evaluate preventive interventions for youth violence, establishing strong linkages to the community, schools and with social service and health organizations; (3) develop a community response plan for youth violence, bringing together diverse perspectives including health and mental health professionals, educators, the media, parents, young people, police, legislators, public health specialists, and business leaders; and (4) develop a curriculum for the training of health care professionals on violent behavior identification, assessment and intervention with high risk

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youth, and integrate this curriculum into medical, nursing and other health professional training programs.

National Youth Violence Prevention Resource Center.—The Committee has included \$2,500,000 to establish a National Resource Center on Youth Violence Prevention. This center should establish a toll free number (in English and Spanish) and an internet website, in coordination with existing Federal web site resources, to provide accurate youth violence prevention and intervention information produced by the government and linked to private resources. Hundreds of resources are now available on this issue including statistics, brochures, monographs, descriptions of practices that work, and manuals about how to implement effective interventions. This Resource Center will provide a single, user-friendly point of access to important, potentially life-saving information about youth violence, and an explanation about preventing youth violence and how to intervene. Additionally, technical assistance on how to establish programs in communities across the country by providing local resources would also be made available through the National Resource Center.

Health Care Professional Training.—The Committee has included sufficient funds for the training of primary health care providers, pediatricians and obstetricians/gynecologists in detecting and intervening with child and youth violence and with child abuse in their children.

National Institute of Mental Health

Zero to Five.—Many risk factors are established early in a child's life (0 to 5 years), including child abuse and neglect. However, less dramatic problems that delay cognitive and social and emotional development may also lead to later serious conduct problems that are resistant to change. The Committee encourages NIMH to address both of these types of problems by supporting research to understand and prevent abuse and neglect, by encouraging research on how to best instruct parents and child care workers in appropriate interventions, and by supporting research that develops and evaluates interventions for early disruptive behavior in diverse preschool and community settings. In addition, the Institute should work to ensure that the goals of all interventions include effectiveness and sustainability.

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Attention Deficit Hyperactivity Disorder (ADHD), depression, and suicide.—These disorders, which often emerge in the 5–12 year age range, are significant risk factors for antisocial behavior and violence. Comprehensive research-based programs have been developed to prevent youth conduct disorders with some success. The Committee urges NIMH to continue its work toward the development and evaluation of programs aimed at prevention, early recognition, and intervention for depression, youth suicide and violence in diverse school and community settings to determine their effectiveness and sustainability; to support the development and evaluation of behavioral interventions for home and classroom to manage ADHD and conduct problems; to identify through research the most cost-effective features of proven prevention programs for resource poor communities; and to support multi-site clinical trials to establish safe and effective treatment of acute and long-term depression and ADHD.

Adolescent Depression and conduct problems.—The combination of depression with conduct problems is an explosive mix in teenagers from about 12 to 18 years of age. In addition, early adolescence is an important time to stop the progression of violent behavior and delinquency. Multisystemic therapy (MST), in which specially trained individuals work with the youth and family in their homes, schools and communities, have been found to reduce chronic violent or delinquent behavior. Research has shown sustained improvements for at least 4 years, and MST appears to be cost effective when compared to conventional community treatment programs in that it has proven to reduce hospitalization and incarceration.

Behavioral and Psychosocial Therapies.—Therapeutic Foster Care is an effective home based intervention for chronically offending delinquents. Key elements of the program include providing supervision, structure, consistency, discipline, and positive reinforcement. This intervention results in fewer runaways and program failures than other placements and is less expensive. The Committee encourages NIMH to work in collaboration with CDC, SAMHSA, and the Department of Justice to implement effective model interventions for juvenile offenders with conduct disorders in diverse populations and settings. NIMH has initiated the nation's first large-scale multi-site clinical trial for treatment of adolescent

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depression, and the Committee supports additional research to improve recognition of adolescent depression.

Public Health Research and Community-based Interventions.—

There are four cross-cutting areas in need of further research action across all agencies: community interventions, media, health provider training, and information dissemination. The Committee directs NIMH to ensure that research focuses on: examining the feasibility of public health programs combining individual, family and community level interventions to address violence and identify best practices; developing curricula for health care providers and educators to identify pediatric depression and other risk factors for violent behavior; studying the impact of the media, computer games, internet, etc., on violent behavior; disseminating information to families, schools, and communities to recognize childhood depression, suicide risk, substance abuse, and ADHD and decreasing the stigma associated with seeking mental health care. The Committee also encourages NIMH to work in collaboration with CDC and SAMHSA to create a system to provide technical assistance to schools and communities to provide public health information and best practices to schools and communities to work with high risk youth.

National Institute of Drug Abuse

Drug abuse is a risk factor for violent behavior. The Committee encourages NIDA to support research on the contribution of drug abuse, its co-morbidity with mental illness, and treatment approaches to prevent violent behavior.

National Institute of Alcohol Abuse and Alcoholism

The Committee encourages NIAAA to examine the relationship of alcohol and youth violence with other mental disorders and to test interventions to prevent alcohol abuse and its consequences.

Safe Schools, Healthy students

Mental Health Counselors.—The Committee has included \$80,000,000, an increase of \$40,000,000 over the fiscal year 1999 appropriation, to support the delivery and improvement of mental health services, including school-based counselors, in our nation's schools. These funds allow State and local mental health counselors

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to work closely with schools to provide services to children with emotional, behavioral, or social disorders. The program is being administered collaboratively by the Substance Abuse and Mental Health Services Administration within the Department of Health and Human Services and the Departments of Education and Justice to help school districts implement a wide range of early childhood development techniques, early intervention and prevention strategies, suicide prevention, and increased and improved mental health treatment services. Some of the early childhood development services include effective parenting programs and home visitations. The Committee is concerned about the inaccessibility of school-based mental health care professionals for young children and therefore provides funds for the Elementary School Counseling Demonstration as a part of the youth violence prevention initiative. Many students who are having a difficult time handling the pressures of social and academic demands could benefit from having mental health care readily available. The Committee notes that there are approximately 24,000 school psychologists serving the nation, which is only one psychologist for every 2,300 students. The Committee believes that increasing the visibility of mental health care professionals would legitimize their role as part of the school's administrative framework, thereby, encouraging students to seek assistance before resorting to violence.

Coordinator Initiative.—The Committee has included \$60,000,000, an increase of \$25,000,000 over the fiscal year 1999 appropriation and \$10,000,000 more than the budget request. The Committee recommendation will enable the Department of Education to provide assistance to local educational agencies to recruit, hire, and train drug prevention and school safety program coordinators in middle schools with significant drug and school safety problems. These coordinators will be responsible for developing, conducting and analyzing assessments of their school's drug and crime problems, and identifying promising research-based drug and violence prevention strategies and programs to address these problems.

Data Collection on Youth Violence.—The Committee has included sufficient funds to collect data on the number and percentage of students engaged in violent behavior, incidents of serious violent

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crime in schools, suicide attempts, and students suspended and/or expelled from school.

Parental responsibility/Early Intervention

Sociological and scientific studies show that the first three years of a child's cognitive development sets the foundation for life-long learning and can determine an individual's emotional capabilities. Parents, having the primary and strongest influence on their child, play a pivotal role at this stage of development. Scientists have found that parental relationships affect their child's brain in many ways. A secure, highly interactive, and warm bond can bolster the biological systems that help a child handle their emotions. Research further indicates that a secure connection with the parent will better equip a child to handle stressful events throughout life. Statistics show that the parental assistance program in particular has helped to lower the incidence of child abuse and neglect, reduces placement of children in special education programs, and involves parents more actively throughout their child's school years. The Committee recognizes that early intervention activities conducted through the Department of Education's parent information and resource centers program can make a critical difference in addressing the national epidemic of youth violence, and therefore includes an additional \$3,000,000 to expand its services to educate parents to work with professionals in preventing and identifying violent behavioral tendencies.

Safe and Drug-Free Schools

The Committee remains extremely concerned about the frequent and horrific occurrence of violence in our Nation's schools. Last year, the Committee provided \$90,000,000 within this account for a school violence prevention initiative. As part of an enhanced and more comprehensive effort, the Committee has provided \$100,000,000 within the safe and drug-free schools and communities program to support activities that promote safe learning environments for students. Such activities should include: targeted assistance, through competitive grants, to local educational agencies for community-wide approaches to creating safe and drug free schools; enhancements to the capacity of schools to provide mental health services to troubled youth; and training for teachers and

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school security officers to help them identify students who exhibit signs of violent behavior, and respond to disruptive and violent behavior by students. The Committee also encourages the Department to coordinate its efforts with children's mental health programs.

21st Century community learning centers

The Committee has included \$400,000,000 for the 21st Century Community Learning Centers, an increase of \$200,000,000 over the fiscal year 1999. This funds are intended to be used to reduce idleness and offer an alternative to children when they conclude their school day, at a time when they are typically unsupervised. Nationally, each week, nearly 5 million children ages 5-14 are home alone after school, which is when juvenile crime rates double. According to the Department of Justice, 50 percent of all juvenile crime occurs during the hours of 2 p.m. and 8 p.m. and on the weekdays. Therefore, the Committee has included funds to allow the Department of Education to support after-school programs that emphasize safety, crime awareness, and drug prevention.

Teacher Partnership Grants

The Committee has included \$80,000,000 for teacher partnership grants, an increase of \$2,788,000 for professional development of K-12 teachers, which is a necessary component to addressing the epidemic of youth violence. The Committee encourages the Department, in making these grants, to give priority to partnerships that will prepare new and existing teachers to identify students who are having difficulty adapting to the school environment and may be at-risk of violent behavior. Funds should also be used to train teachers on how to detect, manage, and monitor the warning signs of potentially destructive behavior in their classrooms.

Character Education

Within the \$10,300,000 included for character education partnership grants, the Committee recommends \$5,038,000 to be used as part of the youth violence prevention initiative. The funds will be used to encourage states and school districts to develop pilot projects that promote strong character, which is fundamental to violence prevention. Character education programs should be de-

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signed to equip young individuals with a greater sense of responsibility, respect, trustworthiness, caring, civic virtue, citizenship, justice and fairness, and a better understanding of the consequences of their actions.

Civic education

Within the amounts provided, the Committee has included \$1,000,000 to continue the violence prevention initiative begun in fiscal year 1999. The Committee encourages that funds be used to conduct a five State violence prevention demonstration program on public and private elementary, middle, and secondary schools involving students, parents, community leaders, volunteers, and public and private sector agencies, such as law enforcement, courts, bar associations, and community based organizations.

Literacy programs

The Committee has included \$21,500,000, an increase of \$3,500,000 for the Reading is Fundamental program to promote literacy skills. Studies show that literacy promotion is one tool to prevent youth violence. The Committee believes that this program, which motivates children to read and increases parental involvement is another way to prevent youth violence at an early age.

The Committee has included \$19,000,000, an increase of \$2,277,000 for the State Grants for Incarcerated Youth Offenders/Prisoner Literacy Programs. This program, which assists states to encourage incarcerated youth to acquire functional literacy, life and job skills, can also play a role in reducing recidivism rates and violent behavior.

The Committee has included \$42,000,000 for the Title I Neglected and Delinquent/High Risk Youth program, an increase of \$2,277,000 over the fiscal year 1999 appropriation. These funds will assist states to strengthen programs for neglected and delinquent children to enhance youth violence programs in state-run institutions and for juveniles in adult correctional facilities.

These funds will be used to motivate youth to read and enhance their academic achievement. Literacy promotion encourages young individuals to pursue productive goals, such as continued education and gainful employment.

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Youth Service delivery systems

The Committee is aware that the Workforce Investment Act (WIA) brings new emphasis to the development of coherent, comprehensive youth services that address the needs of low-income youth over time. It believes that youth service delivery systems under WIA integrate academic and work-based learning opportunities, offer effective connections to the job market and employers, and have intensive private-sector involvement. Such effective systems can provide low-income, disadvantaged youth with opportunities in our strong economy as alternatives to youth violence and crime. The Committee further recognizes the potential of Youth Councils for creating the necessary collaboration of private and public groups to create community strategies that improve opportunities for youth to successfully transition to adulthood, postsecondary education and training. Thus, the Committee has included funds to continue investments in WIA formula-funded youth training and employment activities, the Youth Opportunities grant program, the Job Corps, and the Youth Offender grant program serving youth who are or have been under criminal justice system supervision.



Ann O'Leary
for

copy for
Jonis
Cheney

& he:
YV Canine

August 23, 1999

TO: The Honorable Bruce Reed
Assistant to the President for Domestic Policy

FR: Carol H. Rasco
Senior Advisor to the Secretary
Director, America Reads Challenge

RE: Collaboration among Departments on Parenting

I understand from Ricki Seidman, through some work she and I have been doing jointly on early childhood issues, that the Attorney General has written you or the President suggesting that the DPC look into a collaborative effort across the federal government agencies on parenting for new parents. I thought I should write you about several early childhood efforts we have underway and/or are participating in through the America Reads Challenge where the first of our five strategies relates to early childhood/pre-K.

1. We have signed a contract to produce a picture book for parents who have low literacy skills themselves. This book will indicate simple, everyday tasks they can do with their own young children in order to maximize the critical first years for language development. Several groups within the Department of Education are working with us on this project along with the National Institute for Literacy. We plan to convene a meeting in the coming month or two with other federal departments to determine their interest in helping to print the document for distribution to their own constituencies. For example, the Neighborhood Networks through HUD, the Justice Department in their efforts with prisoner parenting training, etc. have indicated initial interest. We also have a potential outside supporter who will help us with this book and perhaps a video for use in GED classes, clinics, etc.
2. In early 2000, the National Research Council (NRC) will complete a report on Early Childhood Pedagogy. The America Reads office will again [as with the last NRC report on reading] convene a national summit which will bring together people involved in early childhood issues. The purpose of the summit will be to inform participants of the report's findings and challenge states, local communities and other organizations to implement these findings. We may also do an in-depth press seminar on this report with invited reporters, such as the Casey Journalism Fellows.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. memo	Carol Rasco to Bruce Reed [partial] (1 page)	08/23/1999	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19586

FOLDER TITLE:

Youth Violence Council [1]

2013-0436-S

rc1271

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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3. We have been working with Imagitas, the company that creates the "change of address" kits found in the post offices that help an individual/family that is moving do many things in a "one stop shop" kind of way. Imagitas has been in conversation with Social Security about having a kit on parenting sent to every family that applies for a social security card for their new baby(ies) which all parents must do before the first tax return is filed, or something like that. I have written Ken Apfel strongly endorsing this concept being explored.
4. America Reads is convening a meeting of invited home visitation programs in September to allow them to share information with one another and for us to learn how we might better support them. I know this is an area of interest for Mrs. Clinton in particular. We have also extended an invitation to Nicole to attend this meeting.

If you or anyone on your staff wish to learn more about any of these projects or have suggestions for us, we would welcome either or both!

(b)(6)

[001]

See 40 Camp 62-02

SPECIAL

AT C. BYRD, WEST VIRGINIA
 MEL E. INDYK, MAINE
 NEST F. HOLLINGS, SOUTH CAROLINA
 MATTHEW J. LEAHY, VERMONT
 FRANK R. LAUTENBERG, NEW JERSEY
 TOM HARKIN, IOWA
 BARBARA A. MIKULSKI, MARYLAND
 HARRY REID, NEVADA
 KESR KORN, WISCONSIN
 PATTY MURRAY, WASHINGTON
 BYRON L. GORDON, NORTH DAKOTA
 DIANNE FEINSTEIN, CALIFORNIA
 RICHARD J. DURBIN, ILLINOIS

ADD

AN J. CONTESE, STAFF DIRECTOR
 ENGLISH, MINORITY STAFF DIRECTOR

United States Senate

COMMITTEE ON APPROPRIATIONS
 WASHINGTON, DC 20510

February 11, 2000

U.S. SECRETARIAT
 DEPT. OF LABOR
 WASHINGTON, D.C. 20210

1000 FEB 15 A 10:57

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Honorable Alexis Herman

Secretary

U.S. Department of Labor

Third Street and Constitution, N.W.

Washington, D.C. 20210

Dear Secretary Herman:

I am writing regarding our collective efforts to reduce the incidence of youth violence in America. I would like to work with you to ensure that the youth violence program initiatives described in the Senate Report 106-166 accompanying the fiscal year 2000 Senate Labor, Health and Human Services, and Education Appropriations bill are carried out in a timely and efficient manner.

On February 2, 2000, I met with Bruce Reed to discuss the status of the youth violence initiative. At that meeting, Mr. Reed and I agreed that a designee from each Department should be appointed to coordinate all youth violence programs within each Department's jurisdiction. That designee should then report each Department's efforts to address this issue to the Domestic Policy Council. I am requesting that you appoint such a person as soon as possible

I believe that the swift appointment of such a designee is vital as we begin to tackle the pressing public health problem of youth violence. Please feel free to contact me should you have any questions about this request.

My best,

Sincerely,



Arlen Specter

Chairman

Subcommittee on Labor, Health and

Human Services, Education and

Related Agencies

Lu:4vgrays

December 17, 1999

Mr. Ian Bassin
Classroom Magazines
Scholastic Inc.
555 Broadway
New York, New York 10012-3999

Dear Ian:

Thank you for including my letter to students regarding school violence in so many of your publications. I have received hundreds of letters from students across our country who read my letter in Scholastic magazines. We continue to receive more of them every day. These letters are full of innovative ideas, and I am heartened by the passionate commitment of these young people to finding solutions to the problem of youth violence.

I was pleased to receive the binder of reprints, and I have shared it with members of my staff in the Domestic Policy Council and with Jeffrey Bleich, Executive Director for the National Campaign Against Youth Violence. The National Campaign is working hard to secure commitments from all sectors of society to do their part to help reduce youth violence, and I've asked Jeff to contact you so that your organization can have a role.

I'm deeply grateful for your commitment to this endeavor, and I'm glad to know I can count on your help. Best wishes to everyone at Scholastic.

Sincerely,

Her Vigners

Irving & Draper

Judicial Advocates

10803 Heatherwood Drive
Spotsylvania, Virginia 22553
Phone: 1-540-785-2279



"The Broken Classroom: ©"
A Dialogue on Youth and Community Violence---
Problems and Solutions ©

A Life Builders © Plan for addressing School System Violence

1. The Dilemma of Youth Violence:

The Littleton, Colorado school tragedy again brings to light the challenges of providing quality education within a secure work environment. As the reality of youth violence spills into the classrooms and corridors, educators, administrators, and students, wrestle with their fears. Fears of a reoccurrence, fears of reprisals, fear of over reacting, fears of community indifference, fear of defenselessness and fears for personal safety. Like most fears, these are born out of a lack of information.

It is imperative that the entire school faculty be trained to develop a "PREVENTION FOCUSED MENTALITY" ©. Working as one unit to operate a safe school program, as academic goals are achieved. Everyone must become a CPA. A "CRIME PREVENTION AGENT" ©, learning selective methods of positive reinforcement, able to quickly respond and identify patterns of destructive behavior.

"THE BROKEN CLASSROOM:" © A DIALOGUE on Youth and Community Violence--Problems and Solutions ©, guides schools, families, and communities through the maze of fear by equipping them with indispensable informational tools. Information that offers more than textbook answers, but practicals for living outside the fear zone.

PLEASE DELIVER TO:

Ms. Anne O'Leary / WHITE HOUSE / 1-19-2000

CHARLES S. ROBB
VIRGINIA

WASHINGTON OFFICE:
Russell Senate Office Building
First and Constitution Avenue, NE, Room 184
Washington, DC 20510
(202) 224-4034
Email: senator@probb.senate.gov
http://probb.senate.gov

United States Senate

WASHINGTON, DC 20510-4603

SENATE
ARMED SERVICES
FINANCE
INTELLIGENCE
JOINT ECONOMIC COMMITTEE
Director's Office

May 6, 1999

The President
The White House
Washington, DC 20500

Dear Mr. President:

I'm writing to recommend Mr. Jullian Irving Grante and Major William E. Meyers, USMC (Ret.), for participation in the presidential summit on school violence, to be held on May 10, 1999. I'm confident these two individuals would make outstanding contributions to this important national dialogue.

Mr. Grante currently serves as a criminal justice consultant and senior partner with the judicial advocacy firm of *J. Irving & Draper*. This firm has worked with young persons and families to devise proactive means of guiding students away from crime and drugs. In 1993, I wrote to you and expressed my support for the REFOCUS project, a program created by Mr. Grante to provide alternatives to incarceration for first time youth offenders who have committed a misdemeanor. And recently, Mr. Grante wrote to you expressing his concerns regarding school violence issues.

Major Meyers has significant experience in personal security and threat awareness response. He is the owner of *Peak Performance Systems*, which provides consulting and training in the areas of leadership, communication and team building. Currently, Major Meyers and Mr. Grante are offering a series of seminars together across the country entitled "*The Broken Classroom: A Dialogue on Youth and Community Violence - Problems & Solutions.*"

Jullian Irving Grante and William E. Meyers are both impressive individuals. I ask that you give their credentials every consideration as you select participants for the upcoming presidential summit on school violence.

Sincerely,

Chuck Robb

Charles S. Robb

CSR/lao
Enclosures

Senate Offices
The Jeffersons, Suite 700
1071 East Main Street
Richmond, VA 23219
(800) 773-1227

Regional Offices
Overseas Towers, Suite 100
300 Westside Drive
Richmond, VA 23210
(800) 441-0226

First United Bank Building
Main Street
Clarksburg, VA 26031
(800) 222-0704

First Citizens Bank Building
200 Main Street
Martinsburg, VA 26024
(800) 767-0000

S. J. & T. Bank Building
370 First Street, SW, Suite
Charleston, VA 25301
(800) 822-0100



Conducted in group sessions, this Life Builders © training is also designed to enhance awareness of criminal behavioral profiles and to assist in developing more effective communication between students, teachers and support staff. While there are no guarantees that tragedies like Columbine High School will never happen again, in a community closer to home, we can do many things to reduce the likelihood of a reoccurrence.

Developing a "PREVENTION FOCUSED MENTALITY" ©, will help to create safer learning environments, improving employee and student moral and protecting lives.

The alternative to this Life Builders © training series can effect our entire public school system. The most obvious effects include but are not limited to:

***Fewer qualified educators willing to risk their lives each day; and
Fewer parents willing to jeopardize the lives of their children for a public
school education.***

II. MENDING THE PIECES:

Behavior like that displayed at Columbine High, was carried out to elicit a specific response. The list of possible responses is countless. Unfortunately, the primary responses, anxiety, panic or indifference can be paralyzing. Paralysis is a dangerous response; as is naivete. ***"The Broken Classroom:" © will empower educators, parents and students, to work together for the common good. Restoring basic liberties and rebuilding trust.***

**U.S. Department of Justice
Federal Bureau of Investigation**

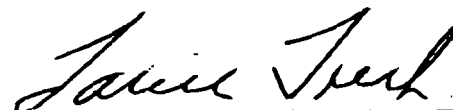
*Presents this Certificate
to*

Jullian Irving Grante

*in recognition of and appreciation for your contribution
to the*

**FBI NATIONAL SYMPOSIUM
ON SCHOOL VIOLENCE**

July 12-16, 1999
Washington, DC



Louis J. Freeh, Director

J. Irving & Draper

Judicial Advocates
10803 Heatherwood Drive
Spotsylvania, Virginia 22553-1867
Phone: 540-785-2279
Voice Mail: 800-809-2337, Ext. 48069



Jullian Irving Grante, Senior Partner
Criminal Justice Consultant
Lecturer/Motivational Speaker

Mr. Grante is a Senior Partner and Judicial Advocate with *J. Irving & Draper*, a privately owned Virginia based consulting firm. Its principals have over 60 years of combined experience. Mr. Grante has provided counsel for presidential administrations, senatorial and congressional representatives, and gubernatorial administrations on issues relative to education, juvenile justice, human relations, the foster care system, and welfare reform.

Mr. Grante has since 1994, been a governor appointed member of the Criminal Justice Services Board and the Department of Juvenile Justice, Release Review Committee, in the Commonwealth of Virginia.

In 1995, at the request of the British Embassy, Mr. Grante was selected to brief members of the British Parliament, as members of parliament met with the president, senatorial and congressional representatives to discuss issues associated with welfare reform. Mr. Grante's historical briefing was televised internationally by the British Broadcasting Company (BBC).

The Washington Times; DOERS Profile epitomized him in 1995. In both 1995 and 1998, Mr. Grante was selected a finalist by the *Washington Post, Inc. Magazine*, and the accounting firm of Ernst & Young, for the Greater Washington Area "Entrepreneur of the Year".

A nationally recognized expert on the criminal justice system, Mr. Grante is also a prolific speaker. In 1998, he was invited to testify before the United States Congress during a subcommittee hearing on youth empowerment. Mr. Grante advised the congressional panel on issues relative to juvenile crime and its socio economic impact on youth, families, communities and the educational system.

Over the past twenty years, he has actively developed community-based programs to reduce juvenile crime. *The Broken Classroom: A Dialogue on Youth and Community Violence - Problems and Solutions* was developed in response to the Littleton, Colorado school shootings, and introduced in May 1999 to the White House presidential summit on youth violence. The program provides preventative methodologies for educators, parents, and youth.

In 1999, Mr. Grante participated in a Federal Bureau of Investigation (FBI) symposium addressing violence in schools. The agency awarded him for his public service to youth and families across America. He was also honored by the Virginia Department of Criminal Justice Services in March 1999 for his work on behalf of the Juvenile Justice System.

Mr. Grante has appeared on numerous television and radio programs including; Cable News Network (CNN), National Empowerment Television (NET), C-SPAN, GOP TV, and American Family Programming.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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002. email	Jose Cerda to Bruce Reed (1 page)	07/20/1999	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19586

FOLDER TITLE:

Youth Violence Council [1]

2013-0436-S

rc1271

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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003. email	Catherine Milton to Ann O'Leary re: WH Youth Advisory Council (1 page)	02/11/2000	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19586

FOLDER TITLE:

Youth Violence Council [1]

2013-0436-S

rc1271

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b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE
WASHINGTON

January 28, 2000

MEMORANDUM FOR DR. PEGGY HAMBURG

FROM: BRUCE REED 

**SUBJECT: AGENCY REPRESENTATIVE FOR WHITE HOUSE COUNCIL
ON YOUTH VIOLENCE**

This memo serves as a formal request to have Sonia Chessen from your office assigned to the Domestic Policy Council in the Executive Office of the President as the agency representative from the U.S. Department of Health and Human Services. This assignment would be effective starting February 7, 2000 through January 20, 2001. In this capacity, Sonia would serve as the Director of the newly formed White House Council on Youth Violence.

The mission of the White House Council on Youth Violence, established by the President in an executive memorandum on October 15, 1999, is to develop a more effective policy and program coordination strategy across Federal agencies on youth violence issues. As Director, Sonia would bring her expertise from her work as senior policy analyst at HHS on children and youth policy issues, including her work as the representative on the interagency working group that developed and has begun to implement the Safe Schools/Healthy Students initiative. She would be responsible for carrying out the President's directive including: developing a citizens' information hub of resources on youth violence; producing reports on youth violence; developing tools for parents; coordinating a Federal research agenda on youth violence; and, developing other appropriate policy responses to the problem of youth violence.

Sonia's assignment on the White House Council would benefit HHS by more effectively coordinating the work of HHS with other Federal agencies focused on the prevention of youth violence, as well as benefit the White House Domestic Policy Council.

Thank you for your consideration.

DRAFT

MEMORANDUM FOR DAVID SATCHER

FROM: BRUCE REED

SUBJECT: AGENCY REPRESENTATIVE APPOINTMENT OF SUSAN BLUMENTHAL
TO WHITE HOUSE COUNCIL ON YOUTH VIOLENCE

This memo serves as a formal request to have Susan Blumenthal, U.S. Assistant Surgeon General, serve part-time as an agency representative on the White House Council on Youth Violence. I understand that Dr. Blumenthal will be detailed to Secretary Glickman's office at the U.S. Department of Agriculture from March 1 - May 31, 2000 and will be detailed to Secretary Riley's office at the U.S. Department of Education from June 1 - November 30. While at Agriculture and Education, we will expect her to be serving as a part-time agency representative to the Youth Violence Council. In this capacity, Dr. Blumenthal will serve as the Council's Senior Advisor on Public Health.

HHS or Ag/Ed
beginning Feb 1st for approximately 2 mos. if needed for
not HHS!

The mission of the White House Council on Youth Violence, established by the President in an executive memorandum on October 15, 1999, is to develop a more effective policy and program coordination strategy across Federal agencies on youth violence issues. As the Council's Senior Advisor on Public Health, Dr. Blumenthal will bring her knowledge and skills as a national expert on public health. She will be responsible for working with a team to carry out the President's directive, and will have primary responsibility on the White House Youth Violence Council for developing and articulating policy responses related to the prevention of youth violence with regards to public health. These responsibilities will include ensuring that information on public health is a central part of the Council's citizens' information hub of resources on youth violence; publicly promoting the public health aspects of the work and mission of the WH Council on Youth Violence; and, working with the director to develop other appropriate policy responses to the problem of youth violence.

what is this?

All speaking engagements that are officially part of her work on the White House Council on Youth Violence, will be cleared solely through the Domestic Policy Council. Any travel she takes as part of this assignment will be approved by the DPC and will be paid for by the agency to which she is assigned. If Dr. Blumenthal accepts public speaking engagements or accepts travel not related to her assignment on the Council, she will not be expected to clear those engagements through the Domestic Policy Council, but will be expected to deal with the agency to which she is assigned.

is this OK with the agency?

I also want to assure you that the Domestic Policy Council understands that the Office of the Surgeon General will continue to have primary responsibility over the Surgeon General's report on Youth Violence, requested by the President in May 1999. In the spirit of this interagency taskforce, however, I hope that your office will work with the White House Council on Youth Violence upon the release and follow-up to the report. Dr. Blumenthal will not be assigned to the development portion of the report, but once it is completed she will be expected to highlight the findings of the report in her work on the White House Council on Youth Violence.

is this the SG report

Office of the Assistant Secretary for Health
and
Surgeon General
Office of Public Health and Science
Department of Health and Human Services

200 Independence Ave., S.W., Rm 716G

Washington, D.C. 20201

Phone: (202) 690-7694

Fax: (202) 690-6960 *Pls. use 202-260-4405.*
for Nicole Lurie

FAX TRANSMISSION COVER SHEET

Date: *Wednesday, Feb. 16, 2000*

To: *Ann O'Leary*

Fax: *- 456-2878*

Re:

From: *Senora for Dr. Lurie*

YOU SHOULD RECEIVE 2 PAGE(S), INCLUDING THIS COVER SHEET. IF
YOU DO NOT RECEIVE ALL PAGES, PLEASE CALL (202) 690-7694.



Fax Transmittal Sheet

RADM SUSAN J. BLUMENTHAL, M.D., M.P.A.

Assistant Surgeon General and Senior Science Advisor

OFFICE OF THE SURGEON GENERAL

U.S. DEPARTMENT OF HEALTH AND

HUMAN SERVICES

Room 18-66, Parklawn Building

5600 Fishers Lane

Rockville, MD 20857



Date: _____

TO

Name: _____

Ann O'Leary

Phone #: _____

Fax #: _____

202: 456-2878

FROM

Name: _____

RADM Susan J. Blumenthal

Phone#: _____

(301) 443-2270

Fax#: _____

(301) 443-3574

Pages: _____

(Including Cover Sheet)

Comments: _____

Thanks for your help with this.

Best Regards,

Susan

TO: Susan Blumenthal 301-656-5259

From: Ann O'Leary

- Please call me with comments once
you have had a chance to review.

DRAFT

202 456-2878

MEMORANDUM FOR DAVID SATCHER

FROM: BRUCE REED

SUBJECT: AGENCY REPRESENTATIVE APPOINTMENT OF SUSAN BLUMENTHAL
TO WHITE HOUSE COUNCIL ON YOUTH VIOLENCE AS SENIOR
PUBLIC HEALTH Advisor

are there other agencies?

This memo serves as a formal request to have Susan Blumenthal, U.S. Assistant Surgeon General, serve part-time as an agency representative on the White House Council on Youth Violence. I understand that Dr. Blumenthal will be detailed to Secretary Glickman's office at the U.S. Department of Agriculture from March 1, 2000 and will be detailed to Secretary Riley's office at the U.S. Department of Education from June 17, 2000. While at Agriculture and Education, we will expect her to be serving as a part-time agency representative to the Youth Violence Council. In this capacity, Dr. Blumenthal will serve as the Council's Senior Advisor on Public Health.

and violence

The mission of the White House Council on Youth Violence, established by the President in an executive memorandum on October 15, 1999, is to develop a more effective policy and program coordination strategy across Federal agencies on youth violence issues. As the Council's Senior Advisor on Public Health, Dr. Blumenthal will bring her knowledge and skills as a national expert on public health. She will be responsible for working with a team to carry out the President's directive, and will have primary responsibility on the White House Youth Violence Council for developing and articulating policy responses related to the prevention of youth violence with regards to public health. These responsibilities will include ensuring that information on public health is a central part of the Council's citizens' information hub of resources on youth violence; publicly promoting the public health aspects of the work and mission of the WH Council on Youth Violence; and, working with the director to develop other appropriate policy responses to the problem of youth violence.

clarify coordination of hub activities by Council - also research

and initiatives

All speaking engagements that are officially part of her work on the White House Council on Youth Violence, will be cleared solely through the Domestic Policy Council. Any travel she takes as part of this assignment will be approved by the DPC and will be paid for by the agency to which she is assigned. If Dr. Blumenthal accepts public speaking engagements or accepts travel not related to her assignment on the Council, she will not be expected to clear those engagements through the Domestic Policy Council.

DHS should pay

clarify Federal Council is not in DHS

I also want to assure you that the Domestic Policy Council understands that the Office of the Surgeon General will continue to have primary responsibility over the Surgeon General's report on Youth Violence, requested by the President in May 1999. In the spirit of this interagency taskforce, however, I hope that your office will work with the White House Council on Youth Violence upon the release and follow-up to the report. Dr. Blumenthal will not be assigned to the development portion of the report, but once it is completed she will be expected to highlight the findings of the report in her work on the White House Council on Youth Violence.

Thank you for your consideration.

attention to this request

whole White

he appreciate the opportunity to work with this outstanding physician.

cc: Secretary Glickman
Secretary Riley

THE WHITE HOUSE
WASHINGTON

February 17, 2000

MEMORANDUM FOR SURGEON GENERAL DAVID SATCHER

FROM: BRUCE REED 

SUBJECT: AGENCY REPRESENTATIVE APPOINTMENT OF RADM SUSAN
BLUMENTHAL TO WHITE HOUSE COUNCIL ON YOUTH VIOLENCE

This memo serves as a formal request to have Susan Blumenthal, MD, U.S. Assistant Surgeon General, serve part-time as an agency representative on the White House Council on Youth Violence. I understand that RADM Blumenthal will be detailed to Secretary Glickman's office at the U.S. Department of Agriculture from approximately March 1st and will subsequently be detailed to Secretary Riley's office at the U.S. Department of Education for the remainder of this Administration. While at Agriculture and Education, we will expect her to be serving as a part-time agency representative from those agencies to the Youth Violence Council. In this capacity, Dr. Blumenthal will serve as the Council's Senior Advisor on Public Health and will report directly to me.

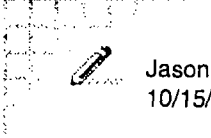
The mission of the White House Council on Youth Violence, established by the President in an executive memorandum on October 15, 1999, is to develop a more effective policy and program coordination strategy across Federal agencies on youth violence issues. As the Council's Senior Advisor on Public Health, Dr. Blumenthal will bring her knowledge and skills as a national expert on public health and violence. She will be responsible for working with a team to carry out the President's directive to foster cross-agency collaboration and coordination, and will have primary responsibility on the White House Youth Violence Council for developing and articulating policy responses related to the prevention of youth violence with regards to public health. These responsibilities will include ensuring that information on public health is a central part of the Council's citizens' information hub of resources on youth violence; publicly promoting the public health aspects of the work and mission of the WH Council on Youth Violence; and, working with the director to develop other appropriate policy responses and initiatives to address the problem of youth violence.

All speaking engagements that are officially part of her work on the White House Council on Youth Violence, will be cleared solely through the Domestic Policy Council. Any travel she takes as part of this assignment will be approved by the DPC and will be paid for either by the U.S. Department of Health and Human Services or by the agency to which she is assigned. If Dr. Blumenthal accepts public speaking engagements and/or accepts travel not related to her assignment on the Council, she will not be expected to clear those engagements through the Domestic Policy Council. She should, however, work with the agency to which she is assigned to clear engagements related to her assignments as a detailee to those agencies.

I also want to assure you that the Domestic Policy Council understands that the Office of the Surgeon General will continue to have primary responsibility over the Surgeon General's report on Youth Violence, requested by the President in May 1999. In the spirit of this interagency taskforce, however, I hope that your office will work with the White House Council on Youth Violence in development, release and follow-up to the Surgeon General's report. Dr. Blumenthal will not be working directly on the development portion of the report, but once it is completed she will be expected to highlight the findings of the report in her work on the White House Council on Youth Violence.

Thank you for your attention to this request.

cc: Secretary Glickman
Secretary Riley



Jason H. Schechter
10/15/99 02:57:18 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Memorandum: White House Council on Youth Violence

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 15, 1999

October 15, 1999

MEMORANDUM FOR THE ATTORNEY GENERAL

THE SECRETARY OF LABOR

THE SECRETARY OF HEALTH AND HUMAN SERVICES

THE SECRETARY OF EDUCATION

THE ASSISTANT TO THE PRESIDENT FOR

DOMESTIC POLICY

SUBJECT: White House Council on Youth Violence

Violence by youth and against youth is an issue that deeply concerns us all. Youth violence can be thought of as a juvenile crime issue, as a public health issue, and as a school safety issue. It affects every region and demographic group. As many recent incidents have made us aware, it is a problem that can strike with unexpected force -- and that now demands uncommonly unified responses. That is why I announced, on August 17, 1999, that a nonprofit, nonpartisan "National Campaign Against Youth Violence" had been established to bring together all segments of society to help prevent youth violence.

The Federal Government already addresses many aspects of youth violence through its programs. I am particularly proud of the joint efforts of the Attorney General, the Secretary of Health and Human Services, and the Secretary of Education in developing the Safe Schools/Healthy Students initiative. These agencies

also worked well together to help us respond quickly to the Columbine High School incident. I have read with interest the report of the Attorney General's Coordinating Council on Juvenile Justice and Delinquency Prevention. I look forward to the report that the Surgeon General in response to my May request is preparing on the causes of youth violence. The Secretary of Labor's efforts to address the needs of youth are also about to bear fruit, as high-poverty communities implement our new Youth Opportunity Grants, and as the Secretary and the Attorney General finalize their agreement for cooperative work on those grants and on Labor's Youth Offender grant program.

With so many agencies and programs involved, and with the need for my Administration to work closely with different elements of State and local governments, tribes, schools, community groups, and families, it has become increasingly clear to me that the Federal Government needs a more effective policy coordination strategy for youth violence issues.

Therefore, today I direct the Assistant for Domestic Policy to form a White House Council on Youth Violence to provide this policy coordination, to provide flexible and timely responses to the challenge of youth violence, and to ensure that our Nation's citizens are able to benefit from the Federal Government's many antiviolence initiatives.

more

(OVER)

Structure of the Council

The Assistant to the President for Domestic Policy will chair the Council. The Office of the Vice President and the Office of Management and Budget will be regular participants. Four agency heads will be the regular program members of the Council:

- The Attorney General, responding to the juvenile crime aspects;
- The Secretary of Health and Human Services, responding to the public health aspects, including mental health aspects, and to family issues;
- The Secretary of Education, responding to the school safety issues; and
- The Secretary of Labor, responding to youth employment and out-of-school youth issues.

The Chair of the Council may add such other officials as he deems appropriate to further the purposes of this overall effort or to participate in specific aspects of it. For example, matters relating to public health aspects would involve the Surgeon General. Matters relating to firearms control or drug abuse would involve the Secretary of the Treasury and the Director of National Drug Control Policy, respectively. Implications for economic development policies would call for involvement of the Secretary of Housing and Urban Development, the Secretary of Agriculture, and the Secretary of Commerce. Comparable policies for Indian country would engage the Secretary of the Interior. Issues relating to community service opportunities for youth would involve the Chief Executive Officer of the Corporation for National and Community Service.

The Chair, after consultation with Council members, will appoint staff members to coordinate the Council's efforts. The Chair may call upon the participating agencies for logistical support to the Council, as necessary.

Duties of the Council

1. Develop a citizen's information hub. The Council will develop and maintain a coordinated inventory of relevant agency programs and provide analyses of their effectiveness. It will make this inventory widely available in summary form -- and upon request in more detail -- through the services of the

appropriate Council member, to elected officials, community groups, police organizations, school systems, parents, and others working on local solutions to these issues. The inventory and full texts of program reports and evaluations should be available on an easily accessible website. The availability of this compilation will be widely publicized.

2. Produce reports on youth violence. The Council will prepare or have prepared reports on various aspects of the problem of youth violence, describing, for instance, best practices in combating the problem. In doing so, the Council should consult with nonprofits, foundations, and other organizations that have conducted research and/or developed resources on the prevention of youth violence. In addition, the Surgeon General is now carrying out a broad study of the potential causes of youth violence. I ask that the Surgeon General consult closely with the Council in the development of the study so that I may have the benefit of participation of all the involved agencies in its analysis and findings.

more .

3. Expand the Safe Schools/Healthy Students model of collaboration. This initiative of the Departments of Justice, Education, and Health and Human Services has evolved into a highly effective collaboration among the agencies. The Council will oversee this effort and examine options for improving its operations and applying the model to other governmental efforts. The Secretary of Labor will begin participation in the initiative through establishing linkages to Youth Opportunities and Youth Offender grants.

4. Provide tools for parents to deal with the issue. Many Federal programs address issues relating to strengthening the family and helping parents raise children. The Council will explore the possibility of devising a cross-program strategy to help parents address youth violence. It will also report on new tools emerging in both the private and public sectors to assist parents.

5. Coordinate the Federal research agenda. The Council will oversee coordination of agency research agendas and the development of needed cross-agency research collaborations. I ask the Council to seek to have this structure in place to support the planning for FY 2001 research funds, and where feasible, to improve the planned use of funds available from prior years.

6. Develop further policy responses. The Council will meet at the call of the Chair to discuss new findings from analyses of the youth violence issue and to consider new or modified Administration responses to it, especially those that involve more than one agency. Recommendations for initiatives will be discussed in the Council for consistency with overall coordinated policy before being presented for formal decision in the budget process. From time to time, the Council will report to me directly on the results of its efforts.

WILLIAM J. CLINTON

cc: The Vice President
The Secretary of the Treasury
The Secretary of the Interior

The Secretary of Agriculture
The Secretary of Housing and Urban Development
The Director of the Office of Management and Budget
The Director of the Office of National Drug Control Policy

#

Message Sent To: _____

January 28, 2000

MEMORANDUM FOR DR. PEGGY HAMBURG

FROM: BRUCE REED

**SUBJECT: AGENCY REPRESENTATIVE FOR WHITE HOUSE COUNCIL
ON YOUTH VIOLENCE**

This memo serves as a formal request to have Sonia Chessen from your office assigned to the Domestic Policy Council in the Executive Office of the President as the agency representative from the U.S. Department of Health and Human Services. This assignment would be effective starting February 7, 2000 through January 20, 2001. In this capacity, Sonia would serve as the Director of the newly formed White House Council on Youth Violence.

The mission of the White House Council on Youth Violence, established by the President in an executive memorandum on October 15, 1999, is to develop a more effective policy and program coordination strategy across Federal agencies on youth violence issues. As Director, Sonia would bring her expertise from her work as senior policy analyst at HHS on children and youth policy issues, including her work as the representative on the interagency working group that developed and has begun to implement the Safe Schools/Healthy Students initiative. She would be responsible for carrying out the President's directive including: developing a citizens' information hub of resources on youth violence; producing reports on youth violence; developing tools for parents; coordinating a Federal research agenda on youth violence; and, developing other appropriate policy responses to the problem of youth violence.

Sonia's assignment on the White House Council would benefit HHS by more effectively coordinating the work of HHS with other Federal agencies focused on the prevention of youth violence, as well as benefit the White House Domestic Policy Council.

Thank you for your consideration.

WHITE HOUSE STAFFING MEMORANDUM

Date: 2/9/00 ACTION / CONCURRENCE / COMMENT DUE BY: 2/11/00Subject: CANDIDATES FOR YOUTH ADVISORY COUNCIL

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	LOCKHART	☐	☐
PODESTA	☒	☐	LEWIS	☒	☐
ECHAVESTE	☒	☐	MARSHALL	☐	☐
RICCHETTI	☒	☐	MOORE	☒	☐
LEW	☐	☐	NASH	☒	☐
BAILY	☐	☐	NOLAN	☐	☐
BERGER	☐	☐	REED	☒	☐
BLUMENTHAL	☐	☐	SOSNIK	☒	☐
BRAIN	☐	☐	SPERLING	☐	☐
BURSON	☐	☐	STRETT	☐	☐
CAHILL	☐	☐	TRAMONTANO	☒	☐
EDMONDS	☐	☐	UCELLI	☐	☐
FRAMPTON	☐	☐	VERVEER	☒	☐
IBARRA	☐	☐	<u>CLERKS</u>	☒	☐
JOHNSON, B.	☒	☐		☐	☐
JOHNSON, J.	☐	☐		☐	☐
LANE	☐	☐		☐	☐

REMARKS:

COMMENTS TO STAFF SECRETARY

RESPONSE:

See meeting with [unclear]

THE WHITE HOUSE

WASHINGTON

February 9, 2000

MEMORANDUM FOR THE PRESIDENT

FROM: Mary Beth Cahill 

RE: Candidates for the White House Youth Advisory Council

A few weeks ago, you approved the recommendation of the Office of Public Liaison and the Domestic Policy Council to form a White House Youth Advisory Council to build on the significant progress this administration has made to connect with our nation's youth. This Council will provide young Americans with an opportunity to consult with you and your administration about issues such as poverty, race relations, education, social security, and youth violence, and give a national voice to their ideas and concerns.

The directors of the Office of Public Liaison and the Domestic Policy Council will serve as the Council's co-chairs. Up to 15 youth leaders from across the country will be appointed to the Council based on their ability to provide solutions to national issues such as education, social security, and youth violence. Youth leaders will be responsible for implementing a communication mechanism for youth input on the nation's agenda and the White House Council Against Youth Violence. These young leaders will also have the opportunity to highlight those positive solutions created by young Americans in response to the needs and interests of their generation, and will help prepare reports on various aspects of problems relating to youth. The Council will meet three times a year in March, June and September with you and/or the co-chairs. Youth leader membership will change for each session, and up to 15 new youth leaders will be appointed to serve at each separate meeting.

Listed below for your review are the names and biographies of 14 youth leaders. Both the Office of Public Liaison and the Domestic Policy Council believe these candidates are uniquely qualified for the Council's first session in March. A separate decision memo regarding the appointment of youth leaders for the June and September sessions will be forwarded to your attention shortly. **I recommend that you approve the following individuals as members of the White House Youth Advisory Council:**

Mr. Martin Banda, Age 17, Harlington, Texas

Boys and Girls Clubs of America Youth of the Year. Martin Banda, an Hispanic American, is the Boys and Girls Clubs of America Youth of the Year and Southwest Regional Youth of the Year. He is an 11-year member of the Boys and Girls Club of Harlington, Texas. He has served as a Boys and Girls Club peer leader for the SMART MOVES drug, alcohol, and teenage pregnancy prevention initiative. SMART MOVES is a student managed program that assists in developing leadership skills for teenagers.

APPROVE: _____

DISAPPROVE: _____

Mr. Jody Carter, Age 21, Arkadelphia, Arkansas

Youth In Action National Youth Advisory Council and Hugh O'Brian Youth Foundation.

Jody Carter has been a board member of the Youth In Action Council for three years, and is responsible for highlighting the thousands of youth solutions that are presented to Youth In Action on their Web site. One of the youth solutions to school violence featured by Youth In Action includes "Across the Lines" in Concord-Carlisle High School in Concord, Massachusetts. This weekly program brings together students from different backgrounds to discuss racial stereotypes and race relations. Mr. Carter is also a member of the Hugh O'Brian Youth Foundation where he teaches youth leadership skills.

APPROVE: _____

DISAPPROVE: _____

Ms. Marie Celestin, Age 22, Boston, Massachusetts

Growing Individuals Reacting to Life's Struggles (G.I.R.L.S.) Marie Celestin, an African American, is the founder of a girl-led non-profit organization called G.I.R.L.S. Her organization coordinates annual conferences and monthly forums for young women in the Boston area on gender discrimination, body image, and self-esteem. She is a member of the Title 9 Advocacy Project Policy Advisory Committee which works on gender discrimination and sexual harassment in schools. She is also a member of the Youth In Action National Youth Advisory Council.

APPROVE: _____

DISAPPROVE: _____

Mr. Charlie Dominguez, Age 19, New York, New York

Hetrick Martin Institute's Youth Leadership Program. Charlie Dominguez is an Hispanic American who is gay. He is currently participating in the Youth Leadership Program at the Hetrick Martin Institute in New York. He also works on a program called POP (Peers Outreaching to Peers), a peer anti-violence program which seeks to reduce the level of violence--especially gang related violence--against both gay and straight kids.

APPROVE: _____

DISAPPROVE: _____

Mr. Jeffrey Johnson, Age 25, Baltimore, Maryland

NAACP National Youth Council. Jeffrey Johnson, an African American, serves as the NAACP National Youth Council Coordinator. In this capacity, Mr. Johnson represents over 30,000 young people in 450 NAACP youth councils nationwide. As a student at the University of Toledo, Mr. Johnson served two terms as president of the Black Student Union and as president of the student government. He now serves as a minister at United Baptist Church in Baltimore.

APPROVE: _____

DISAPPROVE: _____

Ms. Erin McCarthy, Age 18, Seattle, Washington

Winner of the 1999 MAVIA Youth Peacemaker Award. Erin McCarthy was the recipient of the 1999 Mother Against Violence in America (MAVIA) Peacemaker Award. She has worked to end violence through workshops and forums, bringing together people from different groups to talk about issues such as race, poverty, and violence. She has also spoken at numerous engagements and has gone before the Seattle City Council to express her concerns for such issues.

APPROVE: _____

DISAPPROVE: _____

Ms. Isolde Raftery, Age 17, Seattle, Washington

SAVE Program. Isolde Raftery is an active member of SAVE's program at Garfield High School. SAVE's chapter collaborates with the police to work on projects to reduce violence in the area. She spoke at the Red Hot Chili Pepper's "Concert to End Violence."

APPROVE: _____

DISAPPROVE: _____

Mr. Hans Reimer, Age 25, Oakland, California

The 2030 Center. Hans Reimer is the founder and director of the 2030 Center, an organization that mobilizes youth around Social Security, Medicare, pay equity issues, and education and employment issues. He is the author of *Strengthening Social Security for Young Workers*, and served on a White House Panel to discuss the impact of budget policy on younger generations.

APPROVE: _____

DISAPPROVE: _____

Ms. Cathy Serafica, Age 24, Los Angeles, California

UCLA Pilipino Recruitment and Enrichment Program (PREP). Cathy Serafica, an Asian-Pacific American, became involved in the UCLA Pilipino Recruitment and Enrichment Program (PREP) first as a high school student and later as an organizer in college. Through PREP, she helped to facilitate weekly community forums for Filipino American high school students from the Los Angeles area and UCLA college students to discuss Filipino American history, culture, and higher education and contemporary community issues. As a graduate student, she is an active member of the Diversity Recruitment and Mentoring Committee of the UCLA Department of Information Studies.

APPROVE: _____

DISAPPROVE: _____

Mr. Jason Summey, Age 17, Asheville, North Carolina

Winner of the 1998 President's Service Award. Jason Summey, an African American, was the recipient of the 1998 President's Service Award. When he was president of his 8th grade class, he launched "Be Cool ... Stay in School" and a "Dropout Patrol" Both of these programs provide support and counseling for students who are considering the possibility of leaving school.

APPROVE: _____

DISAPPROVE: _____

Mr. Marlin Thomas, Age 23, Alton, Illinois

National Council on Disability Youth Leadership Council. Marlin Thomas, an African American, is a peer mentor for youth with disabilities. He is an active member of the National Council on Disability Youth Leadership Council. In Illinois, he works at a local adult independent living center that was developed from a grant by the Department of Education. In his peer mentorship role, Mr. Thomas communicates with youth in local schools and colleges about the Disability Rights Movement and issues affecting youth, such as school violence.

APPROVE: _____

DISAPPROVE: _____

Mr. David Winkler, Age 18, Denver, Colorado

Students Against the Firearm Epidemic (SAFE) Students of Colorado. David Winkler was strongly affected by the tragic events at Columbine High School, and has spoken out about the need to listen to our nation's youth and to keep guns out of the wrong hands. He participated in a youth panel discussion at the Colorado Governor's Conference on Youth Violence in June of last year. Last July, Mr. Winkler lead a group of 95 high school students from Colorado to Washington D.C. to urge Congress to put aside politics and pass reasonable gun reforms. He took a year off before college to organize and serve as executive director of SAFE Students, a national youth movement dedicated to reducing gun violence. He is also a spokesperson for the Student Pledge Against Gun Violence.

APPROVE: _____

DISAPPROVE: _____

Ms. Mee "Molly" Yang, Age 17, St. Paul, Minnesota

Hmong American Partnership Peem Tsheej Program. Molly Yang, an Asian-Pacific American, is a part-time youth outreach worker with the Hmong American Partnership Peem Tsheej Program that works with serious juvenile offenders and young people that are on the brink of joining gang. She joined the Peem Tsheej Program as a participant in 1993. She has served as the chief editor of the *Hmong Teen* magazine and is the former president of the Asian Council. She has won numerous awards, including the United Way Youth Leadership Award.

APPROVE: _____

DISAPPROVE: _____

Ms. PaHoua Yang, Age 25, Wausau, Wisconsin

Mental Health Worker. PaHoua Yang, an Asian-Pacific American, works for a mental health clinic that aggressively reaches out to juveniles who are either experiencing serious mental health problems or are involved in the juvenile justice system. While in college, she served as the president of the Hmong Student Association at the University of Wisconsin. She also played a leading role in organizing the 1997 Hmong National Development Conference in Eau Claire, Wisconsin.

APPROVE: _____

DISAPPROVE: _____

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004. list	re: youth nominees (1 page)	n.d.	b(6)
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Domestic Policy Council
Ann O'Leary
OA/Box Number: 19586

FOLDER TITLE:

Youth Violence Council [1]

2013-0436-S

rc1271

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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

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THE WHITE HOUSE
WASHINGTON

February 9, 2000

MEMORANDUM FOR BRUCE REED AND ERIC LIU

FROM: Sonia Chessen
Ann O'Leary

SUBJECT: Staffing for the Youth Violence Council

This memo is to update you on the status of staffing for the Youth Violence Council and to get your feedback on both the structure of the Council and the candidates for the various positions. As we reviewed the functions of the Council, we identified several specific positions. First, while the Director will play a significant role in the Council's mandate to coordinate federal policy, the number of agencies, programs and research initiatives involved suggest the need for a Deputy Director. Second, we thought coordinating the website, parent tools and other dissemination strategies necessitated a Director of Communications. Finally, we see a need for several staff members with writing, Internet and legislative skills, in order to get the work done.

Happily our outreach to the Departments has yielded qualified candidates for all of these positions. Below is the slate we propose, their potential titles and a few words about why we think the individuals would work. We have attached their resumes.

Deputy Director – Marie Burke, an attorney from the Justice Department, would be perfect in this position. Marie is new to Justice and comes from the Harvard School of Public Health where she was the Director of Violence Prevention Programs. She worked closely with Deborah Prothrow-Stith (the grandmother of violence as a public health issue) and is well-versed in the content area from the justice and public health perspectives. Marie is smart and engaging, both of which will be essential in our ongoing attempts to get all the Departments on the same page.

Director of Communications - Brad Kofoed came to us from Education, although he has most recently been on detail to the President's Council on Year 2000 Conversion. While Brad is not familiar with the content area, he had great ideas on a variety of dissemination strategies and his recent work at the White House should facilitate our development of appropriate deliverables. He has extensive experience working in and with the private sector and would serve well as a liaison to the National Campaign.

Webmistress- Alice Bettencourt is from HHS where she is the Departmental coordinator for the afterschool.gov website. Alice played a significant role in developing afterschool.gov and has worked closely with 17 agencies to keep it current. Afterschool.gov is a great model of consumer- friendly interagency website and we would like Alice to use it as a template for the Council's website. Alice has also been working on youth issues for her whole career at the Department and understands both HHS' and Education's perspective on youth development.

Alice is only available to us part-time, so she would work closely with Brad to coordinate the website efforts with the rest of the communications strategy.

Special Assistant for Research and Evaluation – Mark Sakaley was recommended to us from the Justice Department. Mark has been at Justice for four years. He was at NIJ and is familiar with its role in researching violence issues. Mark knows many people across the Department and prides himself on his strategic, “big picture” thinking. He would be helpful to us in our mission to coordinate the federal research agendas. Mark might also be a candidate for a part-time role with the Council

Senior Writer and Legislative Liaison – Caroline Chambers is currently the Staff Director of the Senate Democratic Policy Committee. She is an experienced writer, researcher, editor, and legislative strategist. Her skills would be very helpful to the Council as the lead writer on the mandated Youth Violence reports, as well as a key member working on legislative and appropriations strategy. Caroline would be available for a part-time position.

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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005. list	re: youth nominees (1 page)	n.d.	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19586

FOLDER TITLE:

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-----Original Message-----

From: Ann_O'Leary@opd.eop.gov [mailto:Ann_O'Leary@opd.eop.gov]
Sent: Friday, February 11, 2000 11:19 AM
To: Milton, Catherine
Subject: RE: WH Youth Advisory Council

Thanks, Catherine.

The time commitment is three meetings this year -- March, June, and September, as well as ad hoc consultation. The Council will probably want to do some preparation before the meetings and follow-up afterwards, but I do not anticipate it to be a great burden on their time.

As for recommendations -- if you could give us the names and a brief blurb on 2 or 3 young people that would be very helpful. The blurb should include their age, any organization with which they are associated, their accomplishments in the area of youth development issues, and any ways they have been recognized.

Please call me if you have any questions. We are hoping to get these recommendations into the President by the end of today or first thing Monday. My apologies for the short notice.

Thank you!

(Embedded
image moved "Milton, Catherine" <cmilton@savechildren.org>
to file: 02/11/2000 10:47:00 AM
PIC13036.PCX)

Record Type: Record

To: Ann O'Leary/OPD/EOP

cc:

Subject: RE: WH Youth Advisory Council

this is great ---thank you! I have a number of young people I can highly recommend. could you give me an idea of what is involved in terms of time? also do you only want one suggestion???

-----Original Message-----

From: Ann_O'Leary@opd.eop.gov [mailto:Ann_O'Leary@opd.eop.gov]

Sent: Thursday, February 10, 2000 12:14 PM

To: cmilton@savechildren.org

Subject: WH Youth Advisory Council

Catherine -

It was very nice to meet you with Goodwin several months ago after hearing so much about you for people in our world.

Shirley Sagawa suggested that I give you a buzz. I'm working with our office of public liaison to put together a White House Youth Advisory Council. The purpose of the Council is to allow the President to hear direct feedback from young people and to hear their ideas and input on policy issues that affect them (e.g. education, youth violence, etc.).

Shirley said that Save the Children has a dynamic Youth Council and suggested that we might recommend a young person from your council to sit on ours.

Please let me know if you have suggestions. You can either email me or reach me at 202/456-6275.

Thanks very much.

-Ann

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Bill Cullinane
(508) 945-8031

FAX COVER SHEET

FROM: Karen DATE 5.10.99
The SADD National Office

TO: Karen Coleman

AGENCY Fax # 202-456-7431

NUMBER OF PAGES (including this sheet) 13

MESSAGE: _____

More info. I

Still have on path
evidence efforts.

KK

**IF THERE ARE ANY PROBLEMS WITH THIS TRANSMISSION, PLEASE CALL
508-481-3568 THANK YOU!**

Where Have All the Children Gone?

Stephen G. Wallace

Like most, I watched, listened and read about the unfolding events at Columbine High School in Colorado with a sinking sense of familiarity and a brooding contempt for those responsible. But who are they?

Certainly, the explosive-draped gunmen bear full and final culpability for the senseless deaths of their classmates and teachers. But we cannot seem to escape the collective casting about for a cause more understandable or more menacing than children who look like our own.

In the short but seemingly endless hours that passed between the first shot and the last, a profile had already emerged of members of the so-called "trench coat Mafia." And we've heard it all before. Loners, outcasts, haters, neo-nazis. But still we ask what would lead some so young to commit atrocities so large. Could this be payback for being unpopular? For being picked on? For being slight in stature or short on athleticism? Were they ignored? Bullied? Abused? Ridiculed? Probably. Perhaps there are darker forces at work -- depression, paranoia, schizophrenia?

Whatever the etiology of Tuesday's massacre, there exists a common thread between Littleton, CO Springfield, OR, Jonesboro, AR, Bethel, AK and countless other communities: A desensitized, isolated culture where kids are too often left to fend for themselves, absent a prescribed moral compass from adults.

A 1995 Carnegie Council on Adolescent Development report concluded that "if the nation continues to neglect this age group, millions of young adolescents will become lifelong casualties of drug and alcohol abuse, teen pregnancy, AIDS, suicide, violence and inadequate education." More to the point, a similarly timed Justice Department study concluded that juveniles have become the driving force behind violent crime, drawing what Attorney General Janet Reno described as a "road map to the next generation of crime." So true. So sad.

Like it or not, many teens today live in schools disconnected from society; in homes disconnected from community; in rooms disconnected from family. In important ways we have become desensitized to each other. Perhaps out of fear, we willingly build walls around ourselves and our children - and they build walls around us and each other. Our humanity suffers the consequence.

Much of the behavior reported in most any morning paper suggests that at least some of what transpires in schools everyday transcends the normal vagaries of adolescence. It goes beyond the detachment and rebelliousness of the teenager who greets his family and his world with a bemused grin and an eerie lack of interest.

Headlines fairly scream something is wrong:

*Unwed teen tosses newborn out window.
Youth, 14, accused of child rape.
Youngsters suspended for popping Prozac.
Witness says boys joyful after stabbing.*

It has been estimated that about every five seconds of the school day, a student drops out. Every seven minutes a child is arrested for a drug related crime. Every five minutes a child is arrested for a violent crime. Every four minutes a child is arrested for an alcohol related crime. And every four hours a child commits suicide. Consider that some 90% of high school seniors surveyed had recently consumed alcohol. That some 64% of 6th graders say it's easy for them to get booze. Or that suicide among male teenagers has tripled since the 1960s.

As one Massachusetts teen put it, "just being happy has fallen lower on the priority list." Indeed, survival - physically and emotionally - seems to be the name of the game.

Is it any wonder that we find ourselves asking, "Where have all the children gone?" That what we often see when we look around are kids who no longer look like kids, but rather miniature versions of adults? That schools that seem to have *fewer* children and *more* metal detectors, condom machines and drug sniffing dogs?

In his book, *Who's Raising Whom?* Michael Thomson notes that "many high school students are now mimicking the behaviors of college-aged kids ... drinking, drugging, sexual promiscuity and acting out." No surprise there. But where did all this killing come from?

Parents, schools, television, movies, and the Internet are all the subject of much speculation and finger pointing. Whatever the source, or sources, there seems little doubt that exposure to seemingly endless violence, questionable values and mixed messages about everything from marijuana to sex often leaves children facing a distinct dichotomy between what they are taught by parents and the actions of those they also look to for examples of how best to live life.

There are no easy answers to what happened at Columbine High School. Nor are there easy answers to what happens every day in every school in this country. We can take some refuge, however, in the reality that throughout America a preponderance of adults and young adults make it their business, day in and day out, to build stronger families, schools and communities. Collectively, through words and deeds, they reinforce the simple pillars of humanity that ultimately can win the war against anger, helplessness and hate.

Not much solace when children lay dead across a schoolyard. But perhaps a little.

Stephen Wallace is a psychologist and national chairman & chief executive officer of SADD, Inc., (Students Against Destructive Decisions/Students Against Driving Drunk) representing more than 25,000 school-based chapters nationwide.



Stop the Violence!

SADD has always been concerned with saving young lives and preventing injury. The movement to end drunk driving deaths has been more and more successful with each year of SADD's growth. At the same time, America has experienced a new deadly epidemic which may soon surpass car crashes to become the leading cause of teen death and injury - violence! If SADD is to continue to be the leader in working to save young life and prevent injury, we must turn some of our attention to the issue of violence, especially that violence which is related to the use of alcohol and other drugs. SADD has the tools to reach students: caring members who know how to share messages with their friends in a meaningful and personal way. Now we must learn about the problem of violence, and apply our skills and caring to this pressing issue. Read the following information, and then ask your chapter to consider adding an anti-violence message to their SADD agenda.

- ✓ Between 1987 & 1991 arrests of juveniles for violent crimes grew by 50 percent - that is twice the increase for persons 18 years of age or older. Juvenile arrests for murder increased 85 percent compared with 21 percent for those 18 and older.
- ✓ The violent death rate (homicide, suicide and accidents) among youth ages 15 to 19 increased 13 percent between 1985 and 1991.
- ✓ Every year one in four U.S. households experiences violent or property crimes.
- ✓ Being abused or neglected as a child increases the likelihood of arrest as a juvenile by 53 percent, as an adult by 38 percent and for a violent crime by 38 percent.
- ✓ Nearly one fourth (23%) of America's public school students say they have been the victim of an act of violence in or around school. The most common aggressive acts are pushing, shoving, grabbing, slapping, verbal insults and threats.
- ✓ More than one tenth (13%) of students say they have carried a weapon to school at one time. This is consistent among urban, suburban, and rural students.
- ✓ One in four students, regardless of school level or achievement, feels that violence has lessened the quality of education in their school.

What Your School Can Do To Stop the Violence

- ✓ Develop consistent disciplinary policies, good security procedures and a plan for emergencies.
 - ✓ Train school personnel and students in conflict resolution, problem solving without violence, crisis intervention and cultural sensitivity.
 - ✓ Work with students, parents, law enforcement and the community to develop Drug Free and Weapon Free School Zones.
-

Stop the Violence

- ✓ Talk out the issue without blaming or insulting the other person.
- ✓ Be honest - let the other person know how what they are saying makes you feel.
- ✓ Listen carefully to what the other person is saying. Put yourself in their shoes.
- ✓ Brainstorm solutions to the problem.
- ✓ Be flexible and open minded.
- ✓ If you can't come to an agreement, ask a neutral party to listen to both sides and help work out a reasonable solution.
- ✓ Don't resort to violence!

What Your Neighborhood Can Do To Stop the Violence

- ✓ Ask police for help in setting up citizens patrols that walk the neighborhood reporting to the police license numbers and descriptions of suspicious persons.
- ✓ Demonstrate against landlords who rent property to drug dealers.
- ✓ Boycott business, restaurants and bars that allow drug dealing in their establishment and let them know you are warning other people about their policy.
- ✓ Keep your neighborhood clean - organize a clean-up campaign - sweep the streets, clean off graffiti, plant trees and flowers and keep playgrounds clean and in working order.
- ✓ Put up banners warning drug dealers that this is a Drug Free Neighborhood and residents will report drug and other crimes.
- ✓ Work with community leaders, businesses, and corporations to organize activities to keep the youth in the neighborhood occupied with positive activities.
- ✓ Ask the police to set up regular, but random patrols.
- ✓ Make it possible for residents to report suspicious activities or crimes without fear or retaliation.
- ✓ Hold rallies and marches to get everyone involved and committed to drive out crime and drugs in your neighborhood.
- ✓ Form a Court Watch to see that criminals get fairly punished and to support victims and witnesses.
- ✓ Provide an after-school haven for volunteers to gather to do homework, play games and socialize in a productive manner.

Stop the Violence

- ✓ Provide a mechanism for students to safely report crimes or suspicious activities to school personnel.
- ✓ Plan an Anti-Violence Month - have a poster contest, daily announcements on the P.A. on violence, hold a rally, have a rap contest for the best anti-violence rap.
- ✓ Create a Peace Wall spotlighting leaders who used nonviolence to deal with an injustice.
- ✓ Initiate a "Student of the Month" award for a student who uses ingenuity and intervention to deal with a potentially dangerous situation rather than violence. Highlight them in your school community newspaper.
- ✓ Work with your local newspaper, radio and TV stations to provide equal coverage for the positive things happening in your school and community - not just the negatives.
- ✓ Hold an "Anti-violence Talent Show" of skits, music dance etc. against violence. Ask local businesses to donate prizes.
- ✓ Set up a voluntary Student Conflict Resolution Board to arbitrate disputes.
- ✓ Use your imagination and develop other activities against violence and let us know about them.

CONFLICT RESOLUTIONS SETTLING ARGUMENTS WITHOUT VIOLENCE

The one time shouting matches and food fights that were common place in schools have escalated to fist fights and the use of weapons. The slightest provocation can lead to the deadliest of outcomes. Schools and students need to arm themselves with the skills to defuse a dangerous situation without violence in order to save lives. Conflict resolution—settling arguments without violence, is one of the most effective ways to control the cycle of violence infecting our schools. Every time you end an argument without violence you are one step closer to a peaceful environment. The following are some concrete steps to stopping violence (Reprint, laminate and pass out to students and school personnel).

- ✓ Never carry a weapon.
 - ✓ Identify the issue - what has caused the argument - focus on the issue - not the person.
 - ✓ Before getting involved in an argument, consider if it is worthwhile. It might be better to just walk away.
-

Stop the Violence

What Families Can Do To STOP THE VIOLENCE

- ✓ Make the family a priority! Do things together.
 - ✓ Set limits on what your children can watch on TV and for how long.
 - ✓ Make homework and the evening meal with family a priority.
 - ✓ Plan free time to spend together in activities other than watching TV - reading, walking, playing games. (outdoors & indoors).
 - ✓ Limit video games to half hour a day.
 - ✓ Monitor the TV programs and movies your children watch.
 - ✓ Don't use the TV as a babysitter.
 - ✓ Volunteer as a family for a community, neighborhood or church activity.
 - ✓ Don't use TV or video games as a reward or punishment.
 - ✓ If you find a TV ad offensive, call or write the advertiser or TV station.
 - ✓ Make sure the gifts you buy for each other and friends don't promote or encourage violence.
 - ✓ Plan a special Family Fun Night once a month. Go to the movies, out to dinner. have a picnic, play board games, etc. Plan together to play together.
 - ✓ Develop a plan to settle arguments without violence and stick to it.
 - ✓ Teach children how to compromise and share. Teaching includes repeated role modeling and practice.
 - ✓ Praise and reward children when they cooperate with one another.
 - ✓ Remember violent behavior begets violent behavior.
 - ✓ Learn effective parenting techniques which do not rely on force.
-

DATE RAPE—the act of forcing sex on a date. The use of force or coercion may be by verbal pressure, threats, physical restraint, or physical violence. Any time a person's protest against engaging in sexual activity is ignored, sexual assault has occurred. The rapist could be anyone—an acquaintance, classmate, co-worker—even a boyfriend.

You may be saying to yourself, "why should I be concerned about date rape?" First, because rape is a serious crime and second, because most people imagine the typical rapist as a psychotic stranger luring in an alley. In fact, many rapes are committed by a seemingly "nice guy" whom the victim may know quite well.

No matter who the rapist is, rape is an act of violence and a violation of a woman's personal rights. Rape causes great emotional and, often, physical injury to the victim.

Date rape is partly the result of the way some men think they are supposed to behave with women. Many men think they should always be aggressive and in control.

Some men see sexual intimacy as a competition—like a game. As when competing in sports, some young men might feel that they must "win" at any cost. Even the slang of sexual conquest is similar to that of sports: men speak of "scoring" with a woman. According to one young man, the object of a date with a woman is to see how far he can get—to pressure her to get the most sex he can out of her. This abusive attitude has nothing to do with sex; it's really about power and control.

Most young women do not view a date or sexual intimacy as a contest. Many have not been taught to be assertive in resisting things they don't want to do. As a result they are often blindsided and are unprepared to resist the aggression of a date or boyfriend.

As an example, read the following accounts of a date rape. The account on the left was given by a young lady who was raped. The one on the right is given by the young male who committed the rape.

DATE RAPE—A

A Case of Date Rape

How Kelly Described What Happened

I first saw Brian in the cafeteria. He was really good-looking and he had a wonderful smile. I really wanted to meet him but I wasn't sure how. I didn't want to appear too forward. When I went to return my tray after lunch, he was returning his at the same time. He said "Hi" and introduced himself. We started talking and I found we had a lot in common. I really liked him—he had a nice sense of humor. When he asked if he could give me a ride home from school, I thought it would be okay. He was such a good listener, and I wanted him to ask me out again. When we were driving home, he said he wanted to talk some more and get to know me better. He drove to a deserted park and stopped the car. We talked for a while and then he made his move. I was so startled. He started by kissing. I really liked him so the kissing was nice. But then he pushed me down on the seat. I tried to get up and I told him to stop, he was so much bigger and stronger. I got scared and I started to cry. He was holding my arms and hurting me. I froze and he raped me. It took only a couple of minutes and it was over. It was terrible, he was so rough. When I was over he kept asking me what was wrong, as if he didn't know he had just forced himself on me and he thought that was okay. He drove me home and said he wanted to see me again. I'm so afraid to see him I never thought it would happen to me.

How Brian Described What Happened

I first met her in the cafeteria. She looked really hot, wearing a sexy skirt and a top that showed off her great body. When I ran into her returning my tray after lunch, I introduced myself and we started talking. I knew that she liked me the way she kept smiling and touching my arm while she was talking to me. She seemed pretty relaxed so I asked her if she'd like a ride home after school. When she said yes, I knew that I was going to be lucky. On the ride home, I asked her if she'd like to stop and talk so we could get to know each other better. She said sure. At first, everything was great, we were talking and I started kissing her. Then, when I started to push her down on the seat, she started twisting and tried to get up and saying no. Most girls don't like to appear too easy, so I knew she was just going through the motions. I knew she would have to throw in some fears before she'd stop struggling and we did it. She was still very upset and nervous, and I just don't understand it. If she didn't want to have sex, why did she let me put the car? You could tell by the way she dressed and acted that she was a virgin, so why she had to put up such a struggle. I don't know.

LIFE AFTER A DATE RAPE

Date rape is a violation of a woman's body and spirit. It can affect every area of her life causing:

Loss of trust

The date rape victim may lose their ability to trust people. They may also lose trust in their own ability to judge people's character.

Guilt

Though the victim is in no way responsible for her attacker's behavior, she may feel shame and guilt—and even try to find reasons to blame themselves for the rape.

Depression

People who are victims of date rape are likely to be angry and depressed.

Fear

Fear—of other people, of going out on a date, of being alone. Date rape victims may even become fearful of people they know. A person may change their whole way of life, avoiding people and places.

Sexual problems

A person's deep emotional hurt may impair their ability to relate to a sexual partner.

VIOLENT CRIME

USE OF THE "CONTRACT FOR LIFE" BEYOND DRINKING AND DRIVING

In the past, SADD has stressed the "Contract For Life" as a prevention tool directed at drunk driving. The reality of the Contract is that it offers you a way to handle other dangerous situations. It is important that the "Contract For Life" act as an opening for a discussion with parent(s) or guardians about all those problems which may develop and cause you to call home. There may be instances when you feel threatened or see a high risk situation developing. That is the time to stop and think of your options. We all know that some people knowing that the situation was dangerous failed to take defensive action and paid for their mistake with their lives. It is better to err on the side of safety than to place yourself into a situation that may cause unwanted negative consequences. When in doubt call home for that ride.

Date rape isn't about love or lust. It isn't something that happens in the heat of the moment. Date rape is sexual violence.

KNOW YOUR SEXUAL RIGHTS AND RESPONSIBILITIES.

What Women Should Know:

First, you have the right to:

- Dress as you please.
- Agree to have sex with someone and then change your mind at any time.
- Be treated with respect at all times.

And you have the responsibility to:

- Talk openly and honestly about your sexual expectations, wishes and intentions.
- Assert yourself—by standing up for your rights.
- Take an equal role in your relationships with men.
- Reject sexual stereotypes that define women as passive, weak and irrational—even if he is the school "hunk."

WHAT TO DO IF YOU ARE RAPED!

Get To Friends

Go to a friend's house or any place where people can give you emotional support. Or call a rape-crisis line.

Go To A Hospital

See a doctor immediately for treatment of any injuries and for other tests, which can provide important medical evidence. Don't douche, bathe, shower or change clothes before you go.

Report The Rape

If you're a legal adult, then the decision is yours. Remember that reporting sexual assault is an important part of ending sexual violence—but you should be comfortable with the decision.

Seek Counseling

Whether or not you report the rape and participate in legal action, you should consult a trained rape-crisis counselor, hospital, rape-crisis center or mental health center.

If you are a victim of date rape remember that it is not your fault. There is nothing for you to feel ashamed or guilty about. You are not to blame. Remember also that reporting date rape may lessen the chances of it happening to others.

Can date rape be avoided?

Here are some practical steps you can take to help protect yourself from date rape.

communicate clearly—Make it clear to your date how you expect to be treated. Let your date know you will not tolerate any kind of abuse.

avoid dangerous situations—avoid places where you'll be alone until you get to know your date. Double date or go to public places where you can get help if you need it.

be in control—try not to be helpless or "in debt" to a dating partner:

- ... have an alternate way home.
- ... pay your own way.
- ... don't use alcohol or other drugs. These substances can severely hamper your ability to think clearly and act quickly if you find yourself in a dangerous situation.

be selective—think twice about going out with some who:

- ... often puts down men or women with comments such as, "girls are so stupid..."
- ... uses alcohol or other drugs
- ... enjoys pornography
- ... wants to be in control of where you go, what you do, etc.
- ... is given to angry, aggressive outbursts or extreme jealousy
- ... uses physical force (squeezing, pushing, etc.)
- ... drives recklessly—especially with you in the car.

If the person you're already dating has these tendencies, discuss your concerns—make your feelings clear. If the person is impatient or refuses to discuss your concerns, you should question going any further.

trust your instincts—if you're concerned about someone you're dating or want to date, trust your feelings. Get to know the person a little better before you go out. Talk on the phone, write notes to each other, share lunch in the cafeteria, etc.

DRINKING, DRUGS, AND DATE RAPE

The danger of rape goes up whenever drinking or drugs are used by either person on a date. Because drinking and drugging lowers inhibitions, a potentially violent partner is more likely to commit rape when under the influence. A girl doesn't give up the right to say "No" if she drinks, but some partners will try to take advantage of an impaired date. And, since substance use affects judgement, a girl may find herself in a dangerous situation—alone with a boy and away from help—because drinking dulled her awareness.

SADD has always been concerned with saving young lives and preventing injury. The movement to end drunk driving deaths has been more and more successful with each year of SADD's growth. At the same time, America has experienced a new deadly epidemic which may soon surpass car crashes to become the leading cause of teen death and injury – violence! If SADD is to continue to be the leader in working to save young life and prevent injury, we must turn some of our attention to the issue of violence, especially that violence which is related to the use of alcohol and other drugs. SADD has the tools to reach students: caring members who know how to share messages with their friends in a meaningful and personal way. Now we must learn about the problem of violence, and apply our skills and caring to this pressing issue. Read the following information, and then ask your chapter to consider adding an anti-violence message to their SADD agenda.

- ✓ Between 1987 & 1991 arrests of juveniles for violent crimes grew by 50 percent – that is twice the increase for persons 18 years of age or older. Juvenile arrests for murder increased 85 percent compared with 21 percent for those 18 and older.
- ✓ The violent death rate (homicide, suicide and accidents) among youth ages 15 to 19 increased 13 percent between 1985 and 1991.
- ✓ Every year one in four U.S. households experiences violent or property crimes.
- ✓ Being abused or neglected as a child increases the likelihood of arrest as a juvenile by 53 percent, as an adult by 38 percent and for a violent crime by 38 percent.
- ✓ Nearly one fourth (23%) of America's public school students say they have been the victim of an act of violence in or around school. The most common aggressive acts are pushing, shoving, grabbing, slapping, verbal insults and threats.
- ✓ More than one tenth, (13%) of students say they have carried a weapon to school at one time. This is consistent among urban, suburban, and rural students.
- ✓ One in four students, regardless of school level or achievement, feels that violence has lessened the quality of education in their school.



Stop the

What Your School Can Do To *"Stop the Violence"*

Develop consistent disciplinary policies, good security procedures and a plan for emergencies.

Train school personnel and students in conflict resolution, problem solving without violence, crisis intervention and cultural sensitivity.

Work with students, parents, law enforcement and the community to develop Drug Free and Weapon Free School Zones.

Provide a mechanism for students to safely report crimes or suspicious activities to school personnel.

Plan an Anti-Violence Month – have a poster contest, daily announcements on the P.A. on violence, hold a rally, have a rap contest for the best anti-violence rap.

Create a Peace Wall spotlighting leaders who used nonviolence to deal with an injustice.

Initiate a "Student of the Month" award for a student who uses ingenuity and intervention to deal with an potentially dangerous situation rather than violence. Highlight them in your school newspaper and the community newspaper.

Work with your local newspaper, radio and TV stations to provide equal coverage for the positive things happening in your school and community – not just the negatives.

Hold an "Anti-Violence Talent Show" of skits, music dance etc. against violence. Ask local businesses to donate prizes.

Set up a voluntary Student Conflict Resolution Board to arbitrate disputes.

Use your imagination and develop other activities against violence and let us know about them.

**...Violence is a
...It c | b**

Conflict SETTLING ARGUMENT

The one time shouting matches and food fights that were common place in schools have escalated to fist fights and the use of weapons. The slightest provocation can lead to the deadliest of outcomes. Schools and students need to arm themselves with the skills to defuse a dangerous situation without violence in order to save lives.

Conflict resolution – settling arguments without violence, is one of the most effective ways to control the cycle of violence infecting our schools. Every time you end an argument without violence you are one step closer to a peaceful environment.

The following are some concrete steps to stopping violence. (Copy, laminate and pass out to students and school personnel).



Violence

**Unlearned behavior
unlearned!**

solutions WITHOUT VIOLENCE

- ...Never carry a weapon.
- ...Identify the issue – what has caused the argument – focus on the issue, not the person.
- ...Before getting involved in an argument, consider if it is worthwhile. It might be better to just walk away.
- ...Talk out the issue without blaming or insulting the other person.
- ...Be honest – let the other person know how what they are saying makes you feel.
- ...Listen carefully to what the other person is saying. Put yourself in their shoes.
- ...Brainstorm solutions to the problem.
- ...Be flexible and open minded.
- ...If you can't come to an agreement, ask a neutral party to listen to both sides and help work out a reasonable solution.
- ...Don't resort to violence!

What Your Neighborhood Can Do To "Stop the Violence"

Ask police for help in setting up citizens patrols that walk the neighborhood reporting to the police license numbers and descriptions of suspicious persons.

Demonstrate against landlords who rent property to drug dealers.

Boycott business, restaurants and bars that allow drug dealing in their establishment and let them know you are warning other people about their policy.

Keep your neighborhood clean – organize a clean-up campaign – sweep the streets, clean off graffiti, plant trees and flowers and keep playgrounds clean and in working order.

Put up banners warning drug dealers that this is a Drug Free Neighborhood and residents will report drug and other crimes.

Work with community leaders, businesses, and corporations to organize activities to keep the youth in the neighborhood occupied with positive activities.

Ask the police to set up regular, but random patrols.

Make it possible for residents to report suspicious activities or crimes without fear or retaliation.

Hold rallies and marches to get everyone involved and committed to drive out crime and drugs in your neighborhood.

Form a Court Watch to see that criminals get fairly punished and to support victims and witnesses.

Provide an after-school haven for youngsters to gather to do homework, play games and socialize in a productive manner.

What Families Can Do To "Stop the Violence"

Make the family a priority! Do things together.

Set limits on what your children can watch on TV and for how long.

Make homework and the evening meal with family a priority.

Plan free time to spend together in activities other than watching TV – reading, walking, playing games, (outdoors & indoors).

Limit video games to half hour a day.

Monitor the TV programs and movies your children watch.

Don't use the TV as a babysitter.

Volunteer as a family for a community, neighborhood or church activity.

Don't use TV or video games as a reward or punishment.

If you find a TV ad offensive, call or write the advertiser or TV station.

Make sure the gifts you buy for each other and friends don't promote or encourage violence.

Plan a special Family Fun Night once a month. Go to the movies, out to dinner, have a picnic, play board games etc. Plan together to play together.

Develop a plan to settle arguments without violence and stick to it.

Teach children how to compromise and share. Teaching includes repeated role modeling and practice.

Praise and reward children when they cooperate with one another.

Remember violent behavior begets violent behavior.

Learn effective parenting techniques which do not rely on force.



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Dating

Dating violence occurs in all communities—it is not unique to class, race, or culture. Dating violence is about power and control. It is important that everyone be aware of the different forms of violence—emotional, physical and sexual—and how they are used.

emotional abuse—harms a person's self-esteem or causes shame.

- *repeated lies and broken promises
- *withholding affection—giving the "silent treatment"
- *extreme jealousy that keeps a partner away from friends or interests
- *insults and put downs
- *threats against a person's safety
- *controlling a person's every move—how to dress, what to eat, where to go, etc.

physical abuse—causes physical pain or injury.

- *punching, kicking or slapping
- *shaking, pushing or grabbing hard enough to cause discomfort
- *attacking with a knife, gun or other weapon
- *any physical act that is unwanted or hurtful.

***If you're involved in an
Believe in Yourself-***

***If you know a victim
Believe the person—Support***

CONFLICT & Settling Argument

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Violence

sexual abuse

is any kind of unwanted sexual advance or contact. It can include everything from unwelcome sexual comments to kissing to intercourse.

*unprotected, hurtful sex

*"Date rape," forced sexual intercourse between two people who know each other. It's a common and serious problem.

Behaviors that are common of young men who abuse their partners:

- ...Jealousy
- ...Controlling Behavior
- ...Unrealistic Expectations
- ...Isolation
- ...Cruelty to Animals and Children
- ... "Playful" Use of Force During Sex
- ...Verbal Abuse
- ...Rigid Sex Rules
- ...Mood Swings
- ...Past Battering
- ...Breaking or Striking of Objects
- ...Any Force During an Argument

Healthy relationship...

Get Help—Get Out!

dating violence...

person—Suggest options!

SOLUTIONS without violence

- ...Never carry a weapon.
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- ...Talk out the issue without blaming or insulting the other person.
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- ...Listen carefully to what the other person is saying. Put yourself in their shoes.
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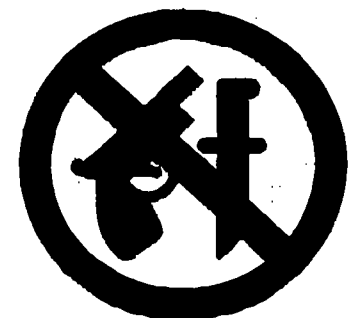
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Students @ local level are advocating

Looking to action ppl. can take to prevent youth violence

- Parents need to be more intrusive in lives of their children
- Saying to children to go directly to adults

- Involved w /NAB

asking ppl @ local level to be monitoring or calling
broadcasters

- Youth

[Peggy Charren - Cambridge, MA
Action for Children's Television (ACT)
- outspoken critic of industry

Rockers = Recording Artists Against Drunk Driving

Eric McClure (944) 7444 - 91444

- Bright McClure - son



SONIA CHESSEN <schessen@OSASPE.DHHS.GOV>

01/24/2000 10:17:29 AM

Record Type: Record

To: Ann O'Leary/OPD/EOP

cc:

Subject: Fwd: Re: detail

This is what we need, ASAP. Thanks

Date: Tue, 28 Dec 1999 15:01:48 -0500
From: JULIE LEFEVRE <jlefevre@OSASPE.DHHS.GOV>
Subject: Re: detail
To: schessen@OSASPE.DHHS.GOV
MIME-version: 1.0
Content-type: text/plain; CHARSET=US-ASCII
Content-disposition: inline
Content-transfer-encoding: 7BIT

yes - you need a letter from the appropriate person at the White House requesting you to come over on a detail - (and indicate the type - reimbursable or non-reimbursable) including the start and end dates and what you will be doing. This can be addressed to Pat Ruggles or Dr. Hamburg.

Once you have the original request, please get the original request to me - I will need to get internal approvals and then go to ASMB for approval - the ASMB must approve all detail requests to the White House or Hill.

Julie

>>> SONIA CHESSEN 12/28/99 02:53PM >>>
Hi Julie,

I just came to find you but you weren't there. I need to talk to you because I am going to be going on detail to the White House in January and probably need to be doing some paperwork. Can you let me know how to proceed? I will also be going back to fulltime at that point. Thanks,

Sonia

THE WHITE HOUSE

WASHINGTON

January 3, 2000

MEMORANDUM TO THE PRESIDENT

FROM: Mary Beth Cahill 

RE: Recommendation for a White House Youth Advisory Council to the President

In October of 1999, youth representatives at the Voices Against Violence Congressional Teen Conference and Youth Outreach Meeting encouraged you to consider establishing a cooperative youth-adult partnership for improving America. These young Americans also urged you to consider designing a communication framework to integrate their voices, concerns, issues, and solutions into the nation's agenda.

This year, the Domestic Policy Council is recommending that you consider proposing several new initiatives to support youth development, including a new Youth Empowerment Grant that would support youth-led projects that provide solutions to community problems such as youth violence. Based on the tragic events of the past year, both the Office of Public Liaison and the Domestic Policy Council agree that the federal government needs a more effective policy coordination strategy to interact with youth. It is also clear that young Americans need a forum to communicate their input on the policies developed by the administration, especially with regard to the White House Council Against Youth Violence.

In order to support youth-driven solutions and to more effectively garner the input of youth in developing policies that affect young people, I recommend the Office of Public Liaison and the Domestic Policy Council form a White House Youth Advisory Council. The establishment of this Council would provide young Americans with an opportunity to consult with you and your administration about national issues such as poverty, race relations, education, social security, and youth violence. The Council would also empower young Americans by giving a national voice to their ideas and concerns.

Structure of the Council:

The Directors of the Office of Public Liaison and the Domestic Policy Council would serve as the Council's co-chairs. The Council would meet three times a year with you and/or the chair. Fifteen youth leaders from across the country would be appointed to the Council. Youth leaders would be selected according to their contributions to providing youth solutions to national issues such as education, social security, and youth violence.

Current topics and issues would be discussed with this group to garner their input on the policy developments relating to this matter. Depending on the issue, youth leaders would brainstorm and interact with senior administration officials regarding policies that do or will affect them. For example, youth leaders would have the opportunity to join forces with the Secretary of Labor to

address issues related to job training. Youth leaders would also have the opportunity to present their views to the heads of other agencies (i.e. HHS, DoED, CNS, Labor, and Justice).

Duties of the Council:

Provide a communication mechanism for youth input to the White House Council Against Youth Violence. Young Americans would have a communication vehicle to channel their recommendations to the White House Council Against Youth Violence. The Office of Public Liaison and the Domestic Policy Council would be responsible for hosting Council meetings three times a year to provide young Americans an opportunity to submit and communicate their input on the work of the White House Council Against Youth Violence. Council members would also have the opportunity to host youth-led groups throughout the country that address youth violence.

Provide a communication mechanism for youth input on the nation's agenda. Young Americans would have a communication vehicle to channel their recommendations to the White House on the nation's agenda. During Council meetings, young Americans and youth-based organizations from across the country would have an opportunity to address their suggestions and communicate their input on national issues such as education and social security.

Highlight accomplishments of young Americans. The Council would also have the opportunity to highlight those positive solutions created by young Americans in response to the needs and interests of their generation (i.e. The Corporation for National Service).

Produce reports on youth issues. The Council will prepare or have prepared reports on various aspects of problems relating to youth.

In conclusion, I believe the establishment of this Council would be an excellent way to build on the significant progress this administration has made to connect with our nation's youth. Given your interest and leadership on youth outreach, I look forward to your response to this proposal.

APPROVE: _____

DISAPPROVE: _____

5 GOALS 4 KIDS

A Coalition to Prevent Youth Violence

PROGRAMS THAT WORK

Ann:

FYI.

Chip Payson

6-25-12

OPL

5 Goals 4 Kids Coalition

Programs That Work

One of the primary challenges facing America today is ensuring the healthy development of its children and youth. A recent spate of violent attacks committed by and against young people has brought increased national attention to the need for measures that will help young people mature into healthy, law-abiding, contributing members of the community.

Many organizations both nationally and locally are meeting this challenge with success by supporting and implementing programs and practices that are designed to build assets in youth, teaching the skills which enable young people to make healthy choices in life. This strategy is based on the assumption that – given the encouragement, the support, the opportunity, and the skills – young people are more apt to become involved in healthy and safe activities and less apt to engage in dangerous or even criminal activities.

Recently, several national public and private organizations joined forces with the U.S. Departments of Justice, Education, and Health and Human Services to form the *5 Goals 4 Kids Coalition*. Building on the goals of America's Promise, the Coalition seeks to bring coordinated national attention and focus to the needs of America's youth, especially those most at risk and often underserved, including the urban and rural poor, victims of abuse or neglect, juvenile offenders, children with disabilities and others. By engaging a wide spectrum of partners, leveraging new resources, and mobilizing networks of national organizations with state and local affiliates throughout the country, the *5 Goals 4 Kids Coalition* aims to accomplish the following five key goals to reduce violence and lead to improved outcomes for children and youth:

1. **Reduce** truancy by at least one-third in 200 schools across the nation.
2. **Create** constructive after-school opportunities, including recreational activities in safe places for at least 100,000 more children.
3. **Ensure** that at least 100,000 more children will participate in effective programs to prevent and discourage drug and alcohol abuse.
4. **Assist in enrolling** at least 500,000 eligible but uninsured children in health insurance programs, to ensure a healthy start.
5. **Develop** new programs in at least 200 communities to reduce gun injuries, e.g., to teach gun owners about safe, responsible gun ownership, and to stop the unauthorized, unsupervised use of guns by children.

This document provides a sampling of programs and practices that have been deemed effective in preventing crime and violence and strengthening the positive development of youth. These are models that communities can use to develop local responses that will help reach the *Coalition's* goals. Local groups are encouraged to adapt ideas from the material presented in a way that best responds to community needs and resources and to seek additional assistance from the organizations listed.

VIOLENCE PREVENTION

Overall Goal: To prevent risk factors that contribute to crime among youth.

The Challenge

Teens are victimized by all types of crime at rates dramatically higher than any other age group. Violent crimes of rape, robbery, and assault claim almost three times as many youth victims as adults in general, and ten times than that of the elderly. The statistics are alarming:

- There were 111 violent victimizations for every 1,000 teenagers and young adults in 1994 -- more than twice the rate for men and women aged 25-49 and about 11 times higher than that for people age 50 or older. (Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice [OJJDP])
- Four in ten girls between the ages of 14 and 17 report that they or a friend their age has been physically abused by a boyfriend. (*Children Now*, a national advocacy organization)
- The number of juveniles murdered increased 82 percent between 1984 and 1994. The number of juveniles murdered with a firearm nearly tripled during this period. (OJJDP)

Violence is costly. Beyond the cost of physical and emotional harm to victims, their families, and the community are monetary considerations – the cost of incarcerating a single juvenile is \$25,000-\$30,000 per year.

Moving Toward a Solution: Programs that Work

Violence prevention is cost-effective. By giving priority to the safety, health, guidance, and well-being of youth, communities can take steps to reduce youth violence. Many programs now underway are designed to build assets in youth – to help them develop the self-esteem, relationships, skills, leadership, and connections to the community – that will reduce their risk of becoming victims or perpetrators of violence.

WHAT WORKS?

- For infants – frequent home visits by nurses and other professionals.
 - For preschoolers – classes with weekly home visits by preschool teachers.
 - For delinquent and at-risk preadolescents – family therapy and parent training.
 - For schools –
 - organizational development for innovation.
 - communication and reinforcement of clear, consistent norms.
 - teaching of social competency skills.
 - coaching of high-risk youth in “thinking skills.”
-

Big Brothers/Big Sisters is the oldest established youth mentoring program in the United States. It matches caring adult volunteers with disadvantaged children primarily 10 to 14 years old and usually from single-parent homes, in one-to-one relationships. Mentors meet with their partner approximately three times a month for about four hours per visit. Compared with a similar group of young people, the youth in this program are significantly less likely to start using alcohol and other drugs and less likely to hit someone. They have better school attendance, attitudes, performance and better family and peer relationships. *Contact: Big Brothers/Big Sisters of America, 230 North 13th Street, Philadelphia, PA 19107, 215-567-7000*

Second Step, a curriculum developed in Seattle, Washington, has a ten-year history of successfully teaching elementary-age children in communities around the country ways to handle anger and disputes without violence. The program provides carefully structured training for children from early childhood through fifth grade, addressing issues from anger management to bullying prevention, from gang involvement to peer pressure. Evaluations document that children learn and retain these skills and show reduced violence and anti-social behaviors. *Contact: Committee for Children, 2203 Airport Way South, Suite 500, Seattle, WA 98134, 800-634-4449*

Youth as Resources, a program underway in more than 20 communities across the country, offers leadership opportunities for young people to address a variety of issues in their own neighborhoods, including violence. Concerned young people work in teams to identify local needs, develop strategies to address them, and carry out projects. They write proposals for funding to support their efforts and submit them to community boards (which include youth) for review. The board then selects grantees and monitors project activity. Participants have developed support programs for crime victims, painted over graffiti, built playgrounds, provided escort services to senior citizens, and a variety of other projects. Evaluations of the program indicate that it builds leadership and altruism among participants as it enables them to help prevent crime in their communities. *Contact: Maria Nagorski, Youth as Resources, 1700 K Street, Eighth Floor, Washington, DC 20006, 202-466-6272.*

The Resolving Conflict Creatively Program (RCCP) emphasizes conflict resolution and intercultural understanding. An effort of the New York City Public Schools and Educators for Social Responsibility, RCCP targets children in grades Pre-K-12. Program components include a conflict resolution curriculum, peer mediation, and training for teachers, administrators, and parents. RCCP has been implemented in more than 110 schools. Its primary objectives are to achieve a long term reduction in violent behavior and to promote caring and cooperative behavior in and out of school. Evaluation results indicate that, among program participants, there have been fewer reported fights, less verbal abuse, and more caring behavior displayed. *Contact: Linda Lantieri, Resolving Conflict Creatively Program, 40 Exchange Place, New York, NY, 10005, 212-509-0022.*

The Moreno Valley (California) Youth Court was established in 1988 to give juvenile offenders "an opportunity to take full responsibility for their actions and yet be diverted from the formal judicial system." Youth aged 12 to 18 who have committed minor status offenses, other rules infractions, misdemeanors, and some felonies are prosecuted, defended, and adjudicated by high school students trained by the district attorney's office. The role of the judge is played by a volunteer prosecutor or defense attorney. Evaluation data shows that 85 to 90 percent of youth court defendants complete the program each year, and only 10 percent return to the juvenile justice system. Local officials praise the program, noting that the community service performed by the defendants saves money in maintenance costs and time that otherwise would have been spent trying the cases in juvenile court. *Contact: Deputy Zelon, Moreno Valley Police Department, 14114 Business Center Drive, Moreno Valley, CA, 92553, 909-697-8350.*

For More Information

Preventing Crime: What Works, What Doesn't, What's Promising? Department of Criminology and Criminal Justice, University of Maryland. National Institute of Justice Briefing, 800-638-8736, www.preventingcrime.org

Child Welfare League of America
440 First Street, NW, Suite 310
Washington, DC 20001-2085
202-638-2952

Juvenile Justice Clearinghouse
PO Box 6000
Rockville, MD 20849-6000
800-638-8736
<http://www.ncjrs.org/ojjhome.htm>

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
202-628-2962

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006
202-261-4000
202-296-1356
www.weprevent.org

Crime Prevention Effectiveness Program
University of Maryland
Department of Criminology
www.preventingcrime.org

National Institute for Dispute Resolution
1726 M Street, NW, Suite 500
Washington, DC 20036
202-466-4764

Family Resource Coalition of America
200 N. Wacker Drive, Suite 1100
Chicago, IL 60606
312-338-0900
www.frca.org

National School Safety Center
4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362
805-373-9977

TRUANCY REDUCTION

Goal 1 Reduce truancy by at least one-third in 200 schools across the nation.

The Challenge

Truancy has become a major problem in this country that negatively influences the future of youth and costs taxpayers thousands of dollars. On a typical day in New York City's public school system, about 150,000 of 1 million public school students are absent. Frequent absence affects school performance and can lead to delinquent behavior. When police in Van Nuys, California, conducted a 3-week truancy sweep, shoplifting arrests fell 60 percent. Truant students are at higher risk of being drawn into behavior involving drugs, alcohol, or violence. Students who miss school frequently are often unable to develop interpersonal relationships or gain the knowledge and skills they need for future employment. Many chronic truant students are also likely to drop out of school. U.S. Department of Education statistics indicate that dropouts have lower earnings, experience more unemployment, and are more likely to end up on welfare and in prison than students who complete high school or college.

Truancy costs students an education, resulting in reduced earning capacity. It costs school districts hundreds of thousands of dollars each year in lost federal and state funds that are based on daily attendance figures. It costs businesses, which must pay to train uneducated workers. It also costs taxpayers, who must pay higher taxes for law enforcement and welfare costs for dropouts who get involved in the juvenile or criminal justice system or end up on welfare rolls.

PRINCIPLES OF EFFECTIVE TRUANCY PREVENTION

- Involve parents in all truancy-related activities
- Ensure that students face firm sanctions for truancy
- Create meaningful incentives for parental responsibility
- Establish ongoing truancy prevention programs in the schools
- Involve law enforcement in truancy reduction efforts
- Develop comprehensive approaches

Moving Toward a Solution: Programs that Work

Possibly the best truancy prevention initiatives are those that improve the school's capacity to develop innovative solutions. For instance, these may be broad-based programs that provide enrichment and recreation activities along with mentoring opportunities. Such programs may also include ready access to social services when a need is indicated.

Because truancy often indicates other problems in a child's life, many communities are designing truancy reduction programs that

involve schools, law enforcement, families, businesses, judicial and social service agencies, and community and youth service organizations. Truancy prevention and intervention efforts protect youth from risk factors and help reduce juvenile delinquency and other related problems. Programs that prevent a young person from becoming involved in the juvenile justice system save taxpayers money, prevent more people from becoming victims of crime, and help prevent the development of future criminal offenders. Increasingly, communities are implementing truancy prevention and intervention programs designed to address the issue before truancy leads to more serious problems for youth and the community. Such efforts may include establishing truancy centers, providing parenting classes, and making unannounced home visits, among other strategies.

At School, On Time, Ready to Work, based in Chanute, Kansas, part of the *Youth Out of the Education Mainstream* initiative, a joint effort of the Office of Juvenile Justice and Delinquency Prevention and the U.S. Department of Education's Safe and Drug-Free Schools Program, aims to increase school attendance, strengthen families, and prevent a child's removal from home. Schools, the Kansas Department of Social and Rehabilitation Services, and courts work together to provide intensive supervision and therapy for children and support and education for parents. The program provides intensive supervision of the child, support and group therapy services for the child, and support and education services to the parents. After a family completes the program, students are tracked, with particular attention given to ensuring their attendance at school. The program is seen as a cost effective measure – it is estimated that taxpayers may have saved as much as \$30,000 in custody expenses by spending only 10 percent of that amount on prevention. *Contact: Sheryl A. Beagley, Neosho County Attorney's Office, Judicial Center, P.O. Box 370, 102 South Lincoln, Chanute, KS 66720, 316-431-5750.*

Truancy Habits Reduced Increasing Valuable Education (THRIVE), initiated by the Oklahoma County District Attorney's Office, involves a consortium of law enforcement, social service, and community agencies. In 1989, THRIVE opened a truancy center, where, once they are picked up by police, truants are interviewed and assessed and their parents are contacted. Families are referred to other services to address problems they may be having. As follow up, the district attorney's office sends letters to parents to remind them of compulsory attendance laws and to inform them that legal action against parents will be taken if children persist in their truancy. Since its inception, the Oklahoma City Police Department reports a 33 percent reduction in daytime burglaries. The city also reports a 1.3 percent reduction in dropout rates and a 1.7 percent increase in daily attendance. *Contact: Debra Forshee, Executive Director, THRIVE, P.O. Box 18674, Oklahoma City, OK, 73154, 405-841-0688, 405-841-0690 fax*

Save Kids Partnership includes ten cities and 20 school districts in Western Maricopa County, Arizona, and is sponsored by WESTMARC, a coalition of business, utilities, educational institutions, development firms, property owner organizations, industries, cities, and towns. Youth six to 16 years old with attendance problems are closely monitored. After three unexcused absences, schools send parents a letter. Parents must respond with a plan to address the problem. After five unexcused absences, the case is referred to the prosecutor's office and

parents are sent a second letter. If students continue to be truant, the case is referred for prosecution. Parents and youth may participate in a diversion program in which youth agree to attend school, participate in counseling sessions and other supportive activities (e.g., tutoring), and parents must participate in a parenting skills support group. When parents were notified of their children's unexcused absences, attendance increased by 72.2 percent; only 27.8 percent were referred for prosecution. Of those who completed the diversion program, 92 percent did not recidivate. *Contact: Diane McCarthy, Director, WESTMARC, 9017 N. 57th Drive, Glendale, AZ, 85302, 602-435-0431, 602-435-0485 fax, www.WESTMARC@phnx.uswest.net*

For More Information

America's Promise in Schools
900 N. Washington Street, Suite 400
Alexandria, VA 22314
703-684-4500

National Dropout Prevention Center
Clemson University
205 Martin Street
Clemson, SC 29634-0726
864-656-2599
www.dropoutprevention.org

AFTER-SCHOOL OPPORTUNITIES

-
- Goal 2 Create constructive after-school opportunities, including recreational activities in safe places, for at least 100,000 more children.
-

The Challenge

Recent studies show that children and teens are most vulnerable either to committing or being a victim of crime between 2:30 p.m. and 8:30 p.m. Schools and community organizations that offer after school youth development programs are particularly well positioned to counter some of the hazards that threaten children, particularly adolescents – drug abuse, gang activity, and criminal victimization or involvement. Youth serving organizations can also play a key role in teaching young people skills to become responsible members of their communities. A national survey of youth-serving organizations found that such programs are attracting extraordinarily large numbers of children and teens who are at high risk for crime and delinquency, particularly in economically depressed areas.

Such after-school initiatives enjoy widespread public support – a recent poll conducted by the Charles Steward Mott Foundation found that 93 percent of 1,400 people surveyed nationwide said they favor making safe, daily enrichment programs available to all children, and 80 percent said they would be willing to pay more taxes to support such programs.

WHAT YOUTH WANT IN AN AFTER-SCHOOL PROGRAM

Young people want places where they can be safe during after-school hours – where there are no gangs, weapons, or crime. They prefer programs that provide a *range* of choices –

- sports and recreation,
- activities that bolster their educational and social skills,
- activities that increase their ability to say “no” when faced with temptation, and
- computer and other technical instruction.

Moving Toward a Solution: Programs That Work

Evidence from police departments shows that communities are experiencing lower rates of crime after actively involving adolescents in after school programs, and the children and teens being served feel they are contributing in positive ways to the community.

Varsity Spirit, a program at Roosevelt Middle School in Glendale, California, is an after-school program run by the Boy Scouts of America’s Verdugo Hills Council for at-risk youth who would probably shun traditional scouting programs. Varsity Spirit is based on Boy Scout of America’s Learning for Life initiative, an in-school values education curriculum for grades K

through 12. The program focuses on seven areas: team sport competition, anti-gang and anti-drug (including alcohol and tobacco) awareness, academic support and tutoring, community service projects, "Dress for Success" school days, field trips to sports and cultural events, and presentations by people from the community who offer information and personal insights on careers, goal-setting, and job seeking. Law enforcement officers play a key role by helping with all the activities as part of their school liaison and community policing efforts. An independent evaluation showed that a majority of Varsity Spirit participants markedly improved their grades, averaging an increase of 1.9 in grade point average, and periods of truancy or suspension dropped by almost 20 percent. *Contact: Verdugo Hills Council, Boy Scouts of America, 1325 Grandview Avenue, Glendale, CA, 91201, 818-243-6282.*

The Safe Futures Youth Center in Seattle is designed to help families and youth between the ages of 12 and 18 stay focused on their future by offering a variety of relevant, daily programs and activities. Their mission is to create a caring, extended family atmosphere, provide high quality services, and develop the potential of those served. The Safe Futures Youth Center, funded by the Office of Juvenile Justice and Delinquency Prevention, offers opportunities to build self awareness, positive relationships, academic skills, job readiness skills, leadership and community involvement. Services offered include counseling, crisis intervention, home visits, parenting workshops, school advocacy services (including grade and attendance monitoring, liaison with teachers and administrators, etc.), juvenile justice advocacy services (including liaison with probation officers and juvenile courts, etc.), and referrals, homework assistance, job training and employment services; along with a variety of recreational, educational, and community group activities. *Contact: Seattle Safe Futures, Sharon Chew, Department of Housing and Human Services, 618 Second Avenue, 6th Floor, Seattle, WA 98104-2232, 206-684-0930, 206-386-1138 fax, sharon.chew@ci.seattle.wa.us, www.ci.seattle.wa.us/Safe Futures/*

Teens, Crime, and the Community is part of a broad-based after school program at Boys & Girls Clubs of Providence, Rhode Island. Because it helps youth protect themselves, their friends, and their communities from crime, and because of its delinquency prevention potential, the program has become part of the social and learning programming at five local clubs. With help from the Ocean State Law-Related Education Center and community resource people (ranging from police and prosecutors to social service providers), the clubs provide classes on a variety of crime-related topics, including violence, conflict management, date rape, and substance abuse. Emphasis is placed on how youth can reduce their own risks and prevent crime in their schools and neighborhoods. Participants develop projects that directly address issues where they live, such as crime prevention campaigns, community clean-ups, and tutoring younger children. *Contact: John Mattson, Ocean State Center for Law & Citizen Education, 22 Hayes Street, Room B15, Providence, RI 02908, 401-861-5737 or Teens, Crime, and the Community, National Crime Prevention Council, 1700 K Street, NW, Second Floor, Washington, DC 20006-3817, 202-466-6272, 202-296-1356 fax, www.ncpc.org*

For More Information

National Collaboration for Youth
National Assembly
1319 F Street, NW, Suite 601
Washington, DC 20004, 202-347-2080
202-393-4517 fax
www.nassembly.org

Youth Service America
1101 15th Street, NW, Suite 200
Washington, DC 20005
202-296-2992
www.serve.net

The National School-Age Care Alliance
1137 Washington Street
Boston, MA 02124
617-298-5012
www.nsaca.org

Boys & Girls Clubs of America
1230 W. Peachtree, NW
Atlanta, GA 30309
404-815-5700
www.bgca.org

YMCA of the USA
101 North Wacker Dr., Suite 1400
Chicago, IL 60606
312-997-0031
www.ymca.net

YWCA of the USA
Empire State Building
350 Fifth Avenue, Suite 301
New York, NY 10118
212-273-7800
www.ywca.org

National Recreation & Park Service
2025 I St., NW, Suite 1009
Washington, DC 20006
202-887-0290

SUBSTANCE ABUSE PREVENTION

Goal 3 Ensure that at least 100,000 more children will participate in effective programs to prevent and discourage drug and alcohol abuse.

The Challenge

A widely publicized 1996 study of youth and substance abuse revealed that the war on drugs has made little impact on young users. In fact, it found that student use of most drugs had reached its highest level in nine years, with more youth reporting that they get “very high, bombed, or stoned.” According to the annual National Household Survey on Drug Abuse, drug use by young people continues to increase, with marijuana as the drug of choice.

Substance abuse and drug trafficking exacts a high price from America’s communities, particularly when young people are involved. Youth who abuse or sell drugs endanger their health, increase their risk of victimization, and become more likely to commit other crimes. Juvenile arrests and juvenile court cases involving drug offenses doubled between 1991 and 1994.

Moving Toward a Solution: Programs that Work

A wide variety of strategies are underway across the country to deal with the problem of youth and substance abuse, including deterrence programs such as Students Taught Awareness Resistance (STAR), Drug Free School Zones and MAD DADS, a group of fathers who “work the streets” to reach out to young users and dealers. Many communities are also launching comprehensive prevention initiatives aimed at reducing teen drinking and fostering healthy behavior.

KEYS TO PREVENTING SUBSTANCE ABUSE AMONG YOUTH

According to the U.S. Department of Health and Human Services’ National Institute on Drug Abuse, three things are essential in combating the spread of youth drug use:

- Building family and peer relationships
- Improving school performance
- Strengthening ties to the community

Reconnecting Youth is a school-based prevention program that targets young people in grade nine through 12 who show signs of poor school achievement and potential for dropping out. They may also show signs of multiple problem behaviors (such as substance abuse, depression, and suicidal tendencies). The program teaches skills to build resiliency with respect to risk factors and to moderate the early signs of substance abuse. The program incorporates social support and life skills training with a personal growth class, social activities and school bonding,

PREVENTION PRINCIPLES FOR CHILDREN AND ADOLESCENTS

Prevention programs should:

- be designed to enhance protective factors and reduce risk factors;
- target all forms of drug abuse, including tobacco, alcohol, marijuana, and inhalants;
- include skills to resist drugs when offered, strengthen commitments against drug use, and increase social competency in conjunction with reinforcement of attitudes against drug use;
- include interactive methods, such as peer discussion groups;
- include a parents' or caregivers component that reinforces what children are learning; and
- be long-term, with repeat interventions to reinforce the original prevention goals.

(Adapted from *Preventing Drug Use Among Children and Adolescents: A Research-Based Guide*, National Institute on Drug Abuse, National Institutes of Health)

and a school system crisis response plan for addressing suicide prevention approaches. Research shows that this program improves school performance, reduces drug involvement, decreases deviant peer bonding, increases self-esteem, personal control, school bonding, and social support, and decreases depression, anger and aggression, hopelessness, stress, and suicidal behaviors. *Contact: Leona Eggert, Psychosocial and Community Health Dept., Box 357263, University of Washington School of Nursing, Seattle, WA 98195-7263, 206-543-9455.*

Life Skills Training Program is designed to address a wide range of risk and protective factors by teaching general personal and social skills in combination with drug resistance skills and normative education. The three-year curriculum, intended for middle school youth, fosters drug resistance skills and information, self-management skills, and general social skills. Results indicate that this prevention approach can produce 59 to 75 percent lower levels of tobacco, alcohol, and marijuana use. Booster sessions can help maintain program effects. Long-term follow-up data found lower smoking, alcohol, and marijuana use six years

after the initial assessment. The prevalence of cigarette smoking, alcohol use, and marijuana use for program participants was 44 percent lower than for control students, and the regular (weekly) use of multiple drugs was 66 percent lower. Evaluation studies indicate that the program works whether program providers are adults or peer leaders.

Contact: Gilbert J. Botvin, Institute for Prevention Research, Cornell University Medical Center, 411 East 69th St., Room KB201, New York, NY 10021, 212-746-1270

I-STAR is a comprehensive prevention curriculum designed to reduce the use of alcohol, tobacco, other drugs, and acts of violence among young people. It includes middle school / junior high school student curriculum featuring drug prevention education, along with teacher training, a parent support and training program, and research and program evaluation. Parental involvement is a key part of the program, which encourages parent-child communication about alcohol and other drugs through homework assignments. I-STAR also assists parents in setting family rules concerning drug use and involves parents in initiating prevention activities in

schools. Evaluation results indicate decreased use of alcohol, cigarettes, and marijuana among youth four years after participating in the program. I-STAR works to develop partnerships within the community through worksite programs and corporate sponsorships, and spreads a "No Use" message to the community via the media. *Contact: Rusty Goodpastor, Director of Programs, STAR Alliance for Drug Free Youth, 1099 N. Meridian Street, Suite 210, Indianapolis, IN 46204-1037, 317-974-2000, 317-974-2002, www.star-alliance.org. The STAR Curriculum is licensed and managed by The University of Southern California. For individuals outside of Indiana, more information can be obtained by contacting USC's Department of Preventive Medicine at the Institute for Health Promotion and Disease Prevention Research, 1441 Eastlake Ave., Los Angeles, CA 90033-0800; Lapin@hsc.usc.edu*

Strengthening Families Program is a family-focused program for 6- to 10-year-old children of substance abusers. The program includes parent training, which improves parenting skills and reduces substance abuse by parents; children's skills training, which decreases children's negative behaviors and increases their socially acceptable behaviors through work with a program therapist; and family skills training, which improves the family environment by involving both generations in learning and practicing new behaviors. In each of the 14 weekly sessions, parents and children are trained separately in the first hour. During the second hour, parents and children come together in the family skills training portion. Afterward, families share dinner and a film or other entertainment. The primary outcomes of the program include reductions in family conflict, improvement in family communication and organization, and reductions in youth conduct disorders, aggressiveness, and substance abuse. *Contact: Karol Kumpfer, Dept. of Health Education, University of Utah, Salt Lake City, UT 84112, 801-581-7718.*

For More Information

National Clearinghouse for Alcohol and Drug
Information
11426-28 Rockville Pike
Rockville, MD 20847-2345
800-729-6686
www.health.org

National Institutes of Health
National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20857
301-443-6245
www.nida.nih.gov

Center for Substance Abuse Prevention
SAHMSA
Division of Community Education
5600 Fishers Lane
Rockville, MD 20857
301-443-0373
www.samhsa.gov

HEALTH INSURANCE ENROLLMENT

Goal 4 Assist in enrolling at least 500,000 eligible but uninsured children in health insurance programs, to ensure a healthy start.

The Challenge

There are more than 10.6 million children under age 18 who are uninsured in the United States. During the two-year period of 1995 and 1996, one out of every three children went without health insurance for one month or longer. Of these: 61 percent lived in two-parent families; 88 percent had two parents who worked; 64 percent had a parent who worked full-time and year-round; and 66 percent lived in families with incomes above the poverty level (Sources: U.S. Census Bureau, Current Population Survey, March 1995 and 1996. Computations by Families USA, Employee Benefits Research Institute and The Children's Defense Fund.) Clearly, the problem runs both deep and wide. Uninsured children come from a range of socio-economic groups.

THREE REASONS WHY CHILDREN NEED HEALTH INSURANCE

- Children without health insurance do not have consistent medical care and thus are more likely than those with insurance to be in poorer health and to have trouble learning in school. Two-thirds of uninsured children with severe sore throats and half of those with acute earaches fail to receive medical treatment.
- Children without health insurance often do not see a doctor until their health problems worsen into emergencies that endanger their lives. Half of uninsured children with asthma fail to see a doctor to minimize their symptoms and thus face a higher risk of respiratory failure.
- Children without health insurance are more likely to harbor long-term health problems that are more costly to treat. Every dollar invested in preventive care saves \$10 in emergency room use, hospitalizations and treatment of learning difficulties.

Sources: Stoddard, J., St. Peter, R., Newacheck, P., "Health Insurance Status and Ambulatory Care for Children," *New England Journal of Medicine*, 1994; 330(20): 1421-25; and Finkelstein, K., "Insuring Children: Health Care Reform Writ Small," *The Nation*, March 3, 1997, p. 18.

Moving Toward a Solution: Programs that Work

What can communities do to help enroll children in health insurance programs? Health care providers, foundations, corporations, teachers, child care providers, advocates, and public health officials are working together in myriad ways to inform families about insurance options for their children. The national effort to insure America's children is focused on the following major activities:

- Enlisting health care providers;
- Engaging hospitals and health centers;
- Making children's health insurance a public health priority;
- Investing in innovative national, state and local outreach;
- Mobilizing major corporations
- Involving teachers and child care referral centers; and
- Strengthening grassroots efforts to sign up uninsured children.

REACHING CHILDREN: WHAT HISTORY TELLS US

- Base the program and its outreach in the target community
- Mobilize the community in support of the program
- Develop problem-solving and advocacy structures that involve the community being targeted
- Minimize structural barriers to enrollment
- Conduct follow-up with families
- Coordinate efforts with other community and public agencies
- Link the effort with helpful, strategic partners
- Utilize local media outlets in the media campaign
- Maximize the use of free media coverage

From *Next Generation*, a publication of the Children's Partnership, May 1998

The State Children's Health Insurance Program provides enough funding to enroll approximately 5.8 million children in health insurance. To date, eight states have approved plans to insure one million children, including Alabama, California, Colorado, Florida, Illinois, New York, Ohio, and South Carolina. Together, these states estimate that they will provide health care coverage to more than one million children. Another fifteen states have submitted Child Health Plans for approval, including Connecticut, Idaho, Massachusetts, Michigan, Missouri, New Jersey, Nevada, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, Tennessee, Vermont, Wisconsin. Almost all other states have processes in place to develop and submit plans to expand coverage to uninsured children. States are taking advantage of CHIP's flexibility to develop innovative programs that meet the unique needs of their populations; for example, twelve states have proposed expanding coverage through Medicaid, six have proposed using block grants, and five have proposed a unique combination of the two. Local coalitions are working with the states to provide support.

The Start Healthy, Stay Healthy Campaign of the Center on Budget and Policy Priorities works to engage organizations and individuals in a nationwide effort to enroll eligible children into Medicaid and new CHIP programs. The campaign enlists early childhood programs and other community organizations to identify children from low-income working families who may be eligible for Medicaid, but who are not currently enrolled in the program. With the recent creation of the federal child health block grant, the campaign has expanded to help get children enrolled in enlarged or newly-created state child health insurance programs and to promote coordination between such programs and Medicaid to ensure that children are not in danger of being left without coverage. Start Healthy, Stay Healthy provides materials, training and technical assistance on how to simplify and coordinate application and enrollment procedures and on ways to make the enrollment process more accessible to working families. Training is offered on incorporating Medicaid income eligibility screening into early childhood program intake procedures and implementing effective outreach strategies. *Contact: Donna Cohen Ross, Center on Budget and Policy Priorities, 202-408-1080.*

A sampling of community outreach strategies to enroll children in CHIP and/or Medicaid include:

Georgia has, to date, placed 200 outreach workers in nontraditional community locations, including day care centers and supermarkets, during nontraditional hours in order to enroll more families into Medicaid. Along with providing information through simple brochures, the workers take clients through the entire application process, from filling out the forms to certifying eligibility to conducting follow-up work. In four years, outreach workers have enrolled 195,000 individuals. *Contact: Becky Shoaf, Right from the Start Medicaid Project, 404-657-4086.*

Tennessee has enrolled nearly 25,000 children in its TennCare program during the last year. The program is open to all uninsured children with no access to health insurance. The program provided fliers to school boards, superintendents, school principals, school nurses, Head Start programs, Medicaid providers and every licensed day care center in the state – asking them to relay information to parents. In addition, TennCare mailed fliers to select churches and to most employers – asking them to relay the information to employees. *Contact: Keith Johnson, Bureau of Tenn Care, 615-741-0213.*

New York has contracted with the HMO Council of New York to do community-based marketing to enroll children in Child Health Plus. The campaign includes placing advertisements on milk cartons, inserts in prescriptions given out at drug stores, advertisements in theaters before movies, enrollment nights at school gyms and a hot-line. In addition, a broad-scale media effort helped bring a four-fold increase in enrollment in Child Health Plus last year. *Contact: Helen Bryan, Bureau of Health Economics, 518-486-7897.*

Additional examples of innovative responses include:

- Public-private responses such as the Blue Cross Caring Program, which currently operates in 23 states to provide health insurance to children. It is administered by Blue Cross/Blue Shield at no charge and receives local contributions.
- Public responses such as Florida's Healthy Kids Corporation which arranges health insurance for uninsured children, mostly through state funding, using school enrollment as the group basis of coverage.
- Expansions in Medicaid coverage, such as those adopted this year in Virginia and Arkansas, covering children in families with incomes up to \$32,100 a year for a family of four.

For More Information

Center on Budget and Policy Priorities
820 1st Street, NE, Suite 510
Washington, DC 20002
202-408-1080
202-408-1056 fax
www.cbpp.org

Children Now
1212 Broadway, Fifth Floor
Oakland, CA 94612
510-763-2444
510-763-1974 fax
www.childrennow.org

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
800-275-2222
www.childrensdefense.org

The Children's Partnership
1351 3rd Street Promenade, Suite 206
Santa Monica, CA 90401
310-260-1220
www.childrenspartnership.org

KidsCampaigns
www.kidscampaigns.org/newsroom.html

KidsCount
410-547-6600
www.aecf.org/kc1997/kc1997.htm

National Association of Children's Hospitals
and Related Institutions
Fax-on-demand 800-222-9579.

U.S. News & World Report
www.usnews.com/usnews/nycu/kidlist.htm
(Includes a state listing of health insurance
programs for uninsured children who are not
eligible for Medicaid.)

PROGRAMS TO REDUCE GUN INJURIES

- Goal 5 Develop new programs in at least 200 communities to reduce gun injuries, e.g., to teach gun owners about safe, responsible gun ownership, and to stop the unauthorized, unsupervised use of guns by children.
-

The Challenge

Violence among youth has become increasingly lethal over the past decade because of the use of firearms. In 1992, 5,262 youth aged five through 19 died of gunshot wounds. An estimated 23,167 youth suffered nonfatal gunshot injuries that were treated in emergency departments from June 1992 through May 1993. Research by the National Association of Children's Hospitals and Related Institutions shows that the average cost of treating a child wounded by gunfire is more than \$14,000, enough to pay for a year of college. Some experts estimate the country spends as much as \$14 billion annually to rehabilitate gunshot victims. Added to the direct costs of injuries from violence are economic losses estimated at more than \$425 billion each year related to the costs of the criminal justice system, private security, lost productivity, and other costs. Even more devastating to community life is the fear of violence.

Moving Toward a Solution: Programs That Work

Communities are working to address youth violence in a variety of ways. Some are focusing on strategies that specifically address the issue of firearms; others are taking a broader approach to teach youth skills they need to avoid being victimized, to resolve conflicts peacefully, and to provide opportunities for positive interaction with peers and adults.

Teens on Target (TNT) aims to reduce youth violence, particularly from firearms, by training youth to be leaders and advocates for

KEY COMPONENTS OF COMPREHENSIVE GUN VIOLENCE REDUCTION STRATEGIES

According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP), any comprehensive strategy to reduce youth gun violence should include:

- Preventive services
- Working with witnesses to violence
- Public education
- Reducing fear
- Making guns safer
- Reducing availability and stricter regulation
- Enforcing laws
- Drug treatment and prevention
- Improving opportunities

violence prevention in their families, among peers, and in their communities. Participants present workshops to other young people on the causes and consequences of violence and strategies for prevention, including ways to resolve disputes peacefully. Participants also counsel young victims of violence to discourage them from retaliating. Participants actively advocate for local violence prevention policy. They have helped eliminate “kitchen table” gun dealers in Oakland, provided testimony on youth curfews, helped develop school safety plans, and are working to develop a youth recreation center. *Contact: Summit Medical Center, South Pavilion, 4th Floor, 350 Hawthorne Avenue, Oakland, CA 94609, 510-444-6191.*

Straight Talk About Risks (STAR) is a curriculum for grades Pre-K through 12 that teaches how to avoid carrying and using guns. Schools receive materials as well as professional training and support from STAR. Lessons focus on making safe and smart decisions, resisting peer pressure to use or carry guns, distinguishing between real and media violence, understanding the consequences of resorting to guns to solve problems, and learning how to solve problems without violence. The curriculum can be incorporated into traditional subjects, such as mathematics, science, and language arts. It has also been translated into Spanish. The curriculum is currently in use throughout New Jersey; in Dade County, Florida; New York City; and Los Angeles, San Diego, and Oakland, California. *Contact: Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1100, Washington, DC 20005, 202-289-7319.*

Student and Family Empowerment (SAFE) Program was established in 1987 to help youth deal with difficult issues, including violence. Teams of adults work in schools with high-risk students and their parents. School teams receive training and work in partnerships with hospitals, treatment centers, and community agencies. SAFE services include counseling and support for high-risk elementary school children and children facing tough family issues or other challenges and organized support groups for secondary school students with similar concerns. The program also offers student mediation training so that youth are able to defuse crises in the schools and help find positive solutions to conflict among their peers. *Contact: Marge LaBarge, Orange County Public Schools, 445 W. Amelia Street, Orlando, FL 32802, 407-849-3327.*

For More Information

American Academy of Pediatrics
141 Northwest Point Boulevard
P.O. Box 927
Elk Grove Village, IL 60009-0927
708-228-5005

Center to Prevent Handgun Violence
1225 I Street, NW, Suite 1100
Washington, DC 20005
202-289-7319
www.handguncontrol.org

Center for the Study and Prevention of Violence
University of Colorado at Boulder
Campus Box 442
Boulder, CO 80309-0442
303-492-1032

National Center for Injury Prevention and Control
Division of Violence Prevention
Centers for Disease Control and Prevention
Mailstop K60
4770 Buford Highway
Atlanta, GA 30341-3724
770-488-4646
www.cdc.gov/ncipc/dvp

Office of Juvenile Justice and Delinquency Prevention
Safe Futures
Kristen Kracke
810 Seventh Street, NW
Washington, DC 20531
202-616-3649
www.ncjrs.org/ojjhome