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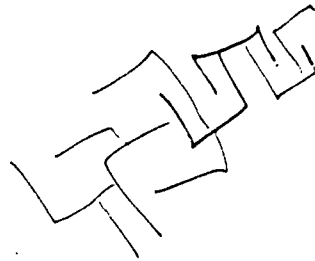
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President

PHOTOCOPY
 PRESERVATION

YOUTH DEVELOPMENT/
 AFTERSCHOOL/VIOLENCE

REMARKS FOR VICE PRESIDENT AL GORE
WHITE HOUSE CONFERENCE ON SCHOOL SAFETY
Thursday, October 15, 1998

I want to thank the First Lady for those kind words. For more than three decades, the First Lady has worked hard to remind this nation that the most important resource we have is our children. On behalf of a grateful nation, I want to say: thank you, Mrs. Clinton, for your extraordinary leadership.

I also want to thank my wife, Tipper, who couldn't be with us today. Over the years, Tipper has been a tireless advocate for stronger families, and safer children. She sends her best to everyone here today.

[acknowledgements from advance]

In a moment I will have the pleasure of introducing the President. First, let me take a moment to put this conference in context. We meet at a time of enormous prosperity for America. Our economy is growing, jobs are being created, incomes are up. And now, after months of partisanship in the Congress, President Clinton's persistence and resolve have brought us very close to a budget agreement that will make historic new investments in our children and our future -- as the President will describe. There is a reason he has pressed the Congress so hard, to achieve the priorities he set forth nine months ago. He knows that to keep our prosperity going, our schools and our children must be strong.

Today, our children face pressures that we never had to deal with as kids. Back in the 1940's -- when members of my generation first started to flood into our schools -- a survey was done. Public school teachers were asked to rank the top seven discipline problems in their schools. Their answers, in order, were: talking, chewing gum, making noise, running in the halls, getting out of turn in line, wearing improper clothes -- that probably meant blue jeans -- and my personal favorite, number seven: not putting paper in the wastebasket. Back in the 1980's, public school teachers were asked the same question. Their top seven answers were: robbery, assault, theft, rape, drug abuse, alcohol abuse, and gang violence.

The highest form of technology in our schools should not be a metal detector. That's why President Clinton and I employed a new anti-crime strategy with elements that have never before been combined: more police, stronger punishment for violent offenders, but also smarter prevention. And it's working -- violent crime has been reduced five years in a row and today, thanks to your good work, ninety percent of our schools are free of violent crime.

But even one child getting hurt is one child too many. Today, 17 percent of city schools still report at least one incident of violent crime. If there is one

message that our children need to hear again and again, it is simply this: violence is not the solution for any problem. We have got to work together to teach those things most essential to our children: giving them the deep sense of trust, guidance, and security that tells them that they are truly loved, cared about, and respected.

In places where parents and teachers have come together to love and nurture our children, it has made an enormous difference. Tipper and I have seen it. In California, we met parents who volunteer their time to mentor students and help them with schoolwork. In Ohio, I met parents who are working to keep their schools open after school, to give kids some place to go between 2 and 5. In Indianapolis, Indiana, I met a couple named Linda and Tony Wallace. Violence was so high at their local high school that they were going to send their daughter to private school. But rather than running away from the problem, they recruited more than 40 parents and created a program called Security Dads. Not only are they a presence at school events -- they help mentor students and reconnect absent fathers with their families. Today, Security Dads has helped reduce crime across the board. They know it has been successful largely because of a strong principal, who invites families in to solve school problems, not shut them out. I am glad that Linda and Tony Wallace -- as well as principal Jackie Greenwood -- could join us today, and I ask them to stand.

We have been proud to be partners -- by working to expand the safe and drug-free schools act, get guns out of our schools, and help teachers respond to early warning signs. Together, these steps send a message: we care about our children safety, and we care about their education. BROKEN WINDOWS...

There is no person who understands the power of that message better than President Bill Clinton. For nearly six years now, no one has done more or worked harder to create safer, stronger schools. He stood up to the gun lobby to get guns out of our classrooms. He fought to keep our schools safe and drug-free. He fought for smarter crime prevention. And his passion for progress over partisanship has now brought us to the verge of a budget agreement that represents a broad victory for this President's vision. Ladies and gentlemen, it is my great pleasure to introduce . . . President Bill Clinton.

Noa A. Meyer

10/07/98 09:38:41
AM

Record Type: Record

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

cc:

Subject: HRC column 10/7/98

TALKING IT OVER

BY HILLARY RODHAM CLINTON

RELEASE: WEDNESDAY, OCTOBER 7, 1998, AND THEREAFTER

One of the very first projects I worked on as a young attorney at the Children's Defense Fund 25 years ago was a study of what happens to juveniles incarcerated with adults.

Not surprisingly, I found that children placed in adult prisons experience unspeakable horrors. They are eight times more likely to commit suicide and five times more likely to be sexually assaulted than those who serve their time in juvenile facilities.

As a result of these facts, Congress acted in 1974 to separate juveniles from adults in prison.

Now, in the pre-election flurry of activity on Capitol Hill, these protections are in danger of being eroded. There is a move in Congress to rush through a juvenile crime bill -- without a moment's debate on the Senate floor -- that could result in young runaways and truants being placed in adult prisons.

Juvenile crime is too important an issue to deal with in this manner. It requires full and proper debate.

During the 1980s, lots of tough talk failed to stem the increase in violent crime. When my husband was elected, he abandoned tough talk and replaced it with a real strategy, focused on the local level, that combined tough prosecution measures with smart prevention efforts. The Brady Bill and his 1994 crime bill cracked down on the sale of handguns to fugitives, stalkers and felons, banned 19 types of assault weapons and funded 100,000 new police officers on our streets. Communities got the tools they needed to address their own crime problems.

The President's strategy has worked. We have seen violent crime decrease each of the last six years and overall crime rates go down to their lowest level in nearly 25 years.

This same approach can work for juvenile crime. Communities all across the country are abandoning rhetoric for prosecution and prevention strategies that show real results.

San Diego County is attacking this problem with a comprehensive plan in which law enforcement, schools, public agencies and communities work together. There is zero tolerance for guns and drugs in school. Young people who break the law are held accountable. Families in trouble are directed to a wide array of support services. And at-risk youth are steered into a variety of after-school activities.

Since San Diego implemented its plan, there has been a significant decrease in juvenile crime coupled with reductions in teen birth rates, dropout rates, possession of drugs and weapons on campus, and truancy rates.

The widely reported success of Boston's juvenile crime initiatives has made it a model for communities around the country as well as for the President's Anti-Gang and Youth Violence Strategy.

In Boston, a comprehensive community-based program reaches at-risk youth before they take their first step into crime and deals with those already in trouble, specifically targeting gang activity and illicit gun trafficking. Prevention efforts, including after-school programs and part-time jobs, are also key elements.

This three-pronged strategy of prevention, intervention and enforcement is paying off. Between 1990 and 1995, Boston's youth homicides dropped 80 percent, and in 1996, not a single juvenile died in a firearm homicide in the city.

The President's own juvenile crime strategy also targets gangs and violent youth, cracks down on guns and gun traffickers, and works to keep children in school, off drugs and out of trouble.

Any juvenile crime initiative must balance real accountability for those who commit acts of violence with prevention measures that keep our children on the right track. It should prohibit serious and violent juvenile offenders from ever possessing guns. And it should target children's easy access to handguns by raising penalties for adults who unlawfully supply them.

Prevention programs must offer young people constructive activities during the hours when most juvenile crime occurs -- after school.

One successful Baltimore after-school program we will highlight next week at the White House Conference on School Safety and the Causes and Prevention of Youth Violence stresses academics and is staffed by police officers who know that often the best way to fight crime is to prevent it in the first place. Since this program opened, crimes against children in the neighborhood have decreased 44 percent and the juvenile arrest rate has dropped 16 percent.

A different model in San Antonio, Texas, introduces at-risk youngsters to arts after school. Urban smARTS combines a variety of arts activities with conflict resolution, training and a range of child and family services -- all with an eye to keeping kids out of the criminal justice system.

The debate over juvenile justice must not be framed in terms of prevention OR prosecution. We must demand both: tough measures that punish criminal behavior and protect children in custody, along with strategies and programs to keep kids out of the criminal justice system in the first place. That's the formula for federal legislation that could really decrease juvenile crime across the country. Let's hope this Congress agrees.

To find out more about Hillary Rodham Clinton and read her past columns, visit the Creators Syndicate web page at www.creators.com.

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To: The First Lady
From: Neera Tanden
CC: Melanne Verveer
Re: White House Conference on School Safety: Causes and Prevention of Youth Violence
Date: October 5, 1998

This memo updates you on the conference agenda and possible policy announcements as we finalize its details.

I. Conference Agenda

The critical components of the day will be the morning panel, led by you, the President, the Vice President and Mrs. Gore, as well as your afternoon panel. Both sessions will be downlinked via satellite to hundreds of communities across the country (over 400 sites have already been established); we are currently exploring the possibility of cybercasting both panels.

A. Registration would take place from 7:30 am-8:30 am at the White House Conference Center

B. Morning Breakout Sessions would take place from 8:30 am-9:45 am at the White House Conference Center. The topics of the four sessions are:

1. Root Causes/Early Childhood Development, Chaired by Attorney General Reno

This session will focus on a variety of factors that can lead to youth violence, such as family breakdown, early exposure to violence, lack of community cohesiveness, and media violence.

2. Education and Safety, Chaired by Secretary Riley

This session's discussion will center around systemic education approaches to the topics of safety and discipline, such as smaller class size, school uniforms and anti-truancy initiatives.

3. Early Warning Signs/Mental Health Interventions/Crisis Response, Chaired by Mrs. Gore

The focus of this session will be on the mental health issues that have been raised by the recent multiple school shootings. The session participants will also discuss the early warning signs of extreme violence and efforts to avoid such tragedies in the future.

4. School, Community and Law Enforcement Partnerships, Chaired by Assistant

Attorney General Ray Fisher

The panelists in this session will discuss partnerships between schools and the community to ensure that children are safe, touching upon innovative efforts to apply the principles behind community policing to both school violence and juvenile violence.

C. Morning Plenary 10:30 am- 12:15 pm, in the White House East Room

The conference will open with a three to four minute video produced by MTV (subject to script review) which will feature a small number of young people discussing the problems of youth violence in schools and communities. We will then proceed as follows:

You will open the conference and lay out the day. You will then be followed by Mrs. Gore, and the Vice President. Then Suzanne Wilson, a parent of a student killed in Jonesboro will discuss the consequences of extreme violence and will introduce the President. After the President's remarks, we will proceed to the round-table discussion with the following panelists:

- Marlene Wong, Director, UCLA School of Mental Health, who will discuss mental health problems, the connection between early childhood development and later violence, and the broad trends of youth violence.
- Liberty Franklin, Boys and Girls Club Youth of the Year, who will describe her experience growing up surrounded by crime, drugs, poverty and despair, as well as her efforts as a mentor and mentoree.
- Jamon Kent, School Superintendent, Springfield, Oregon, who will describe school partnerships with the broader community and crisis management efforts.
- Paul Evans, Commissioner, Boston Police Department, who will describe Boston's community-wide strategy to combat juvenile crime and violence.
- Hon. Deedee Corradini, Mayor, Salt Lake City, who will describe the Conference of Mayors' plan to improve school safety and reduce youth violence and will discuss effective community-wide strategies throughout the country.
- Tony Earles, Professor, Harvard University, who will discuss efforts and programs that support neighborhood cohesiveness/collective efficacy, which his research shows reduce juvenile crime and delinquency.
- Bobby Etheridge, a first-term Democratic Congressman and former

Superintendent of Public Instruction for North Carolina. (Legislative Affairs is applying a great deal of pressure to put this member on the panel.)

- We are holding one slot for a teacher from the American Federation of Teachers.

For this panel, we envision that the Members of the Cabinet will sit in the front row and there will be no audience participation.

E. Lunch, in the White House State Dining Room from 12:30 pm-1:45 pm (closed press)

Featuring very brief remarks by you, followed by Robert Chase, Sandy Feldman and Members of Congress.

F. Afternoon Panel, in the White House East Room from 2:00 pm- 3:45 pm

You will lead a round-table discussion, with Attorney General Reno and Secretary Riley, with a group of panelists who are involved in effective strategies that keep children safe and away from violence. Your afternoon panel will highlight representatives of three specific programs and a community-wide strategy that reduce juvenile crime and delinquency. As the panelists describe their strategies, we will show a three-minute video of each program, which will serve to demonstrate them in action.

Your panel will start with Paul Kingery, Director of the Hamilton Fish National Institute on School and Community Violence at George Washington University who will discuss the effectiveness of programs that involve families and the community in the lives of children.

The three programs are:

- Families and Schools Together, a family-strengthening program in 20 sites around the country. We will spotlight New Orleans program with Irma Howard, a 1995 parent graduate of the FAST program, and the program founder, Lynn McDonald.
- Resolving Conflict Creatively Program, a conflict-resolution and mentoring program in New York City. The panel will include Marianna Gastion, Director of the program for New York City Public Schools.
- Baltimore Police Athletic League, an after-school program. The panel will include Chief Thomas Frazier, head of the Baltimore City Police Department.

(Both overall crime and juvenile crime has decreased in Baltimore since their record levels in 1994.)

Then we will move to a comprehensive strategy, which incorporates all these prevention initiatives and matches them with strong accountability measures. San Diego, much like Boston, has adopted a balanced approach that matches tough targeted prosecutions against the worst offending juveniles with smart prevention programs.

- San Diego County's Comprehensive Strategy, a community-wide initiative to reduce juvenile crime and delinquency. We will include on the panel Sandy McBrier of San Diego's Children's Initiative, and we are holding a spot for either Alan Bersin, the current Superintendent of San Diego's schools, and former U.S. Attorney for San Diego, or a member of law enforcement).

Then you will take two questions from the audience, and a few questions, pre-screened, from the satellite downlinks.

E. Reception at the National Education Association Headquarters, at 4:00 pm - 5:30 pm

Remarks by Members of the Cabinet, White House Staff, Bob Chase (and possibly others).

II. Policy Announcements

The Domestic Policy Council is still in the policy development process, but the following represent the possible announcements for the Conference:

A. Release of the first annual Report on School Safety, which includes school crime data, model safe schools, and recommended actions for parents and teachers to take to improve safety.

B. Revised Safe and Drug-Free Schools program. The President would unveil new principles to revamp the program, call for new funding that would be outlined in his next budget, and recommend redirecting funds towards prevention programs, such as after-school activities, that are proven to reduce violence and drug use.

C. Announce new initiative to trace all guns found on school premises. The President's Youth Crime Gun Interdiction Initiative (YCGII) is already cracking down on the illegal gun markets that supply firearms to juveniles and criminals in 27 target cities. This initiative would provide law enforcement with investigative leads about illegal gun trafficking that is taking place on school sites.

D. New School Crisis response teams. The President would announce a new

FEMA-like response to school-related homicides, the components of which include direct assistance from the federal government for communities to respond these incidents.

E. Launch new comprehensive grants. These grants will bring together various streams of funding from federal agencies to support community-wide anti-violence initiatives such as those taking place in Boston and San Diego.

Draft 06/11/98 6:30pm
Jeff Shesol

PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON CHILDREN AND VIOLENCE
June 13, 1998

This weekend, I will meet with families in Springfield, Oregon -- families whose lives, just a few weeks ago, were irreparably changed by a 15-year-old boy with semi-automatic weapons. We will speak, no doubt, of pain and sadness, and of the senselessness of such acts. And I am sure we will reflect, as Americans often have in recent months, on similar, shocking incidents in Paducah, Kentucky; Jonesboro, Arkansas; Pearl, Mississippi; and Edinboro, Pennsylvania. This litany of loss is familiar to every American, and has tragically grown longer. Now, as a nation, we must think long and hard about what we can do to stop this violence and save our children.

There is an important and sometimes painful debate underway, around our kitchen tables and on our public airwaves: what are the root causes of youth violence? I believe this is a healthy discussion, so long as it leads us toward taking action -- and toward taking the responsibility that belongs to us all.

We are long past the question whether culture makes an impact. Of course it does. School shootings do not occur in a vacuum; they are, in part, symptoms of a culture that glorifies violence. It is no wonder our children are increasingly numb to violence -- they see it everywhere, from TV screens to movie screens to computer screens, and hear it blasting from stereos. When killing is offered up as family entertainment, when cinematic conflicts are resolved not with words but with weapons, we should not be surprised when real violence erupts in peace-loving communities. Those who create the culture of violence must step up to their responsibility. So, too, must the rest of us remember our responsibility -- to monitor the content of what is seen by young eyes and heard by young ears.

We have another important responsibility: to remember that unsupervised children and guns are a deadly combination. Parents cannot permit easy access to weapons that kill. We must get serious about gun safety; we must, every one of us, get serious about prevention.

That is why, for five years now, our administration has worked hard to protect America's children. School security is tighter; prevention is better; penalties are tougher. We have promoted discipline with curfews, school uniforms, and anti-truancy policies. And we will continue to show zero tolerance toward guns in schools: during the 1996-1997 school year, our policy led to the expulsion of nearly 6,100 law-breaking students and the prevention of countless acts of violence like the one in Springfield.

This year, Congress has an opportunity to further protect America's children by passing the juvenile crime bill I have proposed. It will ban violent juveniles from buying guns for life and take other important steps. Congress can also give communities much-needed support: I

have proposed that in our balanced budget, \$95 million be allocated to the prevention of juvenile crime. I urge Congress to step up to its responsibility, invest in prevention, and stop violent outbursts before they start.

In Springfield, and in far too many recent cases, troubled children announced their intentions before turning guns on their classmates. We have learned that terrible boasts can be more than idle talk. To help adults understand the signs and respond to them -- before it is too late -- I am today directing the Secretary of Education and the Attorney General to work with school officials and law enforcement to develop an early warning guide. It will be available to every school in America when classes start this fall, and will help adults reach out to troubled children quickly and effectively.

Across America, communities are taking responsibility for making our schools, and streets, safer for our children. As individuals and as a nation, we must teach our children right from wrong and how to resolve conflicts peacefully. In this way, we will build a better, safer future for all our children -- a future free of fear and full of promise.

Draft 03/26/98 2:30pm

PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON INCIDENT IN JONESBORO, ARKANSAS
CAPETOWN, SOUTH AFRICA
March 28, 1998

In the storefronts and shop windows of Jonesboro, Arkansas, there are signs that read, "Our Hearts Are with Westside Middle School." And even though Hillary and I are far away from our home state, our hearts, too, are with Westside--and with the grieving families whose loved ones were killed or injured in that tragic incident just four days ago.

This is the third time in recent months that a quiet town--and our nation--have been shaken by school violence. We join the families of Jonesboro, and all of America, in mourning this terrible loss of young life--life once so full of promise and hope, and now so cruelly cut short. We mourn the loss of Natalie Brooks. Of Paige Ann Herring. Of Stephanie Johnson. Of Brittany Varner. And of a heroic teacher, Shannon Wright, who sacrificed her own life to save a child. These five names will be forever etched in our memory, and forever linked with the names of Nicole Hadley, Jessica James, and Kayce Steger of Paducah, Kentucky; and Lyndia Kaye Dew and Christina Menefee of Pearl, Mississippi. Our thoughts, and our prayers, are with each of them and their families today.

We do not understand what drives children--whether in small towns or big cities--to pick up guns and take the lives of others. We will struggle for weeks and months and may never make sense of the senseless. Only time, and timeless faith, can ease the suffering. But even in these few days, we have seen a community come together in grief, in compassion for one another, and in the determination that terrible acts like these must no longer threaten our nation's children.

Parents across America should welcome the news, reported just this month by Attorney General Reno and Education Secretary Riley, that the vast majority of our schools are safe, and free of violent crime. We have worked hard to make our schools places of learning, not of fear. Places where our children can worry about math and science, not guns and drugs. But when a terrible tragedy like this occurs, it reminds us there is work yet to be done.

And there is more we can do to confront the challenge posed by school violence. We have seen the remarkable difference community policing has made in our nation's streets. Now we must apply that same energy and resolve to our nation's schools, to make them safer places for kids to learn and play and grow. At school, there must be full compliance with our policy of zero tolerance toward guns. And at home, there should be no easy access to weapons that kill. I have directed Attorney General Reno to bring together experts on school violence to analyze these incidents. Once we understand the similarities, we will better understand how to prevent

future attacks.

But protecting our children from school violence is more than a matter of law or policy. At heart, it is a matter of basic values--of conscience and community. We must teach our children to respect others. We must instill in them a deep, abiding sense of right and wrong. And to children who are troubled, angry, or alone, we must extend a hand--before they destroy the lives of others, and destroy their own in the process.

Three towns--Jonesboro, Pearl, and Paducah--and too many precious lives lost. The white ribbons that flutter today in my home state are a poignant and powerful challenge--a challenge to come together for the sake of our children, and for the future of our nation.

TALKING IT OVER

BY HILLARY RODHAM CLINTON

RELEASE: WEDNESDAY, APRIL 8, 1998, AND THEREAFTER

Shortly after midnight on the morning of March 25, when my husband and I were in Uganda, we were awakened with tragic news. For the fourth time since October, American children had opened fire on classmates at school.

This time, these tragic events happened in a town we knew well, Jonesboro, Ark. Four young girls and a teacher were dead. Bill and I were heartsick at this senseless loss of life.

Across the country and around the world, the questions were the same: "How could this happen?" and "What does it mean?" On talk shows, in newspaper columns and at kitchen tables, people sought explanations for this outbreak of child violence. The President called on the Attorney General and the Secretary of Education to convene national experts to study the tragedy.

But as the shock recedes, we are left with more questions than answers about how to prevent children from harming other children. Despite our inability ever to understand fully, we have to analyze why two young boys turned to violence if we are to find any help for the next child who might choose a gun to deal with his pain and problems.

We must not let ourselves off the hook by talking about "bad children" and "good children." We, the adults, have choices, and we know that the choices we make -- as individuals and as a society -- will affect how our children develop.

Everywhere we look, children are under assault, not just from violence but from neglect, from the breakup of families, from the temptations of alcohol, tobacco, sex and drug abuse, and from greed, materialism and spiritual emptiness. One in five American children lives in poverty. One in four is born to an unmarried mother.

This instability poses great risks to the healthy development and economic security of our children. The disappearance of fathers from children's daily lives has many consequences, including increased rates of violence and aggressiveness among boys. One of the ways to counter the absence of fathers is for adults -- especially men -- to step into the role of mentor and guide.

Clearly, children deserve safety and security at home. Yet, hundreds of thousands of children are victims of abuse and neglect. A recent study shows that children reported abused and neglected are 67 times more likely to be arrested between the ages of 9 and 2 than other children. Buffalo, N.Y.'s Police Commissioner Gil Kerlikowske sums it up

this way: "We'll win the war on crime when we invest tax dollars in America's most vulnerable kids, instead of waiting until they become America's most wanted adults."

One of the best ways to combat juvenile crime is to give kids something positive to do after school. We should follow the example of Houston, Texas, where children play golf and soccer after school. Their mentors are coaches and teachers, not gang leaders.

We also have a responsibility to protect our children at home. Guns are the fourth leading cause of accidental deaths among children ages 5 to 14. Almost half of American households have guns, but often, instead of being locked up, they are merely hidden or left in a drawer.

In addition, we must take weapons off the streets. This week, my husband blocked the import of 58 types of military-style assault weapons into this country. As was the case when he signed the Brady bill, the gun lobbyists and manufacturers assailed the move and threatened to sue.

It's a moral outrage that these lobbyists and manufacturers are fighting this measure while at the same time marketing their products to our children -- just as the tobacco industry has for years. Every self-respecting gun owner should condemn this latest cynical move to turn children into targets of gun advertising before they are emotionally able to handle the responsibility.

And let's not overlook the importance of the mass media. Too many television shows, movies and rock lyrics romanticize and trivialize violence. And video games have managed to transform millions of television sets into scenes of violence that children not only watch but also participate in.

As I have suggested many times, it's time to turn the TV off and spend more time with our kids. Time, after all, is what every child wants and needs. We live in a fast world, where slowing down to spend time with our families is hard to do -- unless we make it a priority.

Our children are our greatest gift, our greatest responsibility, our greatest test. Never again do I want to wake in the middle of the night to the news that another child has murdered a friend or classmate. It's time for us to look into our children's eyes and remember what's important.

We owe this to Shannon Wright, the courageous teacher who sacrificed her life for her students. Her 3-year-old son keeps asking, "Where's Mommy?" We owe this to Natalie Brooks, Paige Ann Herring, Stephanie Johnson, Brittheny Varner and all the other children who have died so tragically on our watch.

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

AGENDA October 15, 1998

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

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

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

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

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

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

October 15, 1998

Welcome Letter From President Clinton
Facilitators's Guide | Participant's Guide | Related Links
Register as a Satellite Downlink Site

On October 15, 1998 President Bill Clinton will be joined by First Lady Hillary Rodham Clinton, Vice President Al Gore, and Tipper Gore, in hosting the White House Conference on School Safety: Causes and Prevention of Youth Violence. The Conference will be a day-long event in the East Room of the White House that will include: workshops on various issues surrounding youth violence, a morning panel discussion with experts in the field and an afternoon panel that will explore some of the best practices and model safety strategies currently being employed throughout the country.

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

At hundreds of sites throughout the country, community leaders are taking part in the conference via satellite downlink. If you would like to register as a downlink site, please [click here](#).



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First Lady Hillary Rodham Clinton
"Coming Up Taller" Awards Ceremony
October 7, 1998

Welcome to the White House and welcome to the East Room. This is an event I have been looking forward to ever since we talked about the scheduling here at the White House.

When the White House was first built, the President and first families used to do wash in here. But since the East Room was finished in 1829, it has become one of the most important places in our country to celebrate artistic expression in all of its forms. Today we continue that proud tradition.

We meet here today to celebrate the power of the arts to transport and transform young lives. We are here to honor those who are using the arts to give young people the chance both to take vows and to come up taller.

Before we begin, I would like to thank Attorney General Reno, Secretary Shalala, Secretary Riley, Administrator Alvarez, Director Duffey and the other people in the cabinet agencies who made this first annual Coming Up Taller Awards possible.

I also owe a great thanks to Bill Ivey, Chairman of the National Endowment for the Arts, Dr. John Brademas, Harriet Fulbright, the Chair and Executive Director and a coordinator of the President's Committee on Arts and the Humanities and the playwright David Henry Wong who first proposed the idea for these awards. And thanks to the many generous foundations and corporations who have supported this awards program.

Several years ago, the President's Committee on Arts and the Humanities, under the leadership of John Brademas, released a landmark report that profiled more than 200 programs that offered children, especially children at risk, a chance to have exposure to the arts. It was different from most official studies because it was filled with pages and pages of good news about how we can reach children

all over our country.

The successful programs highlighted in that report are as diverse and imaginative as the children they serve. As children right here in Washington are learning to make cellos sing, others in Mississippi are learning how to reach deep into their souls for the Delta Blues. As children in New York are rising on point with lessons in classical ballet, others in Los Angeles are soaring through modern dance.

In communities across America, poets and actors, dancers and musicians, painters and museum curators and other caring adults are helping children discover their creative potential in the arts and humanities. They are offering children safe, stable environments in which to learn and providing them the opportunity to develop their skills and aspirations. That is what Coming Up Taller is all about.

Shortly after the President's Committee report was released, I went to see one of these programs in action for myself. I went to Pittsburgh to visit the Manchester Craftsman Guild, which is also one of today's honorees. As I watched children who did everything from molding clay to developing their own photographs, I saw tangible results.

More than three quarters of the students in that program went on to college, compared to only 20% of those in the community from which they came. Recent national research shows that the Manchester Craftsman Guild is not an isolated case. It documents precisely what the President's Committee observed. Quality after school and summer school arts programs can make a tremendous difference in young people's lives.

Those who participate in such programs are more likely to win academic honors, more likely to graduate from high school, more likely to go on to college. It is not hard to figure out why. The Attorney General and I have discussed many times that the juvenile crime rates are highest in the unsupervised after school hours. We know that many children have nothing to do and have nowhere to go when they are not in school. Sometimes they find trouble, or trouble finds them. More often, they are simply bored to tears.

Arts and music programs like the ones we honor here today give children something to say yes to. They help them find their voices and help them discover their dreams. So as we celebrate these outstanding programs in ten communities, I hope we can send a powerful signal to every community and that is that arts and humanities for children are not luxuries. It is an opportunity for every community to build stronger citizens, to have safer streets, to create more productive young people. We have to stand firm in making the argument that every child deserves to have something positive and positive role models in their lives.

I want to introduce now a remarkable artist and a remarkable human being, Jesse Trevino. Last week, I attended the First Ladies annual summit in Santiago, Chile where all women married to heads of state and prime ministers throughout our entire hemisphere. And there was a special program at this meeting in Santiago where artists from every country in the hemisphere were invited to come and work with little Chilean children -- four, five and six years old -- to make paintings that would then be unveiled at the end of the summit.

So we had both the enviable and unenviable task of trying to pick only one artist from all of America to go to Santiago, Chile. The NEA and others helped us identify Mr. Trevino. This project was nothing new to him. For more than 20 years, Jesse Trevino has shared his love of art with at risk children in San Antonio, giving young people to express their pride and pain in some of the most impressive murals you will ever see.

And Jesse's personal story has given not only kids, but adults as well, a powerful lesson of overcoming obstacles. He lost his right hand during the Vietnam War and had to learn how to paint all over again with his left hand. Today his portrait of Congressman Henry Gonzalez hangs in the Capitol and the Smithsonian National Museum of American Art includes his work in its permanent collection.

Given his remarkable life and talent, it should not surprise us that Jesse was exposed to the wonders of art almost as soon as he learned to walk. When I visited him last week in Santiago after he had spent time

with the children, he said one of the reasons he enjoyed it so much was because people had helped him and gave him exposure to the arts when he was about their age. So let me introduce to you a remarkable American, Jesse Trevino.

Jess Trevino makes remarks...

What Jesse just said about how important it is to make a child experience the arts is really what Coming Up Taller is all about. There are so many different ways in the arts and humanities for that. I would like now to introduce Alfred Kahn who lives on a Navajo reservation in Pine Springs, Arizona. He will offer for us a first-hand perspective on what the arts can mean in a young person's life.

Alfred has been a member of the New Mexico Gallup Performing Arts Academy since his inception in 1993. His resume boasts a number of key roles and is currently performing a dance theater piece that promotes drug and alcohol prevention. We are delighted to have Alfred share with us some of his experiences.

Alfred Kahn makes remarks...

Thank you Alfred. You can tell your parents how proud we were to have you here. And now to present the First Annual Coming Up Taller awards I would like to introduce Bill Ivey, Chairman of the National Endowment for the Arts and John Brademas, distinguished member of the President's Committee for the Arts and Humanities.

Mr. Ivey, who many of you know has recently become the chairman of the NEA and he is one of the country's leading folklorists and a former director of the Music Foundation. He has long been a staunch activist for arts education for children. I want to congratulate and thank him for his hard work and leadership for securing the Senate's resounding support for the NEA in a very important vote just three weeks ago.

One of the greatest arguments for the NEA is the work that the NEA does in supporting artists and institutions in their work with children. We have already heard two wonderful testimonials about the impact that has made.

Dr. Brademas has been intimately associated with the arts and education for virtually his entire life and has made such a mark in so many ways. As a member of Congress, he helped develop the original legislation creating the NEA. And for that act alone we owe him a tremendous debt of gratitude. And he has done so many other things I could not possibly mention them all, but certainly his work on behalf of the President's Committee and his ground breaking effort on making arts education one of the great possibilities given to children throughout our country. Please join me in welcoming John Brademas.

Awards are presented

I am so glad that when John and Bill read the awards description that they mentioned many of the purposes of school readiness, recreational activity and the like, but they also stressed the way we now know the arts play a role in providing positive alternatives to young people who would otherwise find their gratification on the streets or in a gang where they could find that same sense of belonging and productivity.

Next week here at the White House the Attorney General and the President will be sponsoring a day-long seminar on the root causes of youth violence. And we will be looking at what happens when young people are the perpetrators or the victims of violence. And we will be looking at solutions. And there are so many programs that really make a difference in really giving kids alternatives and decreasing juvenile crime. And we want people to know about these programs because they are the way we should be pursuing crime prevention among our young people.

So next Thursday we will actually be highlighting some of the programs who have been given awards today. We will be talking about the recreational and mentoring programs because we now know what we have to do to give kids a chance to make good decisions for themselves.

A few minutes ago you heard about the inspiring 52nd Street Project. We are going to have a particular treat now because we are going to

get to see a performance -- a mini-performance -- by the people who are participating in the 52nd Street Project. So let us welcome James McDaniel, Mayleen Cancel and Candy Godoy and Rusty Magee of the 52nd Street Project

52nd Street Project performs

I just want to thank again all of you who made this first annual -- and I hope that it happens next year and the year after that and the year after that -- Coming Up Taller Awards Ceremony possible. I hope you share our excitement -- those of us who latched on to this idea two years ago and worked together to bring it to fruition -- really see ourselves as shining a light on the good work that is being done throughout our country. And there is so much that is happening in the interest of children. It is an exciting time for those of us who have worked for years on behalf of children because we know so much more about what works. And helping any child come up taller really works. So thank you for being a part of that.

PARTICIPANT PACKET

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

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

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

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

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

THE WHITE HOUSE

WASHINGTON

October 5, 1998

Dear Friend of America's Children:

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Clinton", with a stylized flourish at the end.

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

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

-- President Clinton, July 20, 1998

White House Conference on School Safety

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

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

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

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

Conference Participants

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

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

AGENDA October 15, 1998

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

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

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

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

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

School Crime and Safety

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

School and Community Collaboration

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

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

Action steps necessary to establish school/community partnerships include:

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

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

Families and Schools Together (FAST)

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

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

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

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

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

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

The Resolving Conflict Creatively Program

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

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

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

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

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

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

Baltimore Police Athletic League (PAL)

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

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

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

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

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

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

San Diego County's Comprehensive Strategy

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

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

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

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

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

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

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

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

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

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

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

For Additional Information on these Programs Contact ...

Families and Schools Together (FAST)

University of Wisconsin—Madison
1025 West Johnson Street
Madison, WI 53706
Phone: 608-263-9476
Fax: 608-263-6488

Resolving Conflict Creatively Program

National Center

40 Exchange Place, Suite 111
New York, NY 10057
Phone: 212-509-0022
Fax: 212-509-1095
Email: esrrccp@aol.com

Baltimore Police Athletic League

601 East Fayette Street, 3rd Floor
Baltimore, MD 21202
Phone: 410-396-2166
Fax: 410-396-2545

San Diego County's Comprehensive Strategy

C/O Children's Initiative

4438 Ingraham Street
San Diego, Ca 92109
Phone: 619-490-1670
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First Annual Report on School Safety: 1998

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

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

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

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

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

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

Early Warning, Timely Response: A Guide to Safe Schools

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

When announcing the guide, Education Secretary Richard Riley said,

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

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

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

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

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

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

School and Youth Violence: A Statistical Snapshot

-- SCHOOL SAFETY AND VIOLENCE --

Violence In the 1996- 97 School Year

43% of schools reported no incidents of crime -- Most schools (80%) reported 5 or fewer crimes. [1996-97 Principals Survey]

47% of schools reported only less serious crimes like theft or vandalism to law enforcement -- This includes an estimated 190,000 physical attacks or fights without a weapon, 116,000 incidents of thefts or larceny and 98,000 incidents of vandalism. [1996-97 Principals Survey]

10% of schools reported one or more serious violent crimes -- This includes an estimated 11,000 physical attacks or fights in which a weapon was used, 7,000 robberies and 4,000 rapes or other types of sexual assault. [1996-97 Principals Survey]

Schools with serious discipline problems were more likely to experience crime or violence -- Principals rate absenteeism, tardiness, and fights as the three most common discipline problems among students. [1996-97 Principals Survey]

[Source: National Center for Education Statistics report titled: Violence and Discipline Problems in U.S. Schools: 1996-97 -- a national survey of 1,200 principals]

School Crime in 1995 Compared to 1989

Little change in the overall level of school crime was reported. The overall level of victimization in schools in 1995 was similar to that in 1989 -- 14.6% to 14.5%. Violent victimizations increased from 3.4% to 4.2%, and property crimes decreased slightly from 12.2% to 11.6%. [1989 and 1995 School Crime Supplement]

Reports of Drug availability went up—Reports of the overall availability of drugs increased slightly from 63.2% to 65.5%, with marijuana remaining the most readily available drug. The percentage of students reporting that it was easy to obtain marijuana rose from 30.5% to 36.4%. [1989 and 1995 School Crime Supplement]

Reports of gangs in schools nearly doubled -- The percentage of students reporting gangs in their schools increased dramatically from 15.3% in 1989 to 28.4% in 1995. Increases were reported in central cities, suburbs and non-metropolitan areas. And where students reported the presence of gangs they were about 3 times more likely to be victims of violent crime. [1989 and 1995 School Crime Supplement]

Few students reported guns in schools -- in 1995, less than one half of one percent of students reported taking a gun to school. However, 5.3% reported seeing another student with a gun at school, and 12.7% reported knowing another student who brought a gun to school. [1989 and 1995 School Crime Supplement]

-- YOUTH VIOLENCE --

Young Victims of Violence

2,600 juveniles were murdered in 1995 -- Between 1985 and 1995, nearly 25,000 juveniles were murdered in the United States. [1997 Update on Violence]

Nearly all of the increase in the murder of juveniles over the past decade was firearm related. And between 1985 and 1995, while non-firearm murders of juveniles increased 9%, the number of juveniles murdered with firearms increased 153%. [1997 Update on Violence]

Juveniles are more likely than adults to be the victims of violent crime and be injured as a result. Juveniles ages 12-17 were nearly three times as likely as adults to be victims of violent crimes in 1994, and almost three times as likely to experience a crime related injury. [1997 Update on Violence]

Crimes Committed by Young People

The rate of juvenile crime is down--Victims Reported a 25% Drop in Violent Crimes by Juveniles in 1995. Between 1994 and 1995 violent victimizations by juveniles declined more than those committed by adults (25% for juveniles vs. 18% for adults). Robberies by juveniles decreased 15% in 1995, and juvenile aggravated assaults decreased 32%. [1997 Update on Violence]

Juvenile arrests rates down two years in a row -- While the juvenile violent crime arrest rate increased 64% between 1988 and 1994, it decreased each of the next two years. The three percent rate reductions between 1994 and 1995 was followed by a nine percent drop in 1996, for a two year total decline of 12 percent. [Juvenile Arrests, 1996]

Murder arrest rates have decreased significantly -- The decrease in the juvenile murder arrest rate has been more significant. Following the 1993 peak, juvenile murder arrest rates declined substantially in each of the next three years for a total decline of 31 percent. [FBI, Uniform Crime Report, 1997]

Murders by individual juveniles and gangs are down -- After more than a decade of increases, homicides by juveniles dropped 17% in 1995. Compared to 1994 juvenile homicides, declines were found in both homicides involving a single offender and those committed by groups involving juveniles. Nearly all of this decline in 1995 were in firearm-related homicides. Of the murders committed by juveniles in 1995, 79% of the victims were killed with a firearm. Ten percent of victims were family members, 54% were acquaintances, and 36% were strangers. [1997 Update on Violence]

SOURCES

Source: Heaviside, S., Rowand, C., Williams, C. and Farris, E. Violence and Discipline Problems in U.S. Public Schools—1996-97. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education, 1998.

Sources: Chandler, K., Chapman C., Rand, M. and Taylor, B. Students Reports of School Crime: 1989 and 1995. Washington D.C.: U.S. Departments of Education and Justice, 1998.

Sickmund, M., Snyder, H., and Poe-Yamagata, E. Juvenile Offenders and Victims: 1997 Update on Violence. Washington, D.C.: Office of Juvenile Justice and DDelinquencyPrevention, 1997.

Snyder, H. Juvenile Arrests 1996, OJJDP Bulletin. Washington D.C., Office of Juvenile Justice and Delinquency Prevention, November 1997.

Discussion Questions

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

Promoting School Safety, Preventing Youth Violence & Encouraging Learning

-- The Clinton Administration Record --

Making Our Schools and Communities Safer & Drug-Free

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strengthening Schools, Promoting Discipline & Supporting Learning

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

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

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

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

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

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

References

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Previous Satellite Videoconferences

Produced by the
Office of Juvenile Justice and Delinquency Prevention

Conditions of Confinement in Juvenile Corrections and Detention Facilities

September 1993

Community Collaboration

June 1995

Effective Programs for Serious, Violent, and Chronic Juvenile Offenders

October 1995

Youth-Oriented Community Policing

December 1995

Juvenile Boot Camps

February 1996

Conflict Resolution for Youth

May 1996

Reducing Youth Gun Violence

August 1996

Youth Out of the Education Mainstream

October 1996

Has the Juvenile Court Outlived Its Usefulness?

December 1996

Youth Gangs in America

March 1997

Preventing Drug Abuse Among Youth

June 1997

Mentoring for Youth in Schools and Communities

September 1997

Juvenile Offenders and Drug Treatment:

Promising Approaches

December 1997

Comprehensive Juvenile Justice in State Legislatures

February 1998

Protecting Children Online

March 1998

Youth Courts: A National Movement

May 1998

Risk Factors and Successful Interventions for Serious and Violent Juvenile Offenders

September 1998

For Further Information

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

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

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

Participant Videoconference Data and Evaluation Form

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

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

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

Part I: Participant Information

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

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

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

Part III: Videoconference Evaluation-Nontechnical Aspects

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

(continued on next page)

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

Part IV: Additional Comments

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

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

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

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

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

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

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

36. Additional Comments? _____

(continued on next page)

Part V: Questions specific to the School Safety Videoconference

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

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

First Lady Hillary Rodham Clinton
"Coming Up Taller" Awards Ceremony
October 7, 1998

Welcome to the White House and welcome to the East Room. This is an event I have been looking forward to ever since we talked about the scheduling here at the White House.

When the White House was first built, the President and first families used to do wash in here. But since the East Room was finished in 1829, it has become one of the most important places in our country to celebrate artistic expression in all of its forms. Today we continue that proud tradition.

We meet here today to celebrate the power of the arts to transport and transform young lives. We are here to honor those who are using the arts to give young people the chance both to take vows and to come up taller.

Before we begin, I would like to thank Attorney General Reno, Secretary Shalala, Secretary Riley, Administrator Alvarez, Director Duffey and the other people in the cabinet agencies who made this first annual Coming Up Taller Awards possible.

I also owe a great thanks to Bill Ivey, Chairman of the National Endowment for the Arts, Dr. John Brademas, Harriet Fulbright, the Chair and Executive Director and a coordinator of the President's Committee on Arts and the Humanities and the playwright David Henry Wong who first proposed the idea for these awards. And thanks to the many generous foundations and corporations who have supported this awards program.

Several years ago, the President's Committee on Arts and the Humanities, under the leadership of John Brademas, released a landmark report that profiled more than 200 programs that offered children, especially children at risk, a chance to have exposure to the arts. It was different from most official studies because it was filled with pages and pages of good news about how we can reach children all over our country.

The successful programs highlighted in that report are as diverse and imaginative as the children they serve. As children right here in Washington are learning to make cellos sing, others in Mississippi are learning how to reach deep into their

souls for the Delta Blues. As children in New York are rising on point with lessons in classical ballet, others in Los Angeles are soaring through modern dance.

In communities across America, poets and actors, dancers and musicians, painters and museum curators and other caring adults are helping children discover their creative potential in the arts and humanities. They are offering children safe, stable environments in which to learn and providing them the opportunity to develop their skills and aspirations. That is what Coming Up Taller is all about.

Shortly after the President's Committee report was released, I went to see one of these programs in action for myself. I went to Pittsburgh to visit the Manchester Craftsman Guild, which is also one of today's honorees. As I watched children who did everything from molding clay to developing their own photographs, I saw tangible results.

More than three quarters of the students in that program went on to college, compared to only 20% of those in the community from which they came. Recent national research shows that the Manchester Craftsman Guild is not an isolated case. It documents precisely what the President's Committee observed. Quality after school and summer school arts programs can make a tremendous difference in young people's lives.

Those who participate in such programs are more likely to win academic honors, more likely to graduate from high school, more likely to go on to college. It is not hard to figure out why. The Attorney General and I have discussed many times that the juvenile crime rates are highest in the unsupervised after school hours. We know that many children have nothing to do and have nowhere to go when they are not in school. Sometimes they find trouble, or trouble finds them. More often, they are simply bored to tears.

Arts and music programs like the ones we honor here today give children something to say yes to. They help them find their voices and help them discover their dreams. So as we celebrate these outstanding programs in ten communities, I hope we can send a powerful signal to every community and that is that arts and humanities for children are not luxuries. It is an opportunity for every community to build stronger citizens, to have safer streets, to create more productive young people. We have to stand firm in making the argument that every child deserves to have something positive and positive role models in their lives.

I want to introduce now a remarkable artist and a remarkable human being, Jesse Trevino. Last week, I attended the First Ladies annual summit in Santiago, Chile where all women married to heads of state and prime ministers throughout our entire hemisphere. And there was a special program at this meeting in Santiago where artists from every country in the hemisphere were invited to come and work with little Chilean children -- four, five and six years old -- to make paintings that would then be unveiled at the end of the summit.

So we had both the enviable and unenviable task of trying to pick only one artist from all of America to go to Santiago, Chile. The NEA and others helped us identify Mr. Trevino. This project was nothing new to him. For more than 20 years, Jesse Trevino has shared his love of art with at risk children in San Antonio, giving young people to express their pride and pain in some of the most impressive murals you will ever see.

And Jesse's personal story has given not only kids, but adults as well, a powerful lesson of overcoming obstacles. He lost his right hand during the Vietnam War and had to learn how to paint all over again with his left hand. Today his portrait of Congressman Henry Gonzalez hangs in the Capitol and the Smithsonian National Museum of American Art includes his work in its permanent collection.

Given his remarkable life and talent, it should not surprise us that Jesse was exposed to the wonders of art almost as soon as he learned to walk. When I visited him last week in Santiago after he had spent time with the children, he said one of the reasons he enjoyed it so much was because people had helped him and gave him exposure to the arts when he was about their age. So let me introduce to you a remarkable American, Jesse Trevino.

Jess Trevino makes remarks...

What Jesse just said about how important it is to make a child experience the arts is really what Coming Up Taller is all about. There are so many different ways in the arts and humanities for that. I would like now to introduce Alfred Kahn who lives on a Navajo reservation in Pine Springs, Arizona. He will offer for us a first-hand perspective on what the arts can mean in a young person's life.

Alfred has been a member of the New Mexico Gallup Performing Arts Academy since his inception in 1993. His resume boasts a number of key roles and is

currently performing a dance theater piece that promotes drug and alcohol prevention. We are delighted to have Alfred share with us some of his experiences.

Alfred Kahn makes remarks...

Thank you Alfred. You can tell your parents how proud we were to have you here. And now to present the First Annual Coming Up Taller awards I would like to introduce Bill Ivey, Chairman of the National Endowment for the Arts and John Brademas, distinguished member of the President's Committee for the Arts and Humanities.

Mr. Ivey, who many of you know has recently become the chairman of the NEA and he is one of the country's leading folklorists and a former director of the Music Foundation. He has long been a staunch activist for arts education for children. I want to congratulate and thank him for his hard work and leadership for securing the Senate's resounding support for the NEA in a very important vote just three weeks ago.

One of the greatest arguments for the NEA is the work that the NEA does in supporting artists and institutions in their work with children. We have already heard two wonderful testimonials about the impact that has made.

Dr. Brademas has been intimately associated with the arts and education for virtually his entire life and has made such a mark in so many ways. As a member of Congress, he helped develop the original legislation creating the NEA. And for that act alone we owe him a tremendous debt of gratitude. And he has done so many other things I could not possibly mention them all, but certainly his work on behalf of the President's Committee and his ground breaking effort on making arts education one of the great possibilities given to children throughout our country. Please join me in welcoming John Brademas.

Awards are presented

I am so glad that when John and Bill read the awards description that they mentioned many of the purposes of school readiness, recreational activity and the like, but they also stressed the way we now know the arts play a role in providing positive alternatives to young people who would otherwise find their gratification on the streets or in a gang where they could find that same sense of belonging and

productivity.

Next week here at the White House the Attorney General and the President will be sponsoring a day-long seminar on the root causes of youth violence. And we will be looking at what happens when young people are the perpetrators or the victims of violence. And we will be looking at solutions. And there are so many programs that really make a difference in really giving kids alternatives and decreasing juvenile crime. And we want people to know about these programs because they are the way we should be pursuing crime prevention among our young people.

So next Thursday we will actually be highlighting some of the programs who have been given awards today. We will be talking about the recreational and mentoring programs because we now know what we have to do to give kids a chance to make good decisions for themselves.

A few minutes ago you heard about the inspiring 52nd Street Project. We are going to have a particular treat now because we are going to get to see a performance -- a mini-performance -- by the people who are participating in the 52nd Street Project. So let us welcome James McDaniel, Mayleen Cancel and Candy Godoy and Rusty Magee of the 52nd Street Project

52nd Street Project performs

I just want to thank again all of you who made this first annual -- and I hope that it happens next year and the year after that and the year after that -- Coming Up Taller Awards Ceremony possible. I hope you share our excitement -- those of us who latched on to this idea two years ago and worked together to bring it to fruition -- really see ourselves as shining a light on the good work that is being done throughout our country. And there is so much that is happening in the interest of children. It is an exciting time for those of us who have worked for years on behalf of children because we know so much more about what works. And helping any child come up taller really works. So thank you for being a part of that.

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FIRST LADY HILLARY RODHAM CLINTON
INTERAGENCY COMMITTEE ON WOMEN IN FEDERAL LAW
ENFORCEMENT
WASHINGTON, D.C.
JULY 9, 1998

Thank you. So...now, I know what they mean by a power lunch. I want to thank everyone who has made this conference and the 20 years of progress it celebrates possible, especially: Cheryl Tyler, Monica Blodgett, Pat Corry, Donna Stella, K.C. Crowley, and Rita Hamon [Ham-en].

Let me also thank Assistant Secretary of Treasury James Johnson, Deputy Attorney General Eileen Mayer; and Deputy Assistant Secretary Elisabeth Bresee [Bra-zay] for your leadership.

And I want to pay special tribute to Director Merletti, Chief Friedman and the entire United States Secret Service...for co-sponsoring this conference and for the work you do every day. I am pleased that (b)(7)c, (b)(7)e, (b)(7)f, (b)(6) who is one of three women on my cool detail, is here with me today.

Over the past few years, one of my greatest privileges has been getting to know the men and women of the Secret Service. Whether we're at home or traveling to every corner of the world...one thing never changes: your sacrifice, expertise, and commitment to ensuring the safety of my family, the Gore family and the entire White House. We owe you a debt of gratitude we can never repay. Thank you.

As most of you know, our nation suffered an enormous loss yesterday when Ricardo Salinas and Susan Rodrigues, two of our U.S. border patrol officers, lost their lives. Susan was the first woman to die in the line of duty for the Border Patrol. She was following in her father's footsteps. He was a Border Patrol Chief. And she served for six years. This Saturday, Susan would have

celebrated her 29th birthday. I know that all of our thoughts and prayers are with the victims' families and the entire Border Patrol right now.

Each and every day, all of you make extraordinary sacrifices to safeguard the freedom our nation won 222 years ago. Stopping drugs and fraud. Confiscating guns before they end up in our children's hands. Protecting our national parks. You make our federal agencies stronger. Our citizens and communities safer. And I can't think of a better time to celebrate your 20th anniversary.

Because this July, we mark even more than the birth of a free nation. We mark the birth of the women's rights movement, which took place at Seneca Falls exactly 150 years ago. Taking their cues from the Declaration of Independence, the women who gathered there drafted a Declaration of Sentiments, grounded in one simple idea, "Woman is man's equal."

You can imagine how well that went down with people who took a different view. They called the women "old maids," "fanatics," and "mannish women." Their male supporters were labeled "sissies." Instead of taking issue with their arguments, their critics attacked them personally. It's nice to know that's changed!

But, since that day so much has changed. 150 years ago, the women at Seneca Falls articulated a series of resolutions. Chief among them was a call for women's equal participation in the "various trades, professions, and commerce." And since that day, sometimes slowly, sometimes after great battles, we have seen women enter and excel in professions once reserved only for men.

I can only imagine how proud the women of Seneca Falls would be to see all you've accomplished in so little time. It's incredible to think that before 1970, there simply weren't women federal law enforcement officers who could carry guns. And it's sobering to think about the way some of the pioneers were treated.

I'm sure that Joanne Kocher, who became the first female ATF agent in 1972, never forgot her first stakeout. After doing what she considered a routine part of her job, her supervisor complimented her by saying, "You didn't faint."

Today, countless barriers that once held back women and our nation have come tumbling down. Barriers of testing and training. Even equipment. No longer are women officers handed skirts, handbags, and heels! Policies have changed. Attitudes have changed. And, numbers are changing. Today, women comprise 14 percent of federal law enforcement officers with arrest and firearm authority. In 1995, women made up 22 percent of new agents hired. And that's in large part because of you.

For 20 years, WIFLE has been leading the way as women here and throughout federal law enforcement have worked tirelessly and courageously, opening doors for others, bringing new energy and expertise, making the ultimate commitment, and as we saw yesterday sometimes paying the ultimate price.

(b)(7)c, (b)(7)e, (b)(6)

Now, there are still some -- most of whom never wanted women to serve in the first place -- who say, enough is enough. Our job is done. When, as you know better than anyone, our job is not done. And it will not be done until we eliminate the obstacles

that keep women from serving at every level of every agency.

I am proud of the appointments my husband has made, especially: Janet Reno, the first woman ever to serve as our nation's chief law enforcement officer; Kathleen Hawk Sawyer, Director of the Bureau of Prisons. Doris Meissner, Director of the Immigration Naturalization Service; And Rosa Melendez, the first woman of color to become a U.S. Marshal.

We must work for the day when the appointment of women to the highest levels of law enforcement is no longer a cause for major celebration, but a given. When parity among the ranks of officers is no longer a dream, but a reality. When we never have to clarify that someone is a female agent any more than we now clarify that someone is a female teacher.

The women who serve in law enforcement today were not the best women for the job. They are the best people for the job.

We must work for the day when women not only enter law enforcement in equal numbers ...but stay there. That means ensuring that women in law enforcement -- just like women in every profession -- never have to make the horrible choice between the job they need and the family they love.

I've heard women talk about the long hours and shift work. Some wonder whether they can have children if they want to succeed as agents. Or whether they can stay in their jobs if they want a family. And anytime the conversation turns to balancing work and family, the same two words come up: child care.

During the last election and after, some complained that the focus on issues like child care was the sign of the end of the world...that we were seeing what they called the feminization of politics. What an unfortunate term. As if men don't worry about

the care and learning and growth of their children.

I prefer to think about it as the humanization of politics. Because what we are talking about is nothing less than the everyday critical choices people make about their lives. And there is nothing more important government can do than to support people in those choices.

Which is why, in March, the President took steps to improve federally-sponsored child care. He asked every federal agency to make sure that their child care centers are of the highest possible quality; that background checks are done on the people who care for your children; and that all federal workers are given full information about the child care benefits and options available to them.

And he has asked Congress to pass an historic \$20 billion child care initiative -- the largest single investment ever in child care. We want to improve the quality and safety of child care and make it more affordable for working families. We want to improve early learning -- because research tells us that what our children experience in those early years influences their brain development for a lifetime. And we want more children to have access to after-school care...so that the hours between 3 p.m. and 8 p.m. are not a time to fear -- but a window of opportunity.

The American people want real child care legislation...and I hope Congress passes it this year.

More than anything, we must continue to work for the day when law enforcement officers -- men and women alike -- have the tools you need to fulfill your promise to the citizens you protect and serve. No President has listened more to law enforcement. No President has supported law enforcement more.

When the Crime Bill was enacted, he said we'd put 100,000 more police officers on the streets. We've already helped fund 76,000 ...ahead of time and under budget. Our nation now has an effective death penalty for those who murder federal law enforcement officers and their families. We're fighting domestic violence with more prosecutors; more battered women's shelters; better training for judges, police officers and health professionals; and a toll-free hotline women can call 24 hours a day, 365 days a year.



And we are seeing results. Domestic violence is on the decline. When law enforcement officers worked to pass the Brady Bill, the gun lobby claimed it was a waste of time and money. Well, today, the only people who have lost out are 300,000 felons, fugitives, and stalkers who have been denied access to firearms. For the sixth year in the row, the crime rate dropped in 1997. Juvenile crime is down. And the murder rate in this city alone has declined by almost 25 percent.

But clearly, our work is not done. Today, places like Jonesboro, Peducah, Springfield and Richmond have become household names. They share similar tragedies. Ones that involved children and guns and death. Words that we should never have to say in the same sentence again.

As adults, all of us share responsibility to make sure children, who have so much to look forward to, don't become ugly statistics...as victims or perpetrators of violent crime. The President has asked Attorney General Reno and Secretary Riley to report back before school begins again on ways we can put more police officers in our schools.

And today he is announcing support for child access prevention laws that say to gun owners: You will be held criminally responsible if you fail to keep loaded firearms out of the reach of children. Keeping a loaded gun lying around children is not laziness.

10:30-1130
1+RC +
UP - 2:30
Dr. Hens
12:45
- 2:30
POTUS
Solution
1+RC
2:45-4
Program
Work

It's at best dangerous...at worst, deadly. And it should never happen.

I'm reminded of a youth community program I visited earlier this year in Anacostia. I was given a painting. It pictured a young girl in the program. To one side, you see an alleyway filled with crime and fear. In front of her is a computer, with the words she once said to her mentor: "If you teach me, I'll get really good at it." Whatever we teach our children -- the path of the alley or the computer, a gun or an education -- they will get really good at it.

So we must teach them the right lessons: lessons that say guns won't earn you respect; and violence won't settle an argument. We have to think about the support we're giving children, at home and in our communities. Are we giving them opportunity? Are we treating them as collections of problems or our only hope for the future?

And we must stop having the false debate between prevention and punishment...because we need both. As I've been privileged to travel around the country, law enforcement officers all understand something that many members of Congress still don't: We cannot simply arrest our way out of our youth crime problem.

If we want to avoid locking our children up tomorrow we must show them a different way today. Instead of violence, let's show them sports and arts and computers. Let's give them safe places to go. Something positive to work towards. Let's teach them that they can go as far as their dreams and abilities will take them.

Here, on this 20th anniversary, we should imagine the kind of nation we want to be in the next century. A place where all children -- boy or girl, black or white, rich or poor -- can reach their God-given potential free from fear. A place where the doors of

opportunity are flung wide open for women in law enforcement -- and women are given the tools they need to serve, stay, and excel serving our nation.

With all of you continuing to lead the way, I know it can happen. I can think of no better tribute to the promises made at Seneca Falls...the promises you have fulfilled for 20 years.

Thank you very much.

TALKING IT OVER

BY HILLARY RODHAM CLINTON

RELEASE: WEDNESDAY, APRIL 8, 1998, AND THEREAFTER

Shortly after midnight on the morning of March 25, when my husband and I were in Uganda, we were awakened with tragic news. For the fourth time since October, American children had opened fire on classmates at school.

This time, these tragic events happened in a town we knew well, Jonesboro, Ark. Four young girls and a teacher were dead. Bill and I were heartsick at this senseless loss of life.

Across the country and around the world, the questions were the same: "How could this happen?" and "What does it mean?" On talk shows, in newspaper columns and at kitchen tables, people sought explanations for this outbreak of child violence. The President called on the Attorney General and the Secretary of Education to convene national experts to study the tragedy.

But as the shock recedes, we are left with more questions than answers about how to prevent children from harming other children. Despite our inability ever to understand fully, we have to analyze why two young boys turned to violence if we are to find any help for the next child who might choose a gun to deal with his pain and problems.

We must not let ourselves off the hook by talking about "bad children" and "good children." We, the adults, have choices, and we know that the choices we make -- as individuals and as a society -- will affect how our children develop.

Everywhere we look, children are under assault, not just from violence but from neglect, from the breakup of families, from the temptations of alcohol, tobacco, sex and drug abuse, and from greed, materialism and spiritual emptiness. One in five American children lives in poverty. One in four is born to an unmarried mother.

This instability poses great risks to the healthy development and economic security of our children. The disappearance of fathers from children's daily lives has many consequences, including increased rates of violence and aggressiveness among boys. One of the ways to counter the absence of fathers is for adults -- especially men -- to step into the role of mentor and guide.

Clearly, children deserve safety and security at home. Yet, hundreds of thousands of children are victims of abuse and neglect. A recent study shows that children reported abused and neglected are 67 times more likely to be arrested between the ages of 9 and 12 than other children. Buffalo, N.Y.'s Police Commissioner Gil Kerlikowske sums it up

this way: "We'll win the war on crime when we invest tax dollars in America's most vulnerable kids, instead of waiting until they become America's most wanted adults."

One of the best ways to combat juvenile crime is to give kids something positive to do after school. We should follow the example of Houston, Texas, where children play golf and soccer after school. Their mentors are coaches and teachers, not gang leaders.

We also have a responsibility to protect our children at home. Guns are the fourth leading cause of accidental deaths among children ages 5 to 14. Almost half of American households have guns, but often, instead of being locked up, they are merely hidden or left in a drawer.

In addition, we must take weapons off the streets. This week, my husband blocked the import of 58 types of military-style assault weapons into this country. As was the case when he signed the Brady bill, the gun lobbyists and manufacturers assailed the move and threatened to sue.

It's a moral outrage that these lobbyists and manufacturers are fighting this measure while at the same time marketing their products to our children -- just as the tobacco industry has for years. Every self-respecting gun owner should condemn this latest cynical move to turn children into targets of gun advertising before they are emotionally able to handle the responsibility.

And let's not overlook the importance of the mass media. Too many television shows, movies and rock lyrics romanticize and trivialize violence. And video games have managed to transform millions of television sets into scenes of violence that children not only watch but also participate in.

As I have suggested many times, it's time to turn the TV off and spend more time with our kids. Time, after all, is what every child wants and needs. We live in a fast world, where slowing down to spend time with our families is hard to do -- unless we make it a priority.

Our children are our greatest gift, our greatest responsibility, our greatest test. Never again do I want to wake in the middle of the night to the news that another child has murdered a friend or classmate. It's time for us to look into our children's eyes and remember what's important.

We owe this to Shannon Wright, the courageous teacher who sacrificed her life for her students. Her 3-year-old son keeps asking, "Where's Mommy?" We owe this to Natalie Brooks, Faige Ann Herring, Stephanie Johnson, Brittheny Varner and to all the other children who have died so tragically on our watch.

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