

**PHOTOCOPY
PRESERVATION**

THE WHITE HOUSE
WASHINGTON
November 3, 1999

Youth Violence

White Council

MEMORANDUM FOR THE SECRETARY OF THE TREASURY

SUBJECT: White House Council on Youth Violence

Recently, I announced the formation of the White House Council on Youth Violence, to be chaired by the Assistant to the President for Domestic Policy and to include the Attorney General and the Secretaries of Health and Human Services, Labor, and Education. The purpose of this Council is to provide policy coordination on issues central to the prevention of youth violence, to provide flexible and timely responses to the challenge of youth violence, and to ensure that our Nation's citizens are able to benefit from the Federal Government's many anti-violence initiatives.

Due to the central role the Department of the Treasury plays in matters related to firearms control, I am adding the Secretary of the Treasury to the Council as one of its regular program members. Through this memorandum, I ask for your participation on the Council, to help in the Federal Government's important effort to help prevent youth violence.

William J. Clinton

cc: Assistant to the President for Domestic Policy

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 15, 1999

October 15, 1999

MEMORANDUM FOR THE ATTORNEY GENERAL

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

SUBJECT: White House Council on Youth Violence

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

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

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

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

Structure of the Council

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

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

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

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

Duties of the Council

1. Develop a citizen's information hub. The Council will develop and maintain a coordinated inventory of relevant agency programs and provide analyses of their effectiveness. It will make this inventory widely available in summary form -- and upon request in more detail -- through the services of the appropriate Council member, to elected officials, community groups, police organizations, school systems, parents, and others working on local solutions to these issues. The inventory and full texts of program reports and evaluations should be available on an easily accessible website. The availability of this compilation will be widely publicized.

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

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

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

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

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

WILLIAM J. CLINTON

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

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D R A F T September 8, 1999

MEMORANDUM FOR: The Assistant to the President for Domestic Policy
 The Attorney General
 The Secretary of Health and Human Services
 The Secretary of Education
 The Secretary of Labor
 The Director of the Office of Management and Budget

FROM: The President

Subject: Youth Violence Council

Violence by youth and against youth is an issue that deeply concerns us all. Youth violence can be thought of as a juvenile crime issue, as a mental health issue, and as a school safety issue. It affects every region and demographic group. As many recent incidents have made us aware, it is a problem that can strike with unexpected force – and that now demands uncommonly unified responses.

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

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

Therefore, today I direct my Assistant for Domestic Policy, Bruce Reed, to form a White House Council on Youth Violence to provide this policy coordination, to provide flexible and timely

responses to the challenge of youth violence, and to ensure that our nation's citizens are able to benefit from the Federal government's many anti-violence initiatives.

Structure of the Council

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

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

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

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evaluations should be available on an easily accessible website. The availability of this compilation will be widely publicized.

On August 17, 1999, I announced that a non-profit, non-partisan "National Campaign Against Youth Violence" had been established to bring together all segments of society to help prevent youth violence. The Council will consult with the National Campaign to learn about its activities and to benefit from what the Campaign learns from communities across the Nation.

2. Produce reports on youth violence. The Council will write or commission reports on various aspects of the problem of youth violence, describing, for instance, best practices in combating the problem. In addition, the Surgeon General is now carrying out a broad study of the potential causes of youth violence. I ask that the Surgeon General consult closely with the Council in the development of the study, so that I may have the benefit of participation of all the involved agencies in its analysis and findings.

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

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

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

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

September 10, 1999 revised

Q&A on the Youth Violence Council and the Specter hearing

Q. Given the importance of the youth violence issue, will the Administration support funding levels for relevant programs that are different from the amounts proposed in the budget?

A. The President's budget before Congress balances competing funding demands all across the government in a fiscally responsible manner, and provides significant resources for a variety of program responses to the youth violence issue. These include more funding for the Safe Schools/Healthy Students initiative, juvenile justice activities, 21st Century Community Learning Centers (after school programs), mental health services, youth employment programs and others.

Unfortunately, as you and we both know, the subcommittee's 302(b) allocation is far too low to meet national needs adequately. It is \$8 billion in budget authority, or nine percent, below the FY 1999 appropriation funding level, and \$11 billion, or 12 percent, below the President's FY 2000 budget. The Administration appreciates your strong support and leadership on issues of youth violence. It is very difficult, however, for us to evaluate any youth violence proposals without knowing the overall level and content of the subcommittee's Labor/HHS/ED appropriation bill. We will need to work together to ensure that all the bill's priority programs are sufficiently funded.

Q. Senator Specter specifically wants to raise funding for the mental health services component of the Safe Schools/Healthy Students initiative. Won't the Administration at least support that, given the President's praise of the initiative in his Saturday radio address?

A. It is extremely difficult to respond to spending proposals without knowing the overall level and content of the subcommittee's Labor/HHS/ED appropriation bill. The Administration has provided Congress with a budget that addresses the issue of youth violence and balances competing priorities. We need to be sure that key Presidential priorities, including those relevant to youth violence, are well supported.

For example, while a mental health services increase might help some new Safe Schools/Healthy Students grantees, without comparable resources for Education and Justice components, and for the new Labor component, they could not be used as effectively. At the same time, a cut contemplated to the President's request of \$600 million for 21st Century Community Learning Centers would take support away from youth violence prevention. 21st Century Community Learning Centers help hundreds of communities provide their children safe learning environments outside regular school hours.

Q. Does the Administration support the creation of an inter-agency coordination mechanism to address issues of youth violence?

A. Youth violence issues engage the program responsibilities of many Federal agencies. Some of those agencies are already working together on certain projects, such as Safe Schools/Healthy Students. The Administration, however, has recognized the need for a broader policy oversight and coordination function than any one of agency can reasonably expect to carry out effectively. Key Federal agencies, especially those at this hearing, are working with the White House to devise a coordination strategy that will enhance the each agency's effectiveness.

As you know, the Administration is working on ways to establish such a new policy coordinating mechanism for youth violence issues. A "Youth Violence Council" established in the White House would achieve a great deal to help local communities prevent violence and cope with it when it occurs. The Administration welcomes the opportunity to work with Congress on this high priority issue and looks forward to your input as we shape the Council's structure and responsibilities.

Q. Many people believe that youth violence is essentially a public health issue. As such the Federal coordinated response to it should be led by the Surgeon General. Will the President put leadership of his Council in the hands of the Surgeon General?

A. Some aspects of youth violence are public health issues. Others, however, are issues of school safety, juvenile crime, or youth employment. The Administration believes that a coordination focal point in the White House would elevate attention to the issue and would effectively bring together all the relevant Federal agencies in coordinated policy responses to all aspects of the youth violence problem. The Surgeon General will certainly be an active participant. The President, in fact, has given the Surgeon General a prominent role on youth violence, directing him last May to conduct a landmark study of its potential causes and to identify successful prevention and intervention strategies.

Q. The Departments of Education, Health and Human Services, Justice are already working well together on Safe Schools/Healthy Students. Would the Youth Violence Council take over managing that initiative? If not, what would its role be?

A. The Youth Violence Council the Administration is considering would not manage programs. That is neither necessary nor productive. The Council would assist the agencies by providing coordination and helping bring to the public effective responses to the youth violence problem. As you have pointed out, there are many Federal programs that address aspects of this problem; the need now is to create synergy and encourage

collaboration.

For example, the President might ask the Council to examine how Federal agencies can better coordinate their varied efforts to help parents prevent youth violence. The Safe Schools/Healthy Students approach may offer a very promising model.

The Council itself will likely be structured around the lead agencies (i.e., those appearing at this hearing). Its tasks would be developed with their full participation and cooperation. And again, we welcome and value your counsel on how best to achieve this function of improved and strategic coordination.

ATTORNEY GENERAL, ERIC HOLDER, WILL PARTICIPATE WHERE WE WILL BE MOVING FORWARD WITH THE SPECIFICS ON THIS DRAFT THIS PROGRAM HAS BEEN COORDINATED WITH THE PRESIDENT THROUGH HIS OFFICE OF DOMESTIC COUNSELOR, AND WE THINK IT COULD PROVIDE A VERY, VERY SIGNIFICANT STEP IN DEALING WITH YOUTH VIOLENCE PREVENTION. A VERY MAJOR PROBLEM IN AMERICA TODAY, AND THIS GOES TO THE UNDERLYING CAUSES. I WOULD ASK CONSENT THAT THE --

[12:50:21] (MR. SPECTER) { NOT AN OFFICIAL TRANSCRIPT }

I WOULD ASK UNANIMOUS CONSENT THAT THE 11-PAGE TEXT OF OUR PROGRAM BE INCLUDED IN THE "CONGRESSIONAL RECORD" AS IF READ IN FULL FOLLOWING MY REMARKS.

[12:50:28 NSP] (THE PRESIDING OFFICER) { NOT AN OFFICIAL TRANSCRIPT }

THE PRESIDING OFFICER: WITHOUT OBJECTION.

[12:50:31 NSP] (MR. SPECTER) { NOT AN OFFICIAL TRANSCRIPT }

MR. SPECTER: I THANK THE CHAIR FOR THE TIME ON THE FLOOR AND YIELD THE FLOOR.

[12:50:35 NSP] (THE PRESIDING OFFICER) { NOT AN OFFICIAL TRANSCRIPT }

THE PRESIDING OFFICER: UNDER THE PREVIOUS ORDER, THE SENATE STANDS ADJOURNED UNTIL 12:00 NOON MONDAY, SEPTEMBER 13.

ADJOURN:

INTER-AGENCY AGREEMENT
BETWEEN
U.S. DEPARTMENT OF LABOR
Employment and Training Administration

&

U.S. DEPARTMENT OF JUSTICE
Office of Juvenile Justice & Delinquency Prevention

Title: Employment and Training for High Risk & Court Involved Youth

DOL/ETA Agreement Number _____

Purpose: To forge a partnership between the Departments of Justice and Labor to address the needs of at risk youth.

SIGNATURES OF APPROVING AGENCY OFFICIALS

Accepted this date, _____, by the U.S. Department of Justice

JANET RENO, Attorney General

Executed this date, _____, by the U.S. Department of Labor

ALEXIS M. HERMAN, Secretary of Labor

Employment and Training for High Risk & Court Involved Youth

MEMORANDUM OF UNDERSTANDING BETWEEN U.S. DEPARTMENT OF JUSTICE AND U.S. DEPARTMENT OF LABOR

1. **General.** The Department of Labor (DOL), Employment and Training Administration (ETA) and the Department of Justice (DOJ), Office of Juvenile Justice and Delinquency Prevention (OJJDP) will work toward the development of a comprehensive strategy to create education, training, and employment opportunities for at-risk youth.
2. **Background.** The Departments of Justice and Labor have a continuing interest in assisting youth offenders to become productive citizens. The departments currently are coordinating in a Boys and Girls Scouts of America Career Prep demonstration, a youth offender pilot project, and a publication aimed at increasing cooperation between the juvenile justice and job training systems. This inter-agency agreement builds upon this current coordination.
3. **Actions.** Under this memorandum of understanding, DOJ/OJJDP and DOL/ETA will take the following specific actions:
 - a. **Youth Opportunity Grants.** The DOL Youth Opportunity initiative is aimed at increasing the employment rate of out-of-school youth in high-poverty areas. For this initiative to be fully effective, the Department of Labor needs assistance from the Department of Justice in addressing the issues of youth gangs, youth delinquency, truancy, dropout prevention, and crime prevention in the Youth Opportunity target communities. In particular, the Department of Justice will assist the Youth Opportunity projects to develop gang and gun violence prevention programs, partnerships with Boys and Girls Clubs, youth-focused community policing, and linkages to local U.S. Attorney's Office and juvenile justice practitioners. These efforts will be consistent with agreements already in place to support the Career Prep Program in selected Boys and Girls Clubs of America.
 - b. **Safe Schools/Healthy Students.** The two departments will coordinate efforts in the Safe Schools/Healthy Students initiative. DOL will seek to obtain authority for competitive grants to complement Safe Schools/Healthy Students by encouraging local business-education partnerships to improve workforce employment opportunities for highly at-risk youth.
 - c. **Youth Offender Pilot Projects.** DOL and DOJ have jointly designed a youth offender demonstration project including three parts--(1) model neighborhood projects consisting of comprehensive approaches aimed at both preventing juvenile crime and serving youth offenders; (2) model education and training

programs in youth correctional facilities; and (3) smaller youth offender projects in medium-sized cities. DOL is funding these grants under its Pilot and Demonstration authority. DOL and DOJ will continue to work together in overseeing these grants. In particular, DOJ will assist in providing guidance to grantees in the model neighborhood and youth correctional facility projects and in facilitating local criminal justice system contacts in the model neighborhood sites. DOL will fund the technical assistance for these grants, while DOJ will fund a feasibility study for an evaluation of the correctional facility grants. Sites funded in the model neighborhood grants include both DOL community saturation grantees and DOJ Safe Futures grantees.

- d. Youth Opportunity Pilot Projects. DOJ and DOL staff will explore how the existing DOJ programs can be utilized to support gang prevention efforts in the currently operating and recently awarded Youth Opportunity pilot sites with the most severe youth gang problems.
- e. Regional Workshops. ETA and OJJDP have been collaborating on a report addressing issues relating to employment and training for offender youth. After the report is published this fall, DOJ/DOL will conduct regional workshops to increase coordination between the juvenile justice and job training systems. These workshops will bring together local representatives of the juvenile justice and job training systems to consider ways of improving coordination between their agencies. DOJ/DOL will also consider other avenues such as national town meetings to encourage coordination between the juvenile justice and job training systems.
- f. Youth Councils. The two departments will work towards having juvenile justice agencies represented on local youth councils established under the Workforce Investment Act. The Attorney General and the Secretary of Labor will jointly and individually encourage local communities to adopt best practices to improve the employability of youth involved in the juvenile justice system. Efforts will be directed toward both policy makers and individuals implementing programs.
- g. Job Corps. The two departments will increase coordination between the Job Corps and the juvenile justice system, including extending Job Corps best practices to boot camps and other youth correctional facilities.
- h. Youth Violence. DOJ and DOL will attempt to draw lessons from successful efforts in Boston and other cities to stop youth violence, and disseminate these lessons to other local areas. The two departments will coordinate in other efforts that may develop out of the Domestic Policy Council's Working Group on Youth Violence.

4. Authority. This memorandum of understanding is entered into by the Attorney

General under her authority _____ and the Secretary of Labor under her authority to foster, promote and develop the welfare of the wage earners of the U.S. to improve their working conditions, and to advance their opportunities for profitable employment (29 U.S.C. sec. 551), and under the authority of the Workforce Investment Act (Public Law 105-220, Sections 169, 170, and 189 (c).

5. Responsibilities. DOJ/OJJDP and DOL/ETA will jointly develop a plan of action for both the short and long-term actions of each agency under this inter-agency agreement.

6. Agency Liaisons. The primary points of contact for this agreement will be Shay Bilchik, Administrator, Office of Juvenile Justice and Delinquency Prevention for the Department of Justice and Lorenzo Harrison, Administrator of the Youth Services Office for the Department of Labor. The agency liaisons will coordinate activities under this agreement, as appropriate, with the responsible offices within their respective Departments. Operational staff will be identified for specific activities by the primary contacts.

7. Effect of Agreement. This memorandum of understanding is an internal Government agreement and is not intended to confer any right upon any private person.

This agreement does not itself authorize the expenditure or reimbursement of any funds, other than by the express terms of this memorandum of understanding. Nothing in this memorandum of understanding shall obligate DOJ or DOL to expend appropriations or enter into any contract or other obligations, other than by the express terms of this memorandum of understanding.

Nothing in this memorandum of understanding shall be interpreted as limiting, superseding, or otherwise affecting either agency's normal operations or decisions in carrying out its statutory or regulatory duties. This memorandum of understanding does not limit or restrict DOJ or DOL from participating in similar activities or arrangements with other entities.

8. Effective Date, Duration, and Amendment. This memorandum of understanding shall become effective upon the date of final signature of the undersigned parties and shall remain in effect for _____. This memorandum of understanding may be terminated at any time upon 30 days advance written notice by one part to the other, and may be amended by the written agreement of both parties or their designees.

ACCEPTED:

BY _____ Date _____
Janet Reno
Attorney General

BY _____ Date _____
Alexis Herman
Secretary of Labor

**Executive Office of the President
Unanticipated Needs**

Hoyer
Mick *Dagan*

Mission Statement and Background

In 1940, Congress recognized the need for the President of the United States to have limited funds available to meet unplanned and unbudgeted contingencies for national interest, security, or defense purposes. The original account title, "Emergency fund for the President," was changed to "Unanticipated Needs" in 1975.

This account has been used to fund a wide range of national priorities including the President's Commission on Privatization, National Space Council, and the White House Office Conference for a Drug Free America. The last transfer from the Unanticipated Needs account was made in FY 1994 to the J.F.K. Assassination Records Review Board (\$250,000).

Expenditures from this account may be authorized only by the President. The Director of the Office of Management and Budget provides the necessary controls to assure that only unforeseen priorities are financed and that funding from other sources is not available. Prior use of these funds has occurred within strict internal controls and reporting standards.

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UNANTICIPATED NEEDS

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Appropriations and Expenditures 1972-1998

(This account was titled "Emergency Fund for the President" until 1975)

FY	APPROPRIATION	ACTUAL	DESCRIPTION
72	1,000,000	446,000	Special Action Office for Drug Abuse Prevention
73	1,000,000	- 0 -	
74	1,000,000	330,000 39,000 92,000	Energy Policy Office Federal Property Council U.S. Puerto Rico Ad Hoc Advisory Board
75	500,000	231,000 212,000	Presidential Clemency Board Commission on CIA Activities within the United States
76	1,000,000	235,000 10,000 131,300 19,000	Presidential Clemency Board Federal Paperwork Commission Privacy Protection Study Commission National Study Commission on Records and Documents of Federal Officials
77	1,000,000	57,000 100,000 45,000	Commission on Executive, Legislative, and Judicial Salaries Commission on Mental Health Office of Drug Abuse Policy
78	1,000,000	52,000 6,000 1,000 33,000 26,000	Metric Board World Hunger Commission Commission on Pension Policy Council on Wage and Price Stability Commission on CIA Activities within the United States
79	1,000,000	- 0 -	
80	1,000,000	134,000 67,000 67,000 134,000 34,000 168,000	U.S.-Japan Economic Relations Group White House Office Council on Wage and Price Stability Department of State Commission on World Hunger National Agenda for the Eighties
81	1,000,000	65,000 100,000 58,000	U.S.-Japan Economic Relations Group National Agenda for the Eighties Commission on Executive, Legislative and Judicial Salaries
82	844,800	26,000 15,000 52,000 145,000 50,000	Special Task Force on Crime in South Florida Commission on Radio Broadcast to Cuba Property Review Board Native Hawaiians Study Federalism and Private Sector Initiatives
83	1,000,000	39,000 80,000 60,000 250,000	Special Task Force on Crime in South Florida White House Private Sector Initiatives Program White House Quality Education Initiative Agency for International Development

<u>FY</u>	<u>APPROPRIATION</u>	<u>ACTUAL</u>	<u>DESCRIPTION</u>
84	1,000,000	375,000	WHCA EOP Computer Center Conversion
85	1,000,000	162,000	VP's Task Force on Combatting Terrorism
86	957,000	180,608	VP's Task Force on Combatting Terrorism
87	1,000,000	242,000 195,000 325,000	President's Special Review Board Iran Contra Hearings U.S. Secret Service
88	1,000,000	150,000 20,000 110,000	Task Force on Market Mechanisms WHO Conference for a Drug-Free America President's Commission on Privatization
89	1,000,000	181,000	National Space Council
90	1,000,000	- 0 -	
91	1,000,000	- 0 -	
92	1,000,000	- 0 -	
93	1,000,000	- 0 -	
94	1,000,000	250,000	JFK Assassination Records Review Board
95	1,000,000	- 0 -	
96	1,000,000	- 0 -	
97	\1 0	- 0 -	
98	\2 1,000,000	- 0 -	

\1 In FY 1997, the \$1,000,000 requested for the Unanticipated Needs Account was diverted to fund conferences on model state drug laws through the Office of National Drug Control Policy.

\2 In FY 1998, the Unanticipated Needs Account was funded through the VA, HUD appropriations act, P.L. 105-65.

August 18, 1999

Eric:

Here are the inventories provided by ED, HHS, DOL, and Justice. In two versions, one tabular, the other with more narrative.

A handwritten signature in cursive script, appearing to read 'BW', is positioned above the printed name 'Barry White'.

Barry White

attachments.

Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

7/1/99

<u>Age Range</u>	<u>Program</u>
Pre-natal	Nurse home visitation - supporting the replication of David Olds proven-effective strategy for nurse home visits among high risk families. HHS/CDC/DOJ
0-3	Nurse home visitation - supporting the replication of David Olds proven-effective strategy for nurse home visits among high risk families. HHS/CDC/DOJ <i>FOCUS: direct services</i> Special Education: Grants for Infants and Families (ED) Early Head Start-Established in 1994, Early Head Start (EHS) builds off the long-standing Head Start program for pre-school children, expanding the benefits of early childhood development to low income families with children under three and pregnant women. HHS/ACF

Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

7/1/99

3-5	-Even Start (ED) <u>FOCUS: direct services (ages 0-7)</u> -Special Education: Preschool Grants (ED) <u>FOCUS: direct services</u> -3 - 10 Pre- and Elementary School Aged--Evaluation of Specific Youth Violence Prevention Projects with Family Components HHS/CDC -Head Start-Head Start is a national program which provides comprehensive developmental services for America's low-income, pre-school children (at least 10% are children with disabilities) and social services for their families. HHS/ACF
Pre- natal - 5	-<u>Safe Start Initiative</u> The goal of the Safe Start Initiative is to create a holistic approach to prevent and reduce the harmful effects of family and community violence on young children. The Initiative expands existing partnerships between service providers (in key areas such as early childhood education/intervention, domestic violence/crisis intervention, law enforcement, courts and legal services) to create a comprehensive community service delivery system that will meet the needs of children and their families at any point of entry into the system. The Yale Child Study Center will Serve as a national center for information on children exposed to violence and on law enforcement partnerships. It will serve as an important resource for all communities who are in need of assistance and support in developing intervention programs focusing on children exposed to violence.

Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

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5-17/18	Safe and Drug-Free Schools State Grants (ED) <u>FOCUS: direct services</u> Safe and Drug-Free Schools National Programs (including "Safe Schools/Healthy Students" and the "Alternative Education" initiative) (ED) <u>FOCUS: R&D/demonstrations</u> Special Education: Primary Education Intervention (ED) <u>FOCUS: demonstration projects (ages 3-9)</u> 21st Century Community Learning Centers (ED) <u>FOCUS: direct after-school services</u> Safe and Drug-Free Schools Coordinator Initiative (ED) <u>FOCUS: direct services (middle school level)</u> Safe and Drug-Free Schools: Project SERV (ED) <u>FOCUS: direct services</u> Vocational Education National Programs (including "New American High Schools" initiative) (ED) <u>FOCUS: demonstrations (high school level)</u> Teacher Quality and Recruitment (ED) <u>FOCUS: teacher training</u> Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)(ED) <u>FOCUS: direct services (middle school level)</u> Fund for the Improvement of Education (Character Education Program) (ED) <u>FOCUS: demonstrations</u> National Youth Sports Program: An annual grant is made to a national, non-profit organization to operate the National Youth Sports Program, which provides a comprehensive developmental and instructional sports program for approximately 70,000 low-income youth ages 10 – 16 during the summer months. The current grantee is the National Collegiate Athletic Association (NCAA), which contracts with some 185 colleges and universities in 44 States to provide sports instruction and enrichment activities, including information about career and educational opportunities, study habits, drug and alcohol abuse and nutrition. Each participant also receives a complete medical examination. 10-16 HHS/ACF
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Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

7/1/99

5-17/18 cont..	School-Associated Violent Death Study - to carry out an investigation of homicides and suicides associated with schools between 1994 and 19998, to identify common features of these events and to quantify the level of risk for school associated violent deaths, ages 5-18. This project is in collaboration with the Dept of Educ. HHS/CDC Follow-up evaluations of school-based programs, peer mediation, family support and adult mentoring as interventions to prevent youth violence, ages 5-15 HHS/CDC Suicide Intervention Evaluation - to evaluate specific interventions that may influence one or more of the factors that lead to suicidal behavior among high risk populations, ages 14-18 HHS/CDC Interventions to prevent violence among high-risk youth- to support the implementation and evaluation of interventions which are designed to prevent violence-related injuries among high-risk youth who are in alternative schools, or have been injured in a violent incident or have received treatment for a violence related assault or trauma. Ages 13-21 HHS/CDC Case control Study of Near Lethal Suicide attempts Ages 15-34 (CDC) Attention Deficit Hyperactivity Disorder (ADHD) After-School programs run by trained staff that teach cognitive and social problem-solving skills to 6-8th grade children who are from turbulent families and suffer some depressive symptoms may protect these children and youth against depression and behavior problems Preliminary work indicates that 2 years later, children in the program are less depressed than youth not in the program. HHS/NIMH Therapeutic Foster Care is an effective home based intervention for chronically offending delinquents (e.g., in one study an average of 14 arrests of which 4 are felonies). Foster parents are trained to work in their homes with delinquents for 6 to 7 months. Key elements of the program include providing supervision, structure, consistency, discipline, and reward for good behavior. This intervention results in fewer runaways and program failures than other placements and is less expensive. HHS/NIMH Adolescent Treatment Models- which target gender-specific and developmentally appropriate treatment models for adolescent girls, models that foster linkages between school-based and juvenile justice interventions and projects addressing heroin abusing youth. Projects addressing adolescent with cognitive and physical disabilities are encouraged.
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Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

7/1/99

5-17/18 cont...	Treatment for Adolescent Alcohol Abuse and Alcoholism--co-funded with NIAAA, studies efficacious treatment interventions and services for adolescents with alcohol problems. HHS/SAMHSA CSAT Action Grant Program--provides funding to communities to support exemplary practices or supports to their system of care for adolescents (and adults). HHS/SAMHSA HIV/AIDS Outreach Program--to support community-based programs in African-American, Hispanic/Latino, or other racial/ethnic minority communities with high rates of substance abuse and AIDS. Adolescents (age 12-19) are a target population. HHS/SAMHSA Formula-funded Youth Programs--Replacing the Job Training Partnership Act (JTPA) of 1982, the WIA focuses on providing youth assistance in both academic and occupational learning; developing leadership skills among youth; and preparing them for further education, additional training, and eventual employment. The legislation creates both the local workforce investment board and the local youth council, a subgroup of the local board responsible for recommending and coordinating the youth policies and programs within a specific geographic area. It is the legislation's intent that the local youth council broaden participation in the design and delivery of youth services at the local level. (DOL) Right Track Partnerships An initiative that will focus on preventing youth from dropping out of school, and to encourage those who have already dropped out to complete their high school education. Partnerships will be formed among the private sector, the schools, and community-based organizations to tailor services to real needs. The program design calls for following youth until they graduate from high school, and providing services that are age appropriate and include components such as: tutoring, adult mentoring, career exploration, community service, job shadowing, work experiences through internships, summer jobs, and other types of work-based learning linked to the classroom. It is anticipated that 500,000 youth will participate in summer activities in Program Year 1999, with an additional 180,000 served under JTPA's year-round program. Reflecting a more complete set of services provided to individual youth served under the WIA, an anticipated 575,000 14- to 21-year old youth will receive services in Program Year 2000. (DOL)
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Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

7/1/99

5-17/18 cont..	School-to-Work--A joint effort of the Departments of Labor and Education, the School-to-Work initiative began with the enactment of the School-to-Work Opportunities Act of 1994. Grants have been provided to all 50 States, the District of Columbia and Puerto Rico, to support local areas in their efforts to help students successfully transition from school into the workplace. The legislation focuses on providing school & work--based learning, and connecting activities to youth in broad career areas so that youth are better prepared for both post-secondary education and future careers. School-to-Work efforts have expanded linkages at both the State and local levels among workforce development agencies, two-year and four-year institutions, elementary and secondary education, vocational education, vocational rehabilitation, community-based organizations, etc., as schools work to more effectively partner with employers and community leaders so that youth are fully informed of the job expectations of tomorrow's workplace. An estimated 1.2 million youth currently participate in an integrated curriculum under the School-to-Work initiative, with an additional 470,000 youth participating in both an integrated curriculum and a work-based learning component. All ages. (DOL) (ED) The Youth Opportunity Grants, authorized under the WIA, significantly increase resources available for serving youth growing up in high poverty urban and rural areas. DOL envisions that these grants will be used as a complement to formula funded WIA programs, Job Corps, School-to-Work, Department of Education programs, and other programs funded at the Federal, State, and local levels to help youth successfully make the transition to adulthood. In addition to achieving such positive outcomes as opportunities for better jobs and increased educational attainment for individual youth, DOL also expects to achieve community-wide impacts in increasing youth employment rates and education attainment. Youth Opportunity Grants will serve youth aged 14 to 21. Under DOL's demonstration project that has served as a foundational basis for these grants, more than 3,000 youth have received services in six geographic areas, with an additional five local areas recently receiving new grants. (DOL) Youth Offender Demonstration Projects--The Youth Offender Demonstration has resulted in 14 grants to provide employment, training, and support services to youth who are: 1) institutionalized, 2) at-risk of becoming involved in criminal activities, and 3) involved in gangs or have been involved in gangs. Grants have been awarded in three project areas: Correction Facilities; model community projects; community-wide coordination projects. (DOL)
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Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

7/1/99

5-17/18 cont..	Boys and Girls Clubs of America.--In a joint effort with the U.S. Department of Justice, ETA provides funding for the start-up and operation of Career Prep programs at 40 Boys and Girls Clubs through out the country. The clubs have established and are operating "Teen Supreme Centers."(DOL)(DOJ) Mentoring academics (4-17) HHS/SAMHSA/CSAP After school programs (4-17) HHS/SAMHSA/CSAP <u>Partnerships to Reduce Juvenile Gun Violence</u> Three communities participating in an OJJDP grant program are trying to increase the effectiveness of existing youth gun violence reduction strategies by enhancing and coordinating prevention, intervention, and suppression strategies and strengthening linkages between community residents, law enforcement, and the juvenile justice system. OJJDP also is sponsoring an evaluation of this effort. Focusing on both individual and community factors, the evaluation will document the process of community mobilization, planning and collaboration needed to develop a comprehensive, approach to reducing gun violence involving juveniles, 5-18, DOJ <u>National Center for Conflict Resolution Education (OJJDP and Education)</u> The center works to integrate conflict resolution education (CRE) programming into all levels of education in schools, juvenile facilities, and youth-serving organizations. Training and technical assistance is provided through onsite training and consultation for teams from schools, communities, and juvenile facilities; by providing resource materials; and by partnering with state-level agencies to establish state training institutes and otherwise build local capacity to implement successful CRE programs for youth.6-18, DOJ <u>Juvenile Mentoring Program</u> OJJDP's Juvenile Mentoring Program (JUMP) provides funding for local programs matching at-risk youth and caring adult role models in a school-based or community setting. Mentors include law enforcement and fire department personnel, college students, senior citizens, Federal employees and other private citizens representing a wide variety of professional and occupational backgrounds. The young people are of all races and range in age from 5 to 20. Some are incarcerated or on probation, some are in school, and others are dropouts. Programs emphasize tutoring and academic assistance, while others stress vocational counseling and training. -
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Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

7/1/99

5-17/18 cont..	Some of the 93 JUMP programs funded by OJJDP incorporate conflict resolution and problem solving into their program. All work with schools. 10-18, DOJ <u>National Resource Center for Safe Schools</u> The Northwest Regional Educational Laboratory has been awarded a grant to operate the National Resource Center for Safe Schools. This center, funded by the Safe and Drug-Free Schools Program and the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, has been established to offer training and technical assistance that will enable schools and communities to create safe school environments.5-18, DOJ <u>Gang Prevention Through Targeted Outreach (Boys & Girls Clubs)</u> This program enables local Boys & Girls Clubs to prevent youth from entering gangs, intervene with gang members in the early stages of gang involvement, and divert youth from gang activities into more constructive programs. This program reflects the pattern of cooperation between OJJDP and the Boys & Girls Clubs to reduce problems of juvenile delinquency and violence. The Boys & Girls Clubs of America provides training and technical assistance to local gang prevention and intervention sites, including some at Safe Futures and OJJDP Comprehensive Gang sites. The project includes funds for local clubs to implement the Targeted Outreach program. A national evaluation of this program is being implemented by Public/Private Ventures. 10-18, DOJ <u>Drug-Free Community Support Program</u>--This OJJDP-ONDCP program is designed to strengthen community-based coalition efforts to reduce youth substance abuse. The program enables community coalitions to enhance collaboration and coordination in an effort to target illegal drugs, alcohol, and tobacco. The coalitions also will encourage citizen participation in substance abuse reduction efforts and disseminate information about effective programs. An evaluation will accompany the demonstration effort. This evaluation consists of two components -- both a process and outcome evaluation of community-based collaborative substance abuse prevention projects that include initiatives that target illegal drugs, alcohol and/or tobacco use by juveniles and implement comprehensive long-term plans to reduce substance abuse. The process evaluation will look at the implementation of programs in over 90 sites, with a more in depth look at 12 sites to measure the impact and outcome of program activities. 10-18, DOJ
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Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

7/1/99

5-17/18 cont..	<u>Hamilton Fish National Institute on School and Community Violence</u> School violence, truancy, drugs and gangs are problems confronting many communities. OJJDP's Research Office is addressing these issues. In 1997, OJJDP funded the creation of the Hamilton Fish National Institute on School and Community Violence at George Washington University to test the effectiveness of violence prevention methods and to develop more effective strategies. A Consortium of seven universities, works directly with local school systems to implement and test school-wide interventions that promote safety by reducing fighting and bullying, truancy, drug use and enhancing positive student interaction. The Institute is identifying programs that can and should be replicated to reduce violence in America's schools and their immediate communities. 5-18, DOJ <u>Combating Underage Drinking</u> OJJDP promotes tougher law enforcement and greater public awareness of the problem of underage drinking, 12-18, DOJ <u>Drug Prevention Demonstration Program</u>--This OJJDP program reduces drug use by encouraging the promotion of multiple approaches to educating and motivating young adolescents to pursue healthy lifestyles, fostering interpersonal and decision-making skills that will help them choose alternatives to high risk behaviors, and providing them with the motivation and tools to build constructive lives, 10-18, DOJ <u>Communities In Schools</u> OJJDP continues support of a national school dropout prevention model developed and implemented by Communities In Schools, Inc. (CIS). CIS provides training and technical assistance to help CIS programs in states and local communities adapt and implement the Communities in Schools model. The model brings social, employment, mental health, drug prevention, entrepreneurship, and other resources to high-risk youth and their families in the school setting, 10-18, DOJ <u>Risk Reduction Via Promotion of Youth Development</u> The Risk Reduction Via Promotion of Youth Development program, also known as Early Alliance, is a large-scale prevention study involving hundreds of children and several elementary schools located in lower socioeconomic neighborhoods of Columbia, South Carolina. This program is funded through an interagency agreement with the National Institute of Mental Health, (NIMH), University of South Carolina, The Centers for Disease Control & Prevention, and the National Institute on Drug Abuse have also provided funding for the program. -
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Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

7/1/99

5-17/18 cont..	This large scale project is designed to promote coping-competence and reduce risk for conduct problems, aggression, substance use, delinquency and violence, and school failure beginning in early elementary school. 5-11, DOJ
16 and over	Independent Living Program for Foster Care Youth- Independent Living provides assistance to current or former foster care youths to help in the transition to independent living. This program provides grants to states for education and employment assistance, training in daily skills, and individual and group counseling to youth reaching adulthood. There are currently 84,000 youth served by the Independent Living Program. HHS/ACF The Transitional Living Program (TLP) for Homeless youth provides grants to public and private agencies to address the long-term needs of street youth, to promote their transition to self-sufficient living, and to prevent their long-term dependence on social services. These services can include residential care for up to 18 months, information and counseling in basic life skill, interpersonal skill building, educational advancement, job attainment, and physical and mental health care. This program provides the stability and needed services to help this population of vulnerable youth prepare for stable, productive adult lives. It provides hope and a process for planning for the future, rather than the hopelessness that often leads to violence. HHS/ACF Job Corps- Job Corps is the nation's largest residential employment training program for at-risk youth. There are 118 Job Corps centers located across the country, providing education, vocational training, occupational exploration, work-based learning, employability and social skills training, counseling, support services, and post-program placement services for Job Corps students. All Job Corps centers operate with a policy of zero tolerance for violence and drugs. A total of 18 Job Corps centers have on-site child care programs serving children on Job Corps students; wight of these are operated by Head Start. Ages 16-24, enrolls approximately 66,000 youth each year. (DOL) Targeted Capacity Expansion Program HHS/SAMHSA

Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

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Spans all age groups	Safe Schools/Healthy Students Initiative Home Visits, Mental Health Services, Mentoring, Academics, Educ. Reform, After school programs, DOJ, ED HHS/SAMHSA/ Abuse and Neglect Prevention, Child Welfare, Foster Care & Adoption-The Children's Bureau in ACYF funds State programs that provide services focused on assisting at-risk children and their families in achieving the best and most appropriate outcomes for the children: preventives intervention services to strengthen the family unity; services to move children more rapidly from foster care to safe, permanent homes; and reunification services to facilitate the return home of the child if in the child's best interest. HHS/ACF Surveillance summaries on interpersonal violence, suicide and intimate partner violence. Routine collection and analysis of data to monitor mortality and risky behavior such as fighting and weapon carrying associated w/ youth violence. Use of the National Electronic Emergency Surveillance (NEISS), operated by the Consumer Product Safety Commission to develop routinely available estimates of the magnitude & characteristics of injuries treated in emergency departments, including injuries associated with youth violence. All ages HHS/CDC Risk Factor Research- to find out what puts youth at risk or protects them from violence All ages. HHS/CDC Suicide Prevention Research Center - to support research, training, intervention development, and evaluation of interventions to prevent suicide All ages HHS/CDC Best Practices for youth violence prevention - a source book, based on the experiences of both researchers and practitioners, that recommends implementation approaches for four violence prevention strategies; social-cognitive training for children and adolescent, parent training, nurse home visits to high-risk young parents, and mentoring programs for young people-all ages. HHS/CDC Child Mental Health Services Initiative To provide comprehensive MH services to children and adol. With serious emotional disturbances. HHS/SAMHSA/CMHS (SED)
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Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

7/1/99

All age groups cont..	Circles of Care -The development of culturally competent MH services for Native American children HHS/SAMHSA/CMHS Starting early/starting smart HHS/SAMHSA/CSAP Home visits, mental health services HHS/SAMHSA/CSAP Violence leadership support program HHS/SAMHSA/CSAP Family strengthening - A knowledge application effort to increase the capacity of localities to implement effective prevention interventions HHS/SAMHSA/CSAP Work place violence prevention. Developing and implementing violence and related substance abuse prevention programs in coordination with health care and business. HHS/SAMHSA/CSAP <u>Child Development - Community Policing (0-18)</u> The Child Development-Community Policing (CD-CP) Program (a collaborative effort between the Yale University Child Study Center, the New Haven, Connecticut Police Department, and the U.S. Department of Justice). CD-CP, initiated in 1991, is an innovative partnership between police and mental health professionals in New Haven, Connecticut which aims to address the psychological burdens on children, families and the broader community of increasing levels of community violence -- including school violence. With support from the Office for Victims of Crime (OVC), CD-CP developed and piloted a psycho-educational group approach to school children who have already experienced significant exposure to violence. This the program has introduced a new level of coordination with school personnel, parents, law enforcement, clinicians, and others concerned about the welfare of children in the community. -
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Key Departmental Programs/Research That Can Have an Impact on the Prevention of Youth Violence

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	The New Haven Weed and Seed program asked CD-CP to conduct school-based groups in the target neighborhood. In addition to conducting the New Haven school-based groups, the School-based Crisis Response section of CD-CP has been developed and implemented in school districts throughout the state of Connecticut. The project helps schools develop an organizational protocol and preparation for school responses to a range of crises including violence, sudden loss of life, accidental injury, suicide, and the like. <u>Children's Advocacy Center Program</u> Since 1994, OJJDP has supported the nationwide development and improvement of local children's advocacy centers (CACs). Children's advocacy centers are child-focused, facility-based programs that use multi-disciplinary teams to coordinate the judicial and social service system's response to victims of child abuse. These multi-disciplinary teams work to make sure that children and their families are not further victimized by the systems designed to protect them. There are currently over 200 CAC member programs, several developing centers, and 16 state chapters. The RCACs and the National Children's Alliance are collaborating to expand services, provide mutual support, and create greater awareness of CACs. Their efforts include the development of state chapters, cross-site mentoring between new and established centers, and tribal CAC development. They have also established the National CAC Training Academy, whose mission is to improve the knowledge and skills of professionals in the field using current, research based training conducted in a team setting.
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Program Descriptions—Department of Education

Special Education: Grants for Infants and Families: This formula grant program assists States in implementing statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs to make available early intervention services to all children with disabilities, aged birth through 2, and their families.

Even Start: Supports local projects that blend early childhood education, parenting instruction, and adult education into a unified family literacy program. Target population is families living in low-income areas that include a parent who needs adult basic education and a child aged 0-7.

Special Education: Preschool Grants: This program provides formula grants to States to make available special education and related services for children with disabilities in the 3-through-5-year-old range.

Safe and Drug-Free Schools State Grants: This formula grant program is designed to help make our Nation's schools safe and drug free by supporting comprehensive, integrated approaches to drug and violence prevention.

Safe and Drug-Free Schools National Programs: This program provides discretionary funds to carry out a national leadership program for prevention of the illegal use of drugs and violence among, and promote safety and discipline for, students at all educational levels. Activities include the "Safe Schools/Healthy Students" program, which is being funded jointly by the Departments of Education, Justice, and Health and Human Services. This program will assist school districts and communities to develop and implement comprehensive, community-wide strategies for creating safe and drug-free schools and for promoting healthy childhood development, so that students can grow and thrive without resorting to violence or other destructive behaviors. Total funding for this program in fiscal year 1999 was \$180 million, including \$60 million from Safe and Drug-Free Schools National Programs. The fiscal year 2000 budget request for national programs also includes funding to establish, expand and improve model alternative programs for the education of children who have been removed from school under the Gun-Free Schools Act.

Special Education: Primary Education Intervention: This program would support competitive grants to school districts to develop, demonstrate, and evaluate research-based model interventions for children with developmental delays ages 3 through 9.

21st Century Community Learning Centers: This program supports grants to rural and inner-city public elementary or secondary schools, or consortia of such schools, to enable them to plan, implement, or expand projects that benefit the educational, health, social service, cultural, and recreational needs of a rural or inner-city community. The program addresses the youth violence/safety issue by providing children and youth with safe, adult-supervised places to go after school, where they can participate in educational and recreational activities.

Safe and Drug-Free Schools Coordinator Initiative: This program provides assistance to school districts to recruit, hire, and train drug prevention and school safety program coordinators in middle schools that have significant drug and school safety problems.

Safe and Drug-Free Schools: Project SERV (School Emergency Response to Violence): Under this

program, proposed for initiation in FY 2000, the Department of Education, in collaboration with Justice, HHS, and FEMA, would provide emergency assistance to schools affected by serious violence or other traumatic incidents. The funds would support counseling of students, school staff, and other community members; provision of additional school security personnel; and other services that help schools and communities prepare for or respond to crises.

Vocational Education National Programs: This program provides discretionary funds for research, demonstration, dissemination, evaluation, and assessment activities aimed at identifying best practices in vocational education. In fiscal year 2000, the Department would use \$4 million of program funds to disseminate information about reform approaches that have been adopted by schools that the Department has designated as "New American High Schools." These schools promote comprehensive high school reform strategies that strengthen the teaching and learning process and improve student achievement.

Teacher Quality Enhancement Grants: These grants improve the way our Nation recruits, prepares, licenses, and supports teachers. The State and Partnership components of this program support the design and implementation of effective teacher education programs and the reform of teacher licensing and certification systems. Through priorities, Federal support could encourage efforts to incorporate better instruction on behavioral management and teaching reading into teacher preparation programs.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): This program supports early college preparation and awareness activities at the local and State levels to ensure that low-income elementary and secondary school students are prepared for and pursue postsecondary education.

Fund for the Improvement of Education (Character Education Program): Character Education Partnership Grants provide funds to selected States to work in partnership with identified school districts to implement programs promoting the elements of character identified in the program statute: caring; civic virtue and citizenship; justice and fairness; respect; responsibility; and trustworthiness.

Inventory of Current HHS/CDC Youth Violence Prevention Programs

Surveillance

School-Associated Violent Death Study - an investigation of homicides and suicides associated with schools between 1994 and 1998, to identify common features of these events and to quantify the level of risk for school associated violent deaths -- ages 5-18

Youth Risk Behavior Survey - a biennial survey of health risk behaviors among high school youth that allows us to identify risks, keep up with emerging trends, and measure our success in changing risky behaviors - - ages 14 -18

Surveillance summaries on interpersonal violence, suicide, and intimate partner violence that provide information on trends and baseline information for measuring progress in violence prevention. Routine collection and analysis of data to monitor mortality and risk behavior such as fighting and weapon-carrying associated with youth violence.

National Electronic Emergency Surveillance System (NEISS) - using the NEISS, operated by the Consumer Product Safety Commission to develop routinely available estimates of the magnitude and characteristics of injuries treated in emergency departments, including injuries associated with youth violence.- - all ages

Research - CDC is involved in research on risk and protective factors related to youth violence, suicide, and firearm injury and also supports extramural research on violence.

Suicide Prevention Research Center (SPRC) - CDC is supporting the University of Nevada Las Vegas to (1) carry out suicide prevention research and training, intervention development, and evaluation; (2) integrate collectively, in the context of a national program, the disciplines of epidemiology, medicine, biostatistics, public health, and behavioral and social sciences in order to prevent injuries from suicidal behavior more effectively; (3) identify and evaluate current and new interventions for the prevention and control of suicide-related injuries; (4) bring the knowledge and expertise of SPRC to bear on the development and improvement of effective public and private sector programs for suicide prevention and control; and to (5) facilitate suicide prevention efforts supported by various governmental and non-governmental agencies within a geographic region - - all ages

Risk Factor Research

One of the first steps toward preventing violence is to identify and understand the factors that place young people at risk for violent victimization and perpetration. Previous research conducted by CDC and supported at universities around the country shows that there are a number of individual and social factors that increase the probability of violence during adolescence and young adulthood. Some of these factors clustered in four areas include:

INDIVIDUAL	FAMILY	PEER/SCHOOL	NEIGHBORHOOD
history of early aggression	poor monitoring or supervision of children	associate with peers engaged in high-risk or problem behavior	poverty and diminished economic opportunity
beliefs supportive of violence	exposure to violence	low commitment to school	high levels of transiency and family disruption
social cognitive deficits	parental drug/alcohol abuse	academic failure	exposure to violence
	poor emotional attachment to parents or care givers		

Youth Risk Behavior Survey - see description under Surveillance.

Case Control study of Near-Lethal Suicide attempts -- study of risk factors for serious suicidal behavior -
- ages 15-34

Formative research on weapon carrying - study of the factors that initiate and promote weapon carrying among adolescents - - ages 11-18

National Longitudinal Study of Adolescent Health - study of risk and protective factors linking health behavior, health status, school performance and environment, family economic status, and family behavior, initial survey subjects aged 12-17 will follow until group reaches 18-23 years

National Mortality Follow back Survey - study of behavioral risk factors for fatal injury from a sample of U.S. deaths - - ages 15-85+ years (all ages)

Evaluation Research

Understanding the factors that place young people at risk for violence is an important first step in preventing violence. The next important step is to design interventions or programs to address these risk factors and evaluate their effectiveness. CDC has funded a number of projects to get a better sense of "what works" to prevent violence and aggression among our nation's youth.

In 1992 and 1993, CDC funded 15 evaluation projects located in 12 cities across the United States. The primary goal of these projects was to determine the effectiveness of various school and community strategies in preventing and reducing aggressive and violent behavior. The majority of the projects emphasized primary prevention and were cooperative efforts between schools, health departments and community partners - - ages 5 - 18

Five of the original 15 projects were extended in 1996 to assess whether initial positive intervention effects persist over time. These projects are located in Tucson, AZ, Richmond, VA, Portland, OR, Chicago, IL, and Johnston County, NC. These projects are designed to promote social and cognitive competence, foster resiliency, and reduce aggressive behavior and violence through school-based

programs, peer mediation, family support and adult mentoring -- ages 5 - 15

In 1996, CDC funded four early intervention evaluation projects. These projects, taking place in Jacksonville, FL, Columbia, SC, Kansas City, MO, and the Bay Area of San Francisco, CA, are evaluating interventions designed to create prosocial environments for young children and their families and care givers. Two projects are underway in day care settings, one in a jail setting, and one has activities taking place at school and at home - - ages 3 - 10

In 1998, CDC funded projects located in three cities (Birmingham, AL, Oakland, CA, and Boston, MA) targeting high school aged youth at increased risk for violence. Two projects are targeting youths enrolled in alternative or continuation high schools. The third project is hospital-based and targets youths who have been victims of violence-related assaults. It is designed to reduce rates of re-injury and utilizes a model that connects youths to community-based programming -- ages 13 - 21

Suicide Intervention Evaluation - a project to evaluate specific interventions that may influence one or more of the factors that lead to suicidal behavior -- ages 14 - 18

Replication of Project PATHE youth violence prevention program - collaboration with Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Center for the Study and Prevention of Violence [CSPV] (Univ. Of Colo. at Boulder) to support replication and evaluation of a promising prevention program, ages 12-18

Multiple site violence prevention evaluation study (to be funded later this fiscal year - '99) - to help determine the effectiveness of a school-based, social cognitive intervention that includes a complementary community-based activities in preventing violence - - ages 12-18.

Implementation through communications and programs Best Practices for youth violence prevention - a source book, based on the experiences of both researchers and practitioners, that recommends implementation approaches for four violence prevention strategies: social-cognitive training for children and adolescents, parent training, nurse home visits to high-risk young parents, and mentoring programs for young people -- 0-18.

Prenatal and Infancy Home Visitation by Nurses - CDC is supporting the replication of David Olds' proven-effective strategy for nurse home visits among high risk families in Oklahoma by funding the refinement of an existing management information system to monitor program performance and determine the impact of the program on maternal and child functioning. This refined management information system will help us improve program performance over time as the program expands to other communities -- 0-3 years of age

Support for Center for the Study and Prevention of Violence (Univ. Of Colo. at Boulder) - collaboration with OJJDP to support information dissemination on effective youth violence prevention programs and resources for technical assistance- - all ages

Programs Along the Developmental Spectrum for Preventing Youth Violence Submission from CDC

0 - 3 Pre-natal, Infancy and Early Childhood Development

Prenatal and Infancy Home Visitation by Nurses - CDC is supporting the replication of David Olds' proven-effective strategy for nurse home visits among high risk families in Oklahoma by funding the refinement of an existing management information system to monitor program performance and determine the impact of the program on maternal and child functioning. This refined management information system will help improve program performance over time as the program expands to other communities -- 0-3 years of age

3 - 10 Pre- and Elementary School Aged

In 1996, CDC funded four early intervention evaluation projects. These projects, taking place in Jacksonville, FL, Columbia, SC, Kansas City, MO, and the Bay Area of San Francisco, CA, are evaluating interventions designed to create prosocial environments for young children and their families and care givers. Two projects are underway in day care settings, one in a jail setting, and one has activities taking place at school and at home - - ages 3 - 10

5 - 18 School Aged

School-Associated Violent Death Study - an investigation of homicides and suicides associated with schools between 1994 and 1998, to identify common features of these events and to quantify the level of risk for school associated violent deaths -- ages 5-18

Youth Risk Behavior Survey - a biennial survey of health risk behaviors among high school youth that allows us to identify risks, keep up with emerging trends, and measure our success in changing risky behaviors - - ages 14 -18

Formative research on weapon carrying - study of the factors that initiate and promote weapon carrying among adolescents - - ages 11-18

In 1992 and 1993, CDC funded 15 evaluation projects located in 12 cities across the United States. The primary goal of these projects was to determine the effectiveness of various school and community strategies in preventing and reducing aggressive and violent behavior. The majority of the projects emphasized primary prevention and were cooperative efforts between schools, health departments and community partners - - ages 5 - 18

Five of the original 15 projects were extended in 1996 to assess whether initial positive intervention effects persist over time. These projects are located in Tucson, AZ, Richmond, VA, Portland, OR, Chicago, IL, and Johnston County, NC. These projects are designed to promote social and cognitive competence, foster resiliency, and reduce aggressive behavior and violence through school-based programs, peer mediation, family support and adult mentoring -- ages 5 - 15

Replication of Project PATHE youth violence prevention program - collaboration with Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Center for the Study and Prevention of Violence [CSPV] (Univ. Of Colo. at Boulder) to support replication and evaluation of a promising prevention program, ages 12-18

Multiple site violence prevention evaluation study (to be funded later this fiscal year - '99) - to help determine the effectiveness of a school-based, social cognitive intervention that includes complementary community-based activities in preventing violence - - ages 12-18.

Suicide Intervention Evaluation - a project to evaluate specific interventions that may influence one or

more of the factors that lead to suicidal behavior -- ages 14 - 18

12 - 34 Middle and High School and Young Adult

National Longitudinal Study of Adolescent Health - study of risk and protective factors linking health behavior, health status, school performance and environment, family economic status, and family behavior, initial survey subjects aged 12-17 will follow until group reaches 18-23 years

In 1998, CDC funded projects located in three cities (Birmingham, AL, Oakland, CA, and Boston, MA) targeting high school aged youth at increased risk for violence. Two projects are targeting youths enrolled in alternative or continuation high schools. The third project is hospital-based and targets youths who have been victims of violence-related assaults. It is designed to reduce rates of re-injury and utilizes a model that connects youths to community-based programming -- ages 13 - 21

Case Control study of Near-Lethal Suicide attempts -- a study of risk factors for serious suicidal behavior -- ages 15-34

Broad Age Range or All Ages

Surveillance summaries on interpersonal violence, suicide, and intimate partner violence that provide information on trends and baseline information for measuring progress in violence prevention - - all ages

National Mortality Follow back Survey - study of behavioral risk factors for fatal injury from a sample of U.S. deaths - - ages 15-85+ years (all ages)

CDC is involved in research on risk and protective factors related to youth violence, suicide, and firearm injury and also supports extramural research on violence -- all ages

Suicide Prevention Research Center (SPRC) - CDC is supporting the University of Nevada Las Vegas to (1) carry out suicide prevention research and training, intervention development, and evaluation; (2) integrate collectively, in the context of a national program, the disciplines of epidemiology, medicine, biostatistics, public health, and behavioral and social sciences in order to prevent injuries from suicidal behavior more effectively; (3) identify and evaluate current and new interventions for the prevention and control of suicide-related injuries; (4) bring the knowledge and expertise of SPRC to bear on the development and improvement of effective public and private sector programs for suicide prevention and control; and to (5) facilitate suicide prevention efforts supported by various governmental and non-governmental agencies within a geographic region - - all ages

Best Practices for youth violence prevention - a source book, based on the experiences of both researchers and practitioners, that recommends implementation approaches for four violence prevention strategies: social-cognitive training for children and adolescents, parent training, nurse home visits to high-risk young parents, and mentoring programs for young people -- 0-18.

Support for Center for the Study and Prevention of Violence (Univ. Of Colo. at Boulder) - collaboration with OJJDP to support information dissemination on effective youth violence prevention programs and resources for technical assistance- - all ages

HHS/NIMH Research Strategy to Prevent Youth Violence

Much is already known that can contribute to the prevention of youth violence in the U.S.; much

remains to be discovered. Based on what we do know, youth violence is best conceptualized as a complex public health problem. Prevention requires a long-term commitment to comprehensive, cost effective, and sustainable interventions directed at known risk factors, and to evaluation of their success in diverse community settings. We know that prevention programs must target multiple risk factors (e.g., poor supervision, associations with deviant peers, lower verbal IQ, family conflict, depression, social isolation, school failure, and substance abuse) that predispose to delinquency and violence. We also know that risk factors change over the course of development. Thus, interventions must be developmentally sensitive.

0-5 years: Many risk factors are established early in a child's life, including child abuse and neglect. However, less dramatic problems that delay cognitive and social and emotional development may also lead to later serious conduct problems that are resistant to change. Well thought out programs such as some types of nurse home visitation, programs that teach parents how to enhance their children's social skills, vocabulary, and academic performance, and programs that provide enriched and pro-social environments for development, have been shown to make a difference, but we still know far too little.

Actions:

- Support research to understand and prevent abuse and neglect
- Encourage research on how to best instruct parents and child-care workers in appropriate preventive interventions
- Support research that develops and evaluates preventive interventions for early disruptive behavior in diverse preschool and community settings.
- Ensure that the goals of all intervention development include a focus on both effectiveness and sustainability.

5-12 years: Attention Deficit Hyperactivity Disorder (ADHD) and depression, which often emerge in this age range are significant risk factors for antisocial behavior and violence. An NIH Consensus Conference on ADHD held last fall, highlighted the over-representation of children with ADHD in the criminal justice system and called for research to better understand and treat ADHD. Depression coupled with social isolation and impulsive behavior is associated with violent behavior. There is little data on treating depression and other internalizing problems in children under 12, and little data on long-term treatment of ADHD.

After-school programs run by trained staff that teach cognitive and social problem-solving skills to 6–8th grade children who are from turbulent families and suffer some depressive symptoms may protect these children and youth against depression and behavior problems. Preliminary work indicates that 2 years later, children in the program are less depressed than youth not in the program.

More comprehensive, but expensive, research based programs have been developed to prevent youth conduct disorders with some success.

Actions:

- Support the development and evaluation of programs aimed at prevention, early recognition, and intervention for depression, youth suicide and violence in diverse school and community settings to determine their effectiveness and sustainability.
- Support the development and evaluation of behavioral interventions for home and classroom to manage ADHD and conduct problems.

- Identify through research the most cost-effective features of proven prevention programs for resource poor communities.
- Multi-site clinical trials to establish safe and effective acute and long-term treatment of depression and ADHD are also in critical need in this age range.

12-18 years: The combination of depression with conduct problems is an explosive mix at this age. In addition, early adolescence is an important time to stop the progression of violent behavior and delinquency once initiated. Multisystemic therapy (MST), in which specially trained individuals work with the youth and family in their home, school and community, have been found to reduce chronic violent or delinquent behavior. Research has shown sustained improvements for at least 4 years, and MST is cost effective when compared to usual community treatment programs partly because it reduces hospitalization and incarceration.

Therapeutic Foster Care is an effective home based intervention for chronically offending delinquents (e.g., in one study an average of 14 arrests of which 4 are felonies). Foster parents are trained to work in their homes with delinquents for 6 to 7 months. Key elements of the program include providing supervision, structure, consistency, discipline, and reward for good behavior. This intervention results in fewer runaways and program failures than other placements and is less expensive.

Actions:

- In collaboration with CDC and SAMSHA, implement effective model interventions for juvenile offenders with conduct disorders in diverse populations and settings.
- NIMH has initiated the nation's first large-scale multisite clinical trial for treatment of adolescent depression. However, research is needed to improve recognition of adolescent depression.
- Develop new behavioral and other psychosocial therapies specifically youth with depression or ADHD.

All Ages: There are 4 cross-cutting areas in need of research action:

Community Interventions, Media, Health Provider Training, and Dissemination

Actions:

- Examine the feasibility of public health programs combining individual, family and community level interventions to address violence and identify best practices.
- Develop curricula for health care providers and educators to identify pediatric depression and other risk factors for violent behavior.
- Study the impact of media, computer games, internet etc. on violent behavior; How do media messages and content influence thoughts and behaviors? Which youth, under what circumstances, are most likely to be negatively affected by media?
- Disseminate information to families, schools, and communities to recognize childhood depression, suicide risk, substance abuse, and ADHD and decrease stigma associated with seeking help.
- In collaboration with CDC, create a system to provide technical assistance to schools and communities to provide public health information and best practices to schools and communities to handle high risk youth.

HHS/ACF Programs

HHS/ACF/ACYF/Head Start Bureau

Early Head Start

- Age Group: 0-3

- Program Description: Established in 1994, Early Head Start (EHS) builds off the long-standing Head Start program for pre-school children, expanding the benefits of early childhood development to low income families with children under three and pregnant women. Services include some combination of the following: quality early education in and out of the home; home visits; parent education and parent-child activities; comprehensive health services; nutrition; and case management and peer support groups for parents. EHS is designed to enhance children's physical, social, emotional and cognitive development, enable parents to be better caregivers and help parents to meet their own goals, including that of economic independence.
- Role in Preventing Youth Violence: Current research on brain development from birth to age three shows the importance of the child's earliest experiences. The connections in the brain that are formed during this time provide the foundation for intellectual development and the capacity to form social bonds and empathize with others, both of which are important in promoting healthy, non-violent development.

Head Start

- Age Group: 3-5

- Program Description: Head Start is a national program which provides comprehensive developmental services for America's low-income, pre-school children (at least 10% are children with disabilities) and social services for their families. Approximately 1,400 community-based organizations and school systems develop unique and innovative programs to meet the needs of specific communities. Head Start services seek to strengthen four key areas: child education, child health, parent education and involvement, and family social services. Since the inception of Head Start in 1965, the program has served 15.3 million children and families. The Head Start Program also operates programs that meet the special needs of American Indians and migrant and seasonal farmworkers.
- Role in Preventing Youth Violence: The quality of early childhood settings is integrally linked to the healthy development of a child, helping to engage young children in appropriate developmental activities, prepare them for success in school, foster the capacity for positive social relationships, and engage parents in the lives of their children. Longitudinal research on children in the Perry Preschool Program in Michigan shows that high quality preschool programming along the lines of Head Start can increase the proportion of young people who, at age 19, are literate, employed and enrolled in post-secondary education, while reducing the proportion who drop out of school, are labeled learning disabled, are arrested or on social support.

HHS/ACF/ACYF/Child Care Bureau

Child Care

- Age Group: 0-13
[Note: youth under court supervision and older youth who are mentally and/or physically challenged may be served up to the age of 19.]
- Program Description: The Child Care Bureau provides funds to States, Tribes and Territories through the Child Care and Development Block Grant (CCDBG) to assist low-income families and those transitioning off public assistance in obtaining child care that is safe, healthy and affordable to enable parents to work or attend training/education programs. Subsidized child care is available through certificates or contracts with providers, providing parents with choice among all child care providers meeting basic health and safety requirements set by States and Tribes. Approximately 1.25 million children are regularly served through the child care subsidy program. Currently at least four percent of funding must be used for quality improvements or to offer additional services to parents.
- Role in Preventing Youth Violence: The quality of early childhood settings is integrally linked to the healthy development of a child, helping to engage young children in appropriate developmental activities, prepare them for success in school, foster the capacity for positive social relationships, and parents in the lives of their children.

HHS/ACF/ACYF/Children's Bureau

Abuse and Neglect Prevention, Child Welfare, Foster Care & Adoption

- Age Group: 0-18
- Program Description: The Children's Bureau in ACYF funds State programs that provide services focused on assisting at-risk children and their families in achieving the best and most appropriate outcomes for the children: preventive intervention services to strengthen the family unit; services to move children more rapidly from foster care to safe, permanent homes; and reunification services to facilitate the return home of the child if in the child's best interest.

The Child Abuse and Neglect program funds states and grantees through several different programs authorized by the Child Abuse and Neglect Prevention and Treatment Act (CAPTA). The programs seek to assist states in meeting their responsibilities for the prevention and intervention in cases of child abuse and neglect by providing funds and technical assistance and adding to the broader knowledge of the field through research and data collection. This program also funds prevention by providing basic grants to states and Family Resource and Support Grants to state-wide networks of community-based family resource programs. The Child Welfare Services program and Family Preservation and Support programs provide grants to states and Indian tribes towards the goal of strengthening families, preventing child abuse and neglect, and keeping families together. These services may include preventive intervention to avoid the removal of a child or reunification services after a child has been removed from the home.

For those children who cannot remain safely in their homes, Foster Care provides a stable environment that assures a children's safety and well-being while their parents attempt to resolve the problems that led to the out of home placement. Under Foster Care, funds are available for monthly payments to foster care providers on behalf of foster children. While some children are reunified with their families following a foster care placement, others cannot return home and need to be placed in an alternative

permanent home. Adoption Assistance funds are available for a one-time payment for the costs of adopting a child as well as for monthly subsidies to adoptive families for care of the child. Both Foster Care and Adoption Assistance payments vary from state to state. Approximately 500,000 children and youth are in foster care and more than 31,000 are adopted each year.

- **Role in Preventing Youth Violence:** Research has shown that over two-thirds (68%) of youths arrested have a prior history of abuse and neglect. Childhood abuse increases the odds of future delinquency and adult criminality by 40 percent. Moreover, abuse and neglect can cause significant neurological damage and frequently leads to learning and emotional problems. Therefore, protecting children from violence and neglect as they grow up — by providing abuse and neglect prevention programs and by removing children from unsafe settings and moving them quickly into safe, permanent placements — is critical to minimizing the likelihood of anti-social behavior.

Living Program Independent for Foster Care Youth

- **Age Group:** Over 16
- **Program Description:** Independent Living provides assistance to current or former foster care youths to help in the transition to independent living. This program provides grants to states for education and employment assistance, training in daily skills, and individual and group counseling to youth reaching adulthood. There are currently 84,000 youth served by the Independent Living Program.
- **Role in Preventing Youth Violence:** This program provides the stability and needed services to help this population of vulnerable youth prepare for stable, productive adult lives. It provides hope and a process for planning for the future, rather than the hopelessness that often leads to violence.

HHS/ACF/ACYF/Family and Youth Services Bureau

Runaway and Homeless Youth Services: Basic Centers and Street Outreach

- **Age Group:** 11-18
- **Program Description:** The Family and Youth Services Bureau (FYSB) funds local agencies to reach out to runaway, homeless and street youth. These programs provide needed services to these vulnerable young people through street outreach, the National Runaway Switchboard Hotline, crisis intervention, temporary shelter, counseling, family reunification and aftercare services. These programs help youth work through the issues that may have driven them from their homes and strengthen family relationships; in more than half of the cases, youth are successfully reunited with their families. ACF's youth programs also promote positive youth development activities to help prevent high-risk behavior for youth. Included in this youth development work is the Bureau's work on the Girl Neighborhood Power initiative, which is disseminating information and funding pilot communities to test models for supporting girls 9-14 in selecting positive, healthy activities that will build their self-esteem. More than 80,000 youth are served per year by FYSB (including the Transitional Living Program below).

- **Role in Preventing Youth Violence:** The Runaway and Homeless Youth programs reach out to some of the most vulnerable youth in our society — those who feel that they have no where to go and no one to whom they can turn. Alienation and the harsh realities of the streets can be devastating, so it is critical that these young people know that there is a safe place to go and people who care about them. Moreover, the youth experts in these programs have created many collaborative relationships to encourage the use of positive youth development models that can help youth build self-esteem and develop key relationships.

Transitional Living Program for Runaway and Homeless Youth

- **Age Group:** 16-21
- **Program Description:** The Transitional Living Program (TLP) for Homeless Youth provides grants to public and private agencies to address the long-term needs of street youth, to promote their transition to self-sufficient living, and to prevent their long-term dependence on social services. These services can include residential care for up to 18 months, information and counseling in basic life skills, interpersonal skill building, educational advancement, job attainment, and physical and mental health care.
- **Role in Preventing Youth Violence:** This program provides the stability and needed services to help this population of vulnerable youth prepare for stable, productive adult lives. It provides hope and a process for planning for the future, rather than the hopelessness that often leads to violence.

HHS/ACF/OCS

National Youth Sports Program

- **Age Group:** 10-16
- **Program Description:** An annual grant is made to a national, non-profit organization to operate the National Youth Sports Program, which provides a comprehensive developmental and instructional sports program for approximately 70,000 low-income youth ages 10 – 16 during the summer months. The current grantee is the National Collegiate Athletic Association (NCAA), which contracts with some 185 colleges and universities in 44 States to provide sports instruction and enrichment activities, including information about career and educational opportunities, study habits, drug and alcohol abuse and nutrition. Each participant also receives a complete medical examination.
- **Role in Preventing Youth Violence:** The program provides disadvantaged youth with an opportunity to learn self-respect and discipline through a program of sports instruction and competition. It also encourages youth to adopt healthy living habits and to further their education, thereby avoiding high-risk behaviors.

HHS/SAMHSA

COMPENDIUM OF VIOLENCE-RELATED ACTIVITIES IN SAMHSA

Background

The connection between violence, substance abuse, and mental health is well supported by research. Each year, approximately 1,471,200 youths come into contact with the juvenile justice system. An estimated 150,000 (10.2 %) meet the diagnostic criteria for at least one mental disorder, 225,000 (15.3 %) suffer from a diagnosable alcohol abuse or dependence disorder, and 95,000 (6.5 %) may suffer from a diagnosable substance abuse or dependence disorder (Cocozza, 1992). We also know that children who grow up witnessing violence or who are victims of violence, experience depression, post-traumatic stress disorders, and antisocial personality disorders which in turn may impair academic performance and social relations, high risk factors themselves for involvement in violence and substance use (McAlister-Groves, 1995).

SAMHSA Violence-Related Activities

VIOLENCE-RELATED RESEARCH AND DATA EXCHANGE

SAMHSA's Center for Substance Abuse Prevention sponsors *The Violence Leadership Support Program* which promotes and disseminates research on effective violence prevention strategies; trains community teams on the prevention of gang violence and violence against women; fosters State-level collaboration around youth violence and substance abuse prevention through the "Partners in Prevention" program; and has developed a national network of local multi-disciplinary teams (*Violence Data Exchange Teams—VDETs*) of law enforcement, education, public health, substance abuse, and social services professionals to collect and disseminate data on local patterns of substance abuse and violence. With the development of these interdisciplinary teams (*VDETs*), SAMHSA's CSAP has initiated building a relevant data infrastructure to collect data on substance abuse related violence.

SCHOOL VIOLENCE

SAMHSA is participating in the *Safe Schools/Healthy Students*, a collaborative effort of the U.S. Departments of Health and Human Services, Education, and Justice, that will provide grants totaling \$180 million to approximately 50 local education authorities who can show evidence of a partnership with local mental health and law enforcement. These 50 school districts will receive \$1 million to \$3 million per year for the implementation of school-based violence prevention programs that encompass six core, mandatory activities: school safety; drug, alcohol, and violence early intervention programs; school and community mental health preventative and treatment intervention services; early childhood psychosocial and emotional development programs, education reform; and safe school policies. SAMHSA's Center for Mental Health Services (CMHS) developed and sponsored the childhood development and mental health treatment components of this effort, as well as the comprehensive planning requirements.

SAMHSA/CMHS's *School Action Grant Program* will provide \$5.7 million to approximately 30 sites to address the needs of preschool and school-age children and adolescents and their families who are already involved in, or at risk of being involved in, violence as perpetrators, victims, or witnesses. Research is clear that the most effective programs provide preventive and treatment services not just for children, but for their parents, teachers, and other caregivers as well.

Along with other agencies in DHHS, the Department of Education, and the Department of Justice, SAMHSA is supporting the establishment of *The National Youth Violence Prevention Coordinating Center*, which will

provide technical assistance to the grantees in the *Safe Schools/Healthy Students Initiative* and SAMHSA/CMHS's *School Action Grant Program*. Approximately \$2.8 million per year will be available to support one award.

SAMHSA/CMHS will also be mounting *The National Youth Violence and Resilience Public Awareness Campaign*¹ consumer groups, foundations, businesses, industry-wide associations, unions, local police and juvenile justice system, schools, and universities.

SAMHSA/CMHS is also sponsoring *The Innovative Technologies Project*, an initiative is to develop interactive learning software on CD-ROM for elementary school students, teachers, and parents of children in elementary school for use in the school and in homes. It is designed to help children, teachers, and families develop positive attitudes, adequate knowledge and effective skills in preventing violence. Expected outcomes for children, teachers and parents are as follows: (1) increased awareness of precursors and mental health aspects of violence; (2) increased knowledge of options for reducing and responding to violence and associated mental health aspects; and (3) increased skills in the selection and use of options to respond to physical violence and associated mental health aspects.

SAMHSA/CSAP is CSAP is also planning to partner with the Department of Education for the proposed *Substance Abuse and Violence Prevention Initiative*, which will test a range of after-school programs that utilize scientifically-demonstrated models, are available for all students, and include general prevention activities, selected prevention components for at-risk youth, and more specialized prevention activities for youth with diagnosed precursors to drug use and violence. The objectives of this program are: 1) Reducing the amount of unsupervised time youth have today between school dismissal and when parents come home from work; 2) Increasing the possibilities for positive skills development, competency development, and exposure to adult mentoring and supervision; and 3) Enhancing the integration of school and community.

FAMILY VIOLENCE

All three of SAMHSA's Centers (the Center for Mental Health Services (CMHS), the Center for Substance Abuse Prevention (CSAP), and the Center for Substance Abuse Treatment (CSAT) are sponsoring the *Women and Violence Program*, in which 14 study sites in 10 States have been funded by the three centers to research the impact of integrated services for women and their children. Subjects for this study are women who have substance abuse and/or mental health treatment histories and who also have a history of experiencing violence (e.g., childhood, domestic, etc.) The ultimate purpose of these grants is to develop effective, integrated systems for the treatment and care of women with co-occurring substance abuse and mental health disorders who are also victims of violence.

SAMHSA/CSAP is sponsoring *The Family Strengthening Knowledge Application Study* to learn how to better disseminate research-based models so that practitioners will adopt effective parenting and family strengthening programs for their diverse communities, a key means of preventing family violence and substance abuse.

SAMHSA's *Starting Early, Starting Smart* initiative integrates substance abuse prevention, treatment, violence prevention, and mental health services for children up to 7 years old, and their families.

SAMHSA's CMHS is sponsoring several initiatives on *Improving the Mental Health System's Response to Domestic Violence*, one which will help mental health providers and domestic violence advocacy providers develop collaborative and integrated systems of care to better serve victims and their children, and another

which will address training needs of professionals regarding violence against women. CMHS is also working on a project to coordinate the information on what is known about women with histories of physical and sexual abuse and self-injurious behaviors (in some studies, the percentage of women psychiatric inpatients with physical and sexual assault histories is as high as 72%).

In 1997, SAMHSA's CSAT published a *Treatment Improvement Protocol (TIP) #25* entitled, *Substance Abuse Treatment and Domestic Violence*, available at

HHS/SAMHSA/CSAP

VIOLENCE-RELATED RESEARCH AND DATA EXCHANGE

- SAMHSA's Center for Substance Abuse Prevention sponsors *The Violence Leadership Support Program* which promotes and disseminates research on effective violence prevention strategies; trains community teams on the prevention of gang violence and violence against women; fosters State-level collaboration around youth violence and substance abuse prevention through the "Partners in Prevention" program; and has developed a national network of local multi-disciplinary teams (*Violence Data Exchange Teams—VDETs*) of law enforcement, education, public health, substance abuse, and social services professionals to collect and disseminate data on local patterns of substance abuse and violence. With the development of these interdisciplinary teams (*VDETs*), SAMHSA's CSAP has initiated building a relevant data infrastructure to collect data on substance abuse related violence. Targets all ages

SCHOOL VIOLENCE

SAMHSA/CSAP is also planning to partner with the Department of Education for the proposed *Substance Abuse and Violence Prevention Initiative*, which will test a range of after-school programs that utilize scientifically-demonstrated models, are available for all students, and include general prevention activities, selected prevention components for at-risk youth, and more specialized prevention activities for youth with diagnosed precursors to drug use and violence. The objectives of this program are: 1) Reducing the amount of unsupervised time youth have today between school dismissal and when parents come home from work; 2) Increasing the possibilities for positive skills development, competency development, and exposure to adult mentoring and supervision; and 3) Enhancing the integration of school and community. Targets school-aged youth ages 6-18.

FAMILY VIOLENCE

SAMHSA/CSAP is sponsoring *The Family Strengthening Knowledge Application Study* to learn how to better disseminate research-based models so that practitioners will adopt effective parenting and family strengthening programs for their diverse communities, a key means of preventing family violence and substance abuse. Targets families with children ages 1-6, but works with other children in the families as well.

SAMHSA's *Starting Early, Starting Smart* initiative integrates substance abuse prevention, treatment, violence prevention, and mental health services for children up to 7 years old, and their families.

OTHER

SAMHSA's CSAP is also working with various workplaces on *Workplace Violence Prevention*, in which CEO's, human resources, private security, supervisors and employees, and unions, in conjunction with their managed care programs, have developed successful prevention programs including those focusing on family abuse and domestic violence and related drug and alcohol abuse. Targets adults with families w/ or w/o dependent children.

Youth Program Overview—U.S. Department of Labor

The Department of Labor (DOL) has funded a variety of youth programs, aimed at improving the future working lives and employment prospects of both in-school and out-of-school youth, for the past forty years. Efforts have attempted to address such broad issues as creating employment opportunities for youth, connecting the local workforce development system to the local education system, and enhancing the occupational skill levels of youth through appropriate work experience tied to classroom and other learning activities. Currently, through its Employment and Training Administration (ETA), the Department funds:

- Formula-funded youth programs, in the form of grants to local areas via their States, that provide a number work experience activities for youth both during the summer months as well as year-round;
- Job Corps, the nation's leading residential program for at-risk youth;
- Youth Opportunity Grants, direct grants to local areas designed to infuse large resources into high-poverty areas in order to increase the job opportunities and work readiness of youth in those areas;
- School-to-Work Grants, grants to States and local areas designed to connect the workforce development and education reform efforts at the State and local levels;
- Youth Offender Grants, local grants designed to provide services to youth who gang members or former gang members, or who are currently institutionalized; and
- Boys and Girls Clubs' Career Prep programs, grants to local centers providing area youth with job readiness and career guidance through areas Boys and Girls Clubs.

The following outlines the intent of these programs and their efforts at serving youth.

Formula-funded Youth Programs

The enactment of the Workforce Investment Act (WIA) of 1998 redefines the nature of youth programming efforts within the nation's workforce training system by focusing on a systematic approach that offers youth a broad array of coordinated services. Replacing the Job Training Partnership Act (JTPA) of 1982, the WIA focuses on providing youth assistance in both academic and occupational learning; developing leadership skills among youth; and preparing them for further education, additional training, and eventual employment. The legislation creates both the local workforce investment board and the local youth council, a subgroup of the local board responsible for recommending and coordinating the youth policies and programs within a specific geographic area. It is the legislation's intent that the local youth council broaden participation in the design and delivery of youth services at the local level.

Under JTPA, two separate funding streams have provided formula funds to States, who in turn provide funds to their locals, in the areas of summer employment and year-round activities for youth. It is anticipated that 500,000 youth will participate in summer activities in Program Year 1999, with an additional 180,000 served under JTPA's year-round program. Reflecting a more complete set of

services provided to individual youth served under the WIA, an anticipated 575,000 14- to 21-year old youth will receive services in Program Year 2000.

Job Corps

Job Corps is the nation's largest residential employment training program for at-risk youth. There are 118 Job Corps centers located across the country, providing education, vocational training, occupational exploration, work-based learning, employability and social skills training, counseling, support services, and post-program placement services for Job Corps students. All Job Corps centers operate with of policy of zero tolerance for violence and drugs. A total of 18 Job Corps centers have on-site child care programs serving the children of Job Corps students; eight of these are operated by Head Start.

Job Corps serves youth between the ages of 16 and 24, and Job Corps enrolls approximately 66,000 youth each year.

School-to-Work

A joint effort of the Departments of Labor and Education, the School-to-Work initiative began with the enactment of the School-to-Work Opportunities Act of 1994. Multi-million dollar grants have been provided to all 50 States, along with the District of Columbia and Puerto Rico, to support local areas in their efforts to help students successfully transition from school into the workplace. The legislation focuses on the key principle of providing school-based learning, work-based learning, and connecting activities to youth in broad career areas so that youth are better prepared for both postsecondary education and future careers. School-to-Work efforts have expanded linkages at both the State and local levels among workforce development agencies, two-year and four-year institutions, elementary and secondary education, vocational education, vocational rehabilitation, community-based organizations, and a host of other organizations as schools work to more effectively partner with employers and community leaders so that youth are fully informed of the job expectations of tomorrow's workplace.

An estimated 1.2 million youth currently participate in an integrated curriculum under the School-to-Work initiative, with an additional 470,000 youth participating in both an integrated curriculum and a work-based learning component. School-to-Work activities are provided to youth of all ages, with career awareness activities provided to elementary and middle school students, and more advanced career exploration activities provided to high school and postsecondary students, as well as out-of-school youth.

Youth Opportunity Grants

The Youth Opportunity Grants, authorized under the WIA, significantly increase resources available for serving youth growing up in high poverty urban and rural areas. DOL envisions that these grants will be used as a complement to formula-funded WIA programs, Job Corps, School-to-Work, Department of Education programs, and other programs funded at the Federal, State, and local levels to help youth successfully make the transition to adulthood. In addition to achieving such positive outcomes as opportunities for better jobs and increased educational attainment for individual youth, DOL also expects to achieve community-wide impacts in increasing youth employment rates and education attainment.

The Youth Opportunity Grants also offer a chance to build improved systems for addressing the needs of youth in high poverty areas. Planning and implementing these grants will require local areas to think geographically in targeting resources; to coordinate more closely with the public school system, juvenile justice system, the private sector, community-based organizations, and existing programs providing services to youth; to retain dedicated staff over several years; to develop high-quality programs based on best practices; and to provide follow-up services to youth for a longer period than previously required by employment and training programs. Consistent with the formula-funded program under the WIA, Youth Opportunity Grants will serve youth aged 14 to 21.

Youth Offender Demonstration Projects

The Youth Offender Demonstration has resulted in 14 grants to provide employment, training, and support services to youth who are: 1) institutionalized, 2) at-risk of becoming involved in criminal activities, and 3) involved in gangs or have been involved in gangs. Grants have been awarded in three project areas:

--Correction Facilities: Three juvenile corrections facilities will develop a School-to-Work model education programs within their institutions. The model will include academic learning, work-based learning at either a simulated work site or an actual work site, and connecting activities. The participants will be provided mentoring, tutoring, counseling, and other support services while incarcerated and participating in the project. Upon release, the participants will receive case management services in the community to which they were released for up to one year. Federal bonding will be provided when needed, and the Federal Tax Credit Program will be available to employers who hire participants.

--Model Community Projects: Five areas have been funded to establish community programs that addresses the needs of youth who are at-risk of becoming involved in the criminal justice system, already formally involved in the criminal justice system, involved in gangs or have been involved in gangs. The services to be provided include education, job training, job placement, individual and family counseling, and case management services.

--Community-Wide Coordination Projects : These six local projects in high-crime, high-poverty areas will work with local youth service providers to develop linkages that will make it possible for the providers to coordinate services. The coordinated effort will make it possible to provide youth with more comprehensive services over a longer period of time. The services will be aimed at crime prevention and recovery services for youth who are already involved in the criminal justices system or in gangs.

Boys and Girls Clubs of America

In a joint effort with the U.S. Department of Justice, ETA provides funding for the start-up and operation of Career Prep programs at 40 Boys and Girls Clubs through out the country. The clubs have established and are operating "Teen Supreme Centers." Also funded by the Taco Bell foundation, the centers provide job readiness training and career guidance to all youth who reside in the target communities. The program has developed a job readiness tool based on the 1992 report from the Labor Secretary's Commission on Achieving Necessary Skills (SCANS) which identified the skills and knowledge required for meaningful and productive work in today's labor market.

Key Findings

Several formal evaluations of youth programs in which applicants are randomly assigned to treatment and control groups have been funded by the Department of Labor over the past 20 years. For the most part, the findings from these studies have been disappointing--suggesting that it is very difficult to turn around the lives of youth. However, the high cost to individuals and to society in general of youth violence, crime, and low educational attainment, make it essential that we find improved ways of serving at-risk youth. The most promising results for youth have come from longer-term, more intensive interventions, and DOL has been moving towards such interventions because of these results:

-- The Center for Employment and Training (CET) was the most successful of 13 local sites in the JOBSTART demonstration, increasing the earnings of youth in the treatment group by over \$3,000 a year over the control group during the last two years of the four-year follow-up period.

-- The Quantum Opportunity Program (QOP) stays with youth throughout their four years in high school. A pilot study showed the program succeeding in cutting the dropout rate of high-risk youth in half while doubling the rate at which youth went on to college. DOL and the Ford Foundation are now testing the program with a much larger sample size.

-- The JOBSTART demonstration did not boost the earnings of youth in general, but did succeed in increasing the earnings of male youth with previous arrest records by almost \$1,600 during the last year of the four-year follow-up.

Department of Justice - -Top Priority Programs

Prenatal, 0-3, 3-5, Safe Start Initiative

In Fiscal Year 1999 Congress appropriated \$10,000,000 for the Department of Justice to fund the Safe Start Initiative. The goal of the Initiative is to create a holistic approach to prevent and reduce the harmful effects of family and community violence on young children. The Initiative seeks to accomplish this goal by expanding existing partnerships between service providers (in key areas such as early childhood education/development, health, mental health, child welfare, family support, substance abuse prevention/intervention, domestic violence/crisis intervention, law enforcement, courts and legal services) to create a comprehensive community service delivery system that will meet the needs of children and their families at any point of entry into the system.

OJJDP will competitively select up to 12 applicants to receive cooperative agreements for up to five and a half years (based on availability of funds and site accomplishments). The first year of the program is intended to be a planning phase, during which sites will be required to assess community needs and develop a strategic plan for the remaining four and a half years. The strategic plan must provide a time line and strategy for expanding and institutionalizing the community's comprehensive response and prevention system. Selected applicants will receive up to \$670,000 per year; however, as the Initiative progresses sites are expected to secure outside funding and become self-sustaining. In addition, Safe Start sites are expected to coordinate and, where feasible, collaborate with other Federal, state, and local agencies; national and community foundations; and private sector programs.

As part of the Safe Start Initiative, DOJ will award \$1.3 million to the Yale Child Study Center to serve as a national center for information on children exposed to violence and on law enforcement partnerships. The center will provide technical assistance and training to Safe Start grantees and will devote special attention to the link between early victimization and later juvenile and adult criminality. I know that this new center will serve as an important resource for all communities who are in need of assistance and support in developing intervention programs focusing on children exposed to violence.

0-3, 3-5, 5-18

Child Development - Community Policing

The Child Development-Community Policing (CD-CP) Program (a collaborative effort between the Yale University Child Study Center, the New Haven, Connecticut Police Department, and the U.S. Department of Justice). CD-CP, initiated in 1991, is an innovative partnership between police and mental health professionals in New Haven, Connecticut which aims to address the psychological burdens on children, families and the broader community of increasing levels of community violence -- including school violence. With support from the Office for Victims of Crime (OVC), CD-CP developed and piloted a psycho-educational group approach to school children who have already experienced significant exposure to violence. The launching of this component of the program introduced a new level of coordination with school personnel, parents, law enforcement, clinicians, and others concerned about the welfare of children in the community. The New Haven Weed and Seed program asked CD-CP to conduct school-based groups in the target neighborhood.

In addition to conducting the New Haven school-based groups, the School-based Crisis Response section of CD-CP has been developed and implemented in school districts throughout the state of Connecticut. The project helps schools develop an organizational protocol and preparation for school responses to a range of crises including violence, sudden loss of life, accidental injury, suicide, and the like.

0-18

Children's Advocacy Center Program

Since 1994, OJJDP has supported the nationwide development and improvement of local children's advocacy centers (CACs). Children's advocacy centers are child-focused, facility-based programs that use multi-disciplinary teams to coordinate the judicial and social service system's response to victims of child abuse. These multi-disciplinary teams work to make sure that children and their families are not further victimized by the systems designed to protect them. There are currently over 200 CAC member programs, several developing centers, and 16 state chapters.

The RCACs and the National Children's Alliance are collaborating to expand services, provide mutual support, and create greater awareness of CACs. Their efforts include the development of state chapters, cross-site mentoring between new and established centers, and tribal CAC development. They have also established the National CAC Training Academy, whose mission is to improve the knowledge and skills of professionals in the field using current, research based training conducted in a team setting.

The CAC grantees have developed resource materials that address the organizational development and skills needed to improve outcomes for children. Publications include manuals on fund raising for CACs, a specific guide for fund raising for Native American CACs, guidelines for intake and forensic interviewing and a four-step methodology to help communities assess their plans for starting a multidisciplinary program. Other resources include videos which address forensic assessment by medical professionals and the interrelationship of family violence with child abuse and neglect. A video on designing and managing volunteer programs in CACs is currently in development.

With supplemental funding from the Office for Victims of Crime, training and technical assistance is currently being offered to all of the Safe Kids/Safe Streets grantees. In addition, the CAC grantees have continued to support a pilot project for a Native American CAC in Washington state, as well as a demonstration project establishing a regional network of Sexual Assault Forensic Examination Units using video camera technology.

5-18

Partnerships to Reduce Juvenile Gun Violence

The three communities participating in this OJJDP grant program (Baton Rouge, Louisiana; Syracuse, New York; and Oakland, California) are engaged in an effort to increase the effectiveness of existing youth gun violence reduction strategies by enhancing and coordinating prevention, intervention, and suppression strategies and strengthening linkages between community residents, law enforcement, and the juvenile justice system.

OJJDP also is sponsoring an evaluation of this effort. Focusing on both individual and community factors, the evaluation will document the process of community mobilization, planning and collaboration needed to develop a comprehensive, approach to reducing gun violence involving juveniles.

In FY 99, OJJDP and BJA will also begin developing a joint training and technical assistance program for jurisdictions interested in implementing the promising gun strategies described in the recently published OJJDP Report.

6-18

National Center for Conflict Resolution Education (OJJDP and Education)

The center works to integrate conflict resolution education (CRE) programming into all levels of education in schools, juvenile facilities, and youth-serving organizations. Training and technical assistance is provided through onsite training and consultation for teams from schools, communities, and juvenile facilities; by providing resource materials; and by partnering with state-level agencies to establish state training institutes and otherwise build local capacity to implement successful CRE programs for youth.

10-18

Juvenile Mentoring Program

OJJDP's Juvenile Mentoring Program (JUMP) provides funding for local programs matching at-risk youth and caring adult role models in a school-based or community setting. Mentors include law enforcement and fire department personnel, college students, senior citizens, Federal employees and other private citizens representing a wide variety of professional and occupational backgrounds. The young people are of all races and range in age from 5 to 20. Some are incarcerated or on probation, some are in school, and others are dropouts. Programs emphasize tutoring and academic assistance, while others stress vocational counseling and training. Some of the 93 JUMP programs funded by OJJDP incorporate conflict resolution and problem solving into their program. All work with schools.

To accomplish the goal of strengthening local mentoring projects OJJDP is also funding a National Mentoring Center which will: 1) develop and field-test a core curriculum consisting of ten modules for training mentoring project staff and volunteers in specified program areas; 2) design and conduct a multifaceted set of interrelated training events (national and regional conferences, cluster meetings, cross-site and onsite events) which are mutually reinforcing and move mentoring projects through continuous steps to improvement; 3) develop and disseminate technical assistance packages, bulletins and briefs, and other resource materials and facilitate sharing of information among sites using technology, print, and in person methods.

5-18

National Resource Center for Safe Schools

The Northwest Regional Educational Laboratory has been awarded a grant to operate the National Resource Center for Safe Schools. This center, funded by the Safe and Drug-Free Schools Program and the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, has been established to offer training and technical assistance that will enable schools and communities to create safe school environments.

10-18

Gang Prevention Through Targeted Outreach (Boys & Girls Clubs)

The purpose of this program is to enable local Boys & Girls Clubs to prevent youth from entering gangs, intervene with gang members in the early stages of gang involvement, and divert youth from gang activities into more constructive programs. This program reflects the ongoing pattern of cooperation between OJJDP and the Boys & Girls Clubs to reduce problems of juvenile delinquency

and violence. The Boys & Girls Clubs of America provides training and technical assistance to local gang prevention and intervention sites, including some at SafeFutures and OJJDP Comprehensive Gang sites. The project includes funds for local clubs to implement the Targeted Outreach program. A national evaluation of this program is being implemented by Public/Private Ventures.

10-18

Drug-Free Community Support Program

This OJJDP-ONDCP program is designed to strengthen community-based coalition efforts to reduce youth substance abuse. The program enables community coalitions to enhance collaboration and coordination in an effort to target illegal drugs, alcohol, and tobacco. The coalitions also will encourage citizen participation in substance abuse reduction efforts and disseminate information about effective programs.

An evaluation will accompany the demonstration effort. This evaluation consists of two components -- both a process and outcome evaluation of community-based collaborative substance abuse prevention projects that include initiatives that target illegal drugs, alcohol and/or tobacco use by juveniles and implement comprehensive long-term plans to reduce substance abuse. The process evaluation will look at the implementation of programs in over 90 sites, with a more in depth look at 12 sites to measure the impact and outcome of program activities.

5-18

Hamilton Fish National Institute on School and Community Violence

School violence, truancy, drugs and gangs are problems confronting many communities. OJJDP's Research Office is addressing these issues. In 1997, OJJDP funded the creation of the Hamilton Fish National Institute on School and Community Violence at George Washington University to test the effectiveness of violence prevention methods and to develop more effective strategies. A Consortium of seven universities, works directly with local school systems to implement and test school-wide interventions that promote safety by reducing fighting and bullying, truancy, drug use and enhancing positive student interaction. The Institute is identifying programs that can and should be replicated to reduce violence in America's schools and their immediate communities.

5-18

Safe Schools/Healthy Students Initiative

OJJDP is working with other offices within the U.S. Department of Justice, the U.S. Department of Education, and the U.S. Department of Health and Human Services to initiate a coordinated effort

focused on school and community safety. This project will streamline the application process for school districts and communities to develop and implement comprehensive community-wide strategies for creating safe environments for learning. OJJDP's Research Division will also collaborate with the Departments of Education and Health and Human Services to conduct a national evaluation of this program.

12-18

Combating Underage Drinking

OJJDP is providing ten states with up to \$400,000 each to promote tougher law enforcement and greater public awareness of the problem of underage drinking. The states include California, Connecticut, Louisiana, Maryland, Michigan, Minnesota, New Mexico, Ohio, Pennsylvania, and Wisconsin, along with Puerto Rico, Students Against Destructive Decisions (SADD) and a tribal

organization to target specific communities. In addition, under this Combating Underage Drinking program, OJJDP awarded \$360,000 to every state to develop a comprehensive state-level effort to reduce youth drinking and \$500,000 to Wake Forest University to evaluate the program. OJJDP also awarded \$1.1 million to the Pacific Institute of Research and Evaluation to provide training and technical assistance to the program grantees. In addition, OJJDP awarded \$145,000 to the Police Executive Research Forum to provide training and technical assistance to police departments and \$142,000 to Mothers Against Drunk Driving to develop training material for youth groups.

10-18

Drug Prevention Demonstration Program

This OJJDP program is designed to reduce drug use by encouraging the promotion of multiple approaches to educating and motivating young adolescents to pursue healthy lifestyles, fostering interpersonal and decision-making skills that will help them choose alternatives to high risk behaviors, and providing them with the motivation and tools to build constructive lives.

10-18

Communities In Schools

OJJDP is funding the Communities in Schools program, through discretionary grants, to continue a national school dropout prevention model developed and implemented by Communities In Schools, Inc. (CIS). CIS provides training and technical assistance to help CIS programs in states and local communities adapt and implement the Communities in Schools model. The model brings social, employment, mental health, drug prevention, entrepreneurship, and other resources to high-risk youth and their families in the school setting.

5-11

Risk Reduction Via Promotion of Youth Development

The Risk Reduction Via Promotion of Youth Development program, also known as Early Alliance, is a large-scale prevention study involving hundreds of children and several elementary schools located in lower socioeconomic neighborhoods of Columbia, South Carolina. This program is funded through an interagency agreement with the National Institute of Mental Health (NIMH). NIMH's grantee is the University of South Carolina. The Centers for Disease Control and Prevention and the National Institute on Drug Abuse have also provided funding for the program.

This large-scale project is designed to promote coping-competence and reduce risk for conduct problems, aggression, substance use, delinquency and violence, and school failure beginning in early elementary school. The project also seeks to alter home and school climates to reduce risk for adverse outcomes and to promote positive youth development. Interventions include a classroom program, a school wide conflict management program, peer social skills training, and home-based family programming.

SECOND Priority

0-18

Sharing Information Training and Technical Assistance

In FY '99 OJJDP is developing a training and technical assistance program on information sharing across disciplines. This program will provide guidance to school, court, law enforcement, and social service agencies on opportunities, barriers, and legislation regarding sharing information on juveniles.

5-18

School and Classroom Management Demonstration Project

OJJDP will support this North Carolina pilot initiative designed to improve classroom management and to assist in the creation of safe learning environments. Funds will be awarded to the Center for the Study of School Violence to manage the initial pilot in partnership with the University of North Carolina and the North Carolina State Board of Education. The State of North Carolina has made a commitment to support full implementation of the program. The purpose of the pilot program is to increase the ability of teachers and administrators to model and use sound conflict resolution practices by integrating skills training into preservice curriculums at North Carolina schools of education and by working with the North Carolina State Board of Education to change curriculum requirements to include conflict resolution skills training in the context of effective classroom management.

10-18

Hate Crime

Under an OJJDP grant competitively awarded in FY 1993, the Education Development Center (EDC) developed *Healing the Hate*, a multipurpose curriculum for hate crime prevention in middle schools and other classroom settings. OJJDP expanded this grant to allow EDC to provide training and technical assistance to youth, educators, juvenile justice and law enforcement professionals, and representatives of local public/private community agencies and organizations and the faith community. In FY 1999, EDC will expand its training and technical assistance to new sites and further disseminate the products through the education and juvenile justice networks. In addition, EDC will provide onsite, short-term technical assistance to practitioners interested in hate crime issues. EDC will also assist State juvenile justice agencies to formulate hate crime prevention components for their juvenile delinquency prevention plans.

5-18

Bullying Prevention Program (OJJDP Blueprint Program)

This program is a universal intervention for the reduction and prevention of bully/victim problems. The main arena for the program is the school, and school staff has the primary responsibility for the introduction and implementation of the program. School-wide components include the administration of an anonymous questionnaire to assess the nature and prevalence of bullying at each school, a school conference day to discuss bullying at school and plan interventions, formation of a Bullying Prevention Coordinating Committee to coordinate all aspects of school's program, and increased supervision of students at "hot spots" for bullying. Classroom components include the establishment and enforcement of class rules against bullying, and holding regular class meetings with students. Individual components include interventions with children identified as bullies and victims, and discussions with parents of involved students. Teachers may be assisted in these efforts by counselors and school-based mental health professionals. The Bullying Prevention Program has been shown to result in:

- a substantial reduction in boys' and girls' reports of bullying and victimization;

- a significant reduction in students' reports of general antisocial behavior such as vandalism, fighting, theft and truancy; and
- significant improvements in the "social climate" of the class, as reflected in students' reports of improved order and discipline, more positive social relationships, and a more positive attitude toward schoolwork and school.

In addition to the Blue Print training project, OJJDP also funded replication of the program and an evaluation.

5-18

Law-Related Education

OJJDP has provided funds to the National Law-Related Education (LRE), Youth for Justice program. This effort includes five coordinated LRE projects and programs operating in 48 states and four other jurisdictions. Youth for Justice provides materials, supports training and technical assistance to its national network of statewide LRE centers and establishes quality LRE programs for at-risk juveniles in those areas. Youth for Justice also sponsors youth summits in more than 40 states.

10-18

Life Skills Training (OJJDP Blueprint Program)

OJJDP is supporting the implementation of the Life Skills program through training and technical assistance and seed funds. The results of over a dozen studies consistently show that the Life Skills Training (LST) program dramatically reduces tobacco, alcohol, and marijuana use. LST is a three-year intervention designed to prevent or reduce gateway drug use (i.e., tobacco, alcohol, and marijuana), primarily implemented in school classrooms by school teachers. The program is delivered in 15 sessions in year one, 10 sessions in year two, and 5 sessions in year three. Sessions, which last an average of 45 minutes, can be delivered once a week or as an intensive mini-course. The program consists of three major components which teach students (1) general self-management skills, (2) social skills, and (3) information and skills specifically related to drug use. Skills are taught using training techniques such as instruction, demonstration, feedback, reinforcement, and practice.

Using outcomes averaged across more than a dozen studies conducted with LST, it has been found to cut tobacco, alcohol, and marijuana use 50% - 75%. Long-term follow-up results observed six years following the intervention show that LST:

- Cuts polydrug use up to 66%;
- Reduces pack-a-day smoking by 25%; and
- Decreases use of inhalants, narcotics, and hallucinogens.

10-18

Survey of School-Based Gang Prevention and Intervention Programs

Under a competitively awarded FY 1997 grant, this project is classifying and describing approaches used by schools to prevent or reduce gang involvement among students in a large sample of urban, suburban, and rural schools. In addition, a search and review of activities undertaken by States to identify and evaluate school-based gang prevention and intervention programs will be completed. Based on a review of programs identified in a national survey currently under way, a small number of promising programs will be examined more closely and described. Technical reports will describe the full range of gang prevention and intervention currently being implemented in the United States, and they will compare program types and quality of implementation across different school levels and locations. A report will highlight promising programs and practices and include guidelines on program development.

5-18

School Demonstration Project

The Office for Victims of Crime (OVC) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) are jointly providing discretionary funds to work with three organizations in New York and California, which are developing school programs that address victimization. Each organization will receive support to expand into a comprehensive program that can also serve as a demonstration site. Each site will include a curriculum that covers the impact of crime, training on peer support, crisis response and mediation techniques, individual and group counseling services, avenues for parental involvement, liaison with local advocacy programs to support youth in the court system and support services for victimized teachers.

5-18

SAFE POLICY and Crime Prevention Through Environmental Design Training

School Administrators for Effective Police, Prosecution, Probation Operations Leading to Improved Children and Youth service (SAFE POLICY). Some components offered in this program and Youth Focus Community Policing are as follows:

1. Effective use of school tiplines by schools and others and threat assessment
2. Information sharing between schools, police and other agencies serving troubled, problem and delinquent youth
3. Use of information by schools, police and other youth serving agencies to assist troubled, problem and delinquent youth and to enhance threat assessment and threat reduction.
4. Police, school, parent, social service partnerships to maximize collection and use of resources for the most troubled youth.
5. Media/police protocols to better manage live broadcast of hot situations.
6. Realtime surveillance of school property.
7. Early recognition of the signs of danger in the most troubled children and youth by schools, police, and other service agencies and a community case management process to deal with those cases.

5-18

Partnership in Prevention

This is a 3 year project which consists of a series of 6 live satellite training broadcasts which began in 1998. The broadcasts focus on providing professionals, both inside and outside the school environment, with a thorough understanding of comprehensive, effective, school-centered violence prevention approaches -- with a special emphasis on the role of parents in children's lives. Over 80 communities have been operating as core facilitating sites, each hosted by a facilitator. In addition to the core sites, the trainings are available free of charge to any individual or organization with the capacity to receive the transmission. It is a 3 agency-collaboration (Dept. Of Education, Dept. of Health and Human Services, and Department of Justice).

10-18

Translating Research on Safe and Violence Free Schools into Effective Practices

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) funded the Institute on Violence and Destructive Behavior, University of Oregon, to address the needs of at-risk and delinquent youths and their families within the context of schooling. The research seeks to identify ways of improving the ability of schools to accommodate delinquent youths, using established and replicable knowledge-based research. Participating schools (two elementary and one middle in each

site) will be selected to access and implement effective, research-based practices that meet criteria on trustworthiness, usability and accessibility in the area of school safety and violence prevention and control. This program seeks to create safe and violence free schools by utilizing the information gained from at-risk students during behavioral treatment sessions to help identify the problems of increasingly hostile school settings and the social ecology.

10-18

Teens, Crime and the Community: Teens in Action in the 90's

OJJDP provides discretionary funds for this program which is conducted by the National Crime Prevention Council (NCPC) in partnership with the National Institute for Citizen Education in the Law (NICEL). Teens in Action in the 90's is a special application of the Teens, Crime, and Community (TCC) Program that operates on the premise that teens, who are disproportionately the victims of crime, can contribute to improving their schools and communities through a broad array of activities. Teens learn how to prevent violence and to implement community service efforts. More than 5,000 teachers, social service providers, juvenile justice professionals, law enforcement officers, and other community leaders participated in intensive training to help sites implement the TCC curriculum in their communities. More than 1,000 individuals benefited from technical assistance, materials, and consultation regarding TCC in areas of program implementation, funding, and networking.

10-18

National Youth Court Center Training and Technical Assistance

The goal of this project is to assist communities in developing and operation effective youth court models that strengthen the ability of the juvenile justice system to hold youth accountable for their behavior, while enhancing public safety through youth participating in the juvenile justice system.

Prenatal - 18

Safe Futures

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has awarded demonstration grants of approximately \$1.4 million a year for 5 years to each of six communities (four urban, one rural, and one tribal government) to assist with existing efforts to reduce youth violence and delinquency. Boston, MA; Seattle, WA; St. Louis, MO; Contra Costa County, CA; Imperial County, CA; and Fort Belknap, MT, were selected competitively on the basis of substantial progress toward community assessment and strategic planning to address delinquency. Of the nine program components supported by OJJDP, two specifically address issues of strengthening families and to develop safe and gang-free schools. An example of one of the family strengthening and support programs (Seattle SafeFutures Youth Center) is described below. There are unique combinations of program activities in the sites that address

The Seattle SafeFutures Youth Center is designed to help families and youth between the ages of 12 and 18 stay focused on their future by offering a variety of relevant, daily programs and activities. Its mission is to create a caring, extended family atmosphere, at a place which provides the highest quality services, and fully develop the potential of everyone who enters its doors. The SafeFutures Youth Center provides a coordinated system of services designed to provide each young person the opportunity to be successful. To achieve successful outcomes, the SafeFutures Youth Center provides opportunities to build:

- Positive Identity and Self awareness;
- Positive Relationships and Values to the Community;

- Positive Individual and Peer Group Relationships, Behaviors and Values;
- Positive Family Interaction and Communication Skills;
- Academic and Pro Social Skills;
- Job Readiness Skills and Employment; and
- Youth Leadership and Community Involvement.

The SafeFutures Youth Center accomplishes these objectives by offering the following services:

- Individual, Family, and Peer Counseling;
- Crisis Intervention;
- Home Visits;
- Parent Education Workshops;
- School Advocacy Services (including grade and attendance monitoring, liaison with teachers and administrators, etc.);
- Juvenile Justice Advocacy Services (including liaison with probation officers and juvenile courts, etc.);
- Referral to Other Services (including health, mental health, immigration, addiction, employment, and other services as needed);
- Homework Assistance, Academic Skills, and Test Preparation Services;
- Job Training and Employment Services; and
- Group Activities, Culturally Specific Projects, Recreation, Educational Field Trip
- Community and Leadership Projects.

The center is primarily geared toward working with Southeast Asian youth and their families. Most staff at the center are bilingual, and our programs and services are both culturally competent and linguistically appropriate. Urban Institute is conducting a national evaluation of the SafeFutures Program.

0-18

National Training and Technical Assistance Center

This project will continue to operate the National Juvenile Justice and Delinquency Prevention Training and Technical Assistance Center (the Center). The Center will continue to operate and upgrade a national training and technical assistance clearinghouse, inventory juvenile justice training/technical assistance program development, and will follow-through with such development in accordance with direction from OJJDP. In addition, the center will continue to pursue and promote collaboration with other OJJDP training/technical assistance providers, training/technical assistance materials development, and evaluation of OJJDP supported training and technical assistance efforts. In particular, the Center will prepare program materials and implement specialized training, including training of trainers, programs, and will arrange academic/professional accreditation/certification of OJJDP training and trainers. Further, the Center will provide a single, central source of information pertaining to the availability of OJJDP supported training/technical assistance programs, and will maintain an up-to-date catalog of such programs.

10-18

Comprehensive Gang Prevention, Intervention and Suppression Program

This initiative involves the implementation and testing of a comprehensive program model designed to

address the problem of street level gang violence through targeted intervention and suppression, while building on focused prevention efforts already in place in the community. The model being implemented is based on an OJJDP-funded multi-phase research and development effort completed in the early 1990s. The model is comprehensive and multidisciplinary and requires the participation of police, schools, probation, community-based agencies, grassroots organizations, prosecutors, judges and other court personnel, and others, to steer youth at risk for gang affiliation away from trouble and onto the right track.

Prenatal-18

Development of the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders

OJJDP has been providing support for development of its Comprehensive Strategy for several years. This project will complete ongoing strategic planning efforts in six States and expand to two additional States, Oregon and Wisconsin. In each State, up to six jurisdictions have been identified to receive Comprehensive Strategy planning training and technical assistance. OJJDP internal technical assistance capacity will be developed during this time to further assist States through training and technical assistance, including States planning on developing a Comprehensive Strategy planning framework. Implementation support will be developed and provided to the six States and one pilot site scheduled to complete Comprehensive Strategy plans in 1999. Further development and updates of the *Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders* will also occur in FY 1999.

Prenatal - 18

Incentive Grants for Local Delinquency Prevention Programs

The 1992 amendment to the JJDP Act established OJJDP's Title V. The Community Prevention Grants Program provides funds to States for sub-grants to communities to support the implementation of local prevention plans focused on at-risk children, teenagers, and their families. This OJJDP program is the only Federal funding source solely dedicated to delinquency prevention. It is based on a community-initiated planning process that results in implementation funding that is having an impact on communities across the country. By the end of 1997, 477 communities in 49 States, 5 Territories, and the District of Columbia had received Community Prevention Grants program subgrants and had served more than 100,000 youth. Some of the risk factors for delinquency addressed by Title V include: family history of high-risk behavior, family management problems, family conflict, inconsistent discipline, and a lack of parental involvement. Programs implemented by participating communities included a broad range of prevention activities, from early childhood development strategies such as nurse home visitation and preschool/parent training programs to various youth development activities such as mentoring, tutoring, truancy and dropout reduction, substance abuse prevention, and gang prevention outreach.