

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET

ROUTE SLIP

TO: Justice (Mastelli/Jones)	Take necessary action	☐
DPC (Cerde)	Approval signature	☐
- Ken Schwartz	Comment	☐
Barry White	Prepare reply	☐
	Discuss with me	☐
	For your information	☐
	See remarks below	☐

FROM: Doug Steiger (395-3386) DATE: 1/7/94

REMARKS

Crime Bill - Education Comments

cc: Jim Duke
Harry Meyers
Judy Grew
Cynthia Brown
Connie Bowers
Jim Jukes

01/07/04

15:35

202 401 3760

VS ED DEP/OCG

2002/007



UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

January 7, 1994

Honorable Leon E. Panetta
Director
Office of Management and Budget
Washington, DC 20503

Dear Mr. Panetta:

I am writing in response to your request for my views on H.R. 3355, "An Act to amend the Omnibus Crime Control and Safe Streets Act of 1968 to allow grants to increase police presence, to expand and improve cooperative efforts between law enforcement agencies and members of the community to address crime and disorder problems, and otherwise to enhance public safety," which passed the Senate on November 19 and now awaits conference action. With respect to the vast majority of provisions in this comprehensive bill, of course, I defer to the Attorney General. However, there are a number of provisions in the bill with particular significance for schools and students, and it is these provisions that I address below.

Safe Schools

Title XXVIII of the bill would authorize two categorical programs designed to further National Education Goal SIX by assisting schools and school systems to address the growth of school-related crime and violence in our nation. First, the Department of Justice would be authorized to make competitive grants to local educational agencies to fund anti-crime and safety measures and to develop education and training programs for the prevention of crime, violence, and the use of illegal drugs and alcohol. Funds could also be used to counsel crime victims; acquire crime prevention equipment, such as metal detectors and surveillance devices; reduce the participation of youth in drug and gang-related activities; and teach youth about the criminal justice system in the United States. This program would be authorized at \$100 million for fiscal years 1994 through 1996. The second program would authorize the Secretary of Education to make formula grants to state educational agencies to enable them to provide technical assistance and training to local educational agencies implementing safe schools programs. \$10,000,000 would be authorized for fiscal years 1995 and 1996 for this purpose.

I strongly support efforts to achieve safe and drug-free schools, but, for a variety of reasons, believe that the Administration's "Safe Schools Act of 1993" (introduced as S. 1125 and H.R. 2455)

Page 2 - Honorable Leon E. Panetta

is a far better vehicle for ensuring that schools are safe and free of violence and maintain a disciplined environment that is conducive to learning. First, we plainly should avoid the proliferation of discrete, duplicative, categorical grant programs. In this connection, it is worth remembering that while the Safe Schools Act of 1993 is designed to provide emergency, short-term assistance to local educational agencies with the most severe school-related crime problems, the safe school activities it authorizes would be merged into Title IV ("Safe and Drug-Free Schools and Communities") of the Elementary and Secondary Education Act of 1965, as amended by the Improving America's Schools Act of 1993, thus avoiding the continuing need for a free-standing, categorical, "safe schools" program. Moreover, I also believe it is likely that Congress will have acted upon the Administration's proposal, as part of its final consideration of Goals 2000: Educate America Act, before the conferees take up this omnibus crime legislation; indeed, Congress has already included \$20 million for the Administration's proposal (pending enactment of authorizing legislation by April 1, 1994) in the Department's appropriation for fiscal 1994, Pub. L. 103-113. Finally, I prefer the programmatic focus of the Administration's proposal, with its concentration on school districts with the gravest safety problems, "cap" on expenditures for security hardware and devices, and greater emphasis on the type of comprehensive, community-wide planning and involvement that characterizes the most effective programs.

Ounce of Prevention Council

Titles I and LI of the bill would establish an interagency Ounce of Prevention Council, chaired by the Attorney General and the Secretaries of Education and Health and Human Services. The Council would be authorized to make grants to a wide variety of public and private nonprofit entities to prevent violent crime by supporting the healthy development and nurturance of children and youth through academic enrichment, cultural, and supervised sports and recreational programs conducted in safe environments. Such awards would build upon the related efforts of creative schools and communities already under way. I strongly support this promising approach to ensuring that all our children have the opportunity to grow in healthy learning environments.

Immigration and Naturalization Service

Section 5119 of the bill would, in effect, require the officials of all State and local governments, including school systems and institutions of higher education, to, upon request, provide the United States Immigration and Naturalization Service with information about "the identification, location, arrest, prosecution, detention, and deportation of an alien or aliens who are not lawfully present in the United States."

Page 3 - Honorable Leon E. Panetta

On its face, section 5119 is designed principally to promote better cooperation between State and local law-enforcement agencies and the Immigration and Naturalization Service, a reasonable objective. However, the language of the amendment is very broad, and I believe could involve teachers and administrators in public school systems and public institutions of higher education. Moreover, while it is unlikely that such school systems or institutions have much information of the type described or that would be of value to the Immigration and Naturalization Service, the language of the amendment does not preclude "blanket" requests for information and does not even limit the obligation of State and local governments to provide requested information to that already in their possession. In other words, the amendment does not preclude the possibility that school systems would be requested to obtain information regarding the lawful status of children and parents that those systems do not now collect.

I am very concerned that if school systems and institutions of higher education come to be seen as enforcement arms of the Immigration and Naturalization Service, many parents and students, justifiably or not, will be fearful of the consequences of school attendance and forgo legitimate educational opportunities, to the clear detriment of us all. For this reason, I strongly oppose section 5119 as applied to school systems and institutions of higher education.

Pell Grants for Prisoners

Section 5135 of the bill would prohibit the use of Federal Pell Grants "for any individual who is incarcerated in any Federal, State or local institution." I am opposed to eliminating the availability of Federal Pell Grants to incarcerated students. I believe that quality education, skills development, and job training that lead to gainful employment are key to reducing the incidence of crime in our Nation. I also believe that enhanced educational opportunity may be an effective means of reducing recidivism.

Prior to the 1992 reauthorization of the Higher Education Act, there were no statutory provisions preventing incarcerated students from receiving Federal Pell Grants if they were otherwise eligible. However, the Congress took appropriate steps in the Higher Education Amendments of 1992 (P.L. 102-325) to prevent potential abuse in this area. Prisoners under a death sentence or serving a life sentence without possibility of parole are ineligible for assistance. Those prisoners who are eligible for aid do not have living costs included in the calculation of their need for assistance. Also, Federal Pell Grant funds may not be used to replace State funding for the education of incarcerated students.

Page 4 - Honorable Leon M. Panetta

Finally, I want to emphasize that all eligible students who apply for Federal Pell Grants receive them. Eligible, law-abiding students who apply are not denied Federal Pell Grants because of the participation of incarcerated students.

Coordination with the Department of Education

As noted at the outset, many of the provisions of H.R. 3355 have significant implications for the operation of schools, school systems, and institutions of higher education and for the well-being of students, teachers, and administrators. To ensure proper coordination of these activities with related activities of the Department of Education, I believe section 5166 of the bill should be amended by adding an express requirement for consultation with the Secretary of Education regarding all provisions of the bill relating not only to substance abuse treatment and prevention programs, but all programs relating to school violence and the maintenance of safe and drug-free schools, including youth gangs. For example, section 3707 of the bill would require the Attorney General to provide for a national baseline study to examine the scope of the problem of campus sexual assaults and the effectiveness of institutional and legal policies in addressing such crimes and protecting victims. To ensure proper coordination of this study with the Department of Education's administrative responsibilities under section 485(f) of the Higher Education Act of 1965 (which requires participating institutions of higher education to adopt and distribute campus sexual assault programs and procedures to be followed once a sex offense has occurred,) it is particularly important that the Department be consulted in its preparation and implementation. Similarly, section 5163 of the bill would require the Secretary of the Treasury to establish no less than 50 Gang Resistance Education and Training projects in communities across the country. The development of these projects as well should be coordinated with the Department of Education's efforts in this area.

National Commission on Violence in America's Schools

Subtitle E of Title XVII of the bill would authorize a 22 member National Commission on Violence in America's Schools (2 members appointed by the President, 10 members appointed by the leadership of the House and Senate, respectively). The purposes of the Commission would be to study the nature and scope of the national problem of violence in schools; compile state-by-state statistics; study the particular problems of youth gangs and the use of firearms in schools; review the effectiveness of current approaches to preventing violence in schools; and make appropriate recommendations. The Commission would be authorized for two years at "such sums."

While I strongly support the intended purposes of the proposed

Page 5 - Honorable Leon E. Panetta

Commission, it is not necessary to establish a commission to accomplish them; in fact, the Commission would duplicate the ongoing efforts of the Interdepartmental Working Group on Violence Prevention. This working group, which is co-chaired by the Departments of Justice, Education, and Health and Human Services, has established a subgroup, the School Violence Prevention Group, to focus specifically on issues related to school violence. The Prevention Group has met with numerous interested organizations, school officials, students, and Federal officials and is currently formulating recommendations for legislation, program policies, data collections, research, and evaluation efforts designed to reduce school violence. Therefore, I do not support the establishment of the National Commission on Violence in America's Schools.

Protection of Children, the Elderly, and Individuals with Disabilities

Subtitle B of Title VIII of the Bill would establish a national system through which organizations that care for children, including schools, may obtain a nationwide criminal background check to determine if persons who are current or prospective care providers have committed abuse crimes or other serious crimes. The Subtitle would also establish procedural rights for persons who are subject to nationwide background checks and establish a national system for State reporting of information about abuse crimes. I strongly support the establishment of such a national system, which would materially assist State and local school systems to ensure the quality of their staff, and believe that the Department of Education should be involved in the development and establishment of the system.

Miscellaneous

Section 3361 of the bill would authorize \$400,000 for fiscal year 1994 for the Secretary to select, implement, and evaluate four model programs for education of young people about domestic violence and violence among intimate partners. The programs would be designed specifically for students at the primary, middle, secondary, and postsecondary school levels. While I support the goals of section 3361, I oppose this type of Washington-based, "top down" model of reform. Such activities should be developed and implemented at the State and local level, informed by local needs and circumstances, and integrated with comprehensive school reform plans that include school health education programs, such as those proposed in Subtitle C of Title III of the Health Security Act.

Finally, while I do not oppose section 5120(a) or the bill (which would make a technical correction to the Department of Education Organization Act), I do oppose, as unneeded, the authorization in section 5120(b) of the bill for the Secretary to convene and

Page 6 - Honorable Leon K. Panetta

consult with a panel of experts in correctional education regarding his implementation of literacy programs for incarcerated persons under the National Literacy Act of 1991. The Secretary already has such authority.

Conclusion

I appreciate this opportunity to comment on the Senate's version of H.R. 3355. I look forward to working with you and the Attorney General to ensure that the conferees produce a positive and constructive bill.

Yours sincerely,


Richard W. Riley

April 26, 1994

Education Issues in Crime Bill

Ounce of Prevention

The Department of Education strongly supports the Council and prefers the House version. The Family and Community Endeavor Schools Grant program in the House fits well with the Secretary's objectives of providing constructive activities for youth to keep them off the streets. The Secretary supports this program and the midnight sports provisions in the House version.

Safe Schools Act

If the White House wants to promote metal detectors and security personnel in schools, this act would be a good place to do it. We believe that this legislation should focus on the hardware/law enforcement side of the issue and be coordinated with the prevention activities at Education. The Department of Education's Safe Schools Act and the Safe and Drug Free Schools Act could provide schools with funding for more comprehensive education programs to accompany the enhanced security measures. ED should have joint administering authority with Justice to create an active collaboration between the two Departments.

Violence Prevention, Drugs, and Gangs

ED should be consulted on youth violence prevention activities, including gang resistance education. We should also be consulted on substance abuse prevention programs targeted on youth in schools.

Violence against Women

ED supports the programs in the House version. The Rape Prevention for Women program administered by BJA should be coordinated with violence prevention activities at the Department of Education. The Campus Sexual Assault Study should be done in cooperation with the Department of Education because we administer the Student Right to Know Law.

Amendments to the Department of Education Organization Act and the National Literacy Act of 1991.

The Senate version amends two Education Acts to include a study by a panel of experts on correctional education. The Department of Education supports the amendments so that we may study the effectiveness of higher education for prisoners.

Employment and Skills Crime Prevention

ED supports this program to enhance job opportunities and job skills for youth and would like to be consulted on the administration of this program.

U.S. Department of Education

Michele Cavataio

Office of the Deputy Secretary

400 Maryland Ave., SW • Washington, D.C. • 20202



(202)401-1000



(202)401-3093

Date: 3/16

Total # of pages including cover sheet: 8

To: Jose Certa

Recipient Fax: 456-7028

Memo:

Comments?

Let me know what you like so we
can begin planning.

Thanks,

Michel



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

March 16, 1994

DRAFT

To: Liz Bernstein
Jose Certa
Jennifer O'Connor

From: Michele Cavataio
Bill Modzeleski

cc: Billy Webster

Subject: Violence prevention events for Secretary Riley and a Presidential event

Each of the events is to focus broadly on the issue of violence prevention. The primary purpose of the events is to make the public more aware of the issue of violence in this country and schools, its affect on education, and the role of the public, including educators, on preventing violence.

We would like to focus on a few broad themes that we could continue to pick up on after the Crime Bill.

- (1) Crime reduction requires partnerships, especially with families.
- (2) Prevention must start at birth.
- (3) Crime reduction requires local solutions.
- (4) Crime reduction requires a balanced approach that includes law enforcement and prevention. (We can promote this with numerous Reno/Riley events.)

A description of the activities proposed for the Secretary and a proposed event for the President follows.

EVENTS FOR THE SECRETARY AND DEPUTY SECRETARY

1. Visit an After-School Program

Date: Open

Description: The Secretary could spend time with students and staff listening to them talk about the importance of "safe, structured, and organized" after-school activities. We could bring in the President's Council on Physical Fitness to promote sports and an arts group to support arts activities. The event could include Senator Bradley (in support of his amendment) and Rep. Eleanor Holmes Norton.

Location: The event could be held in a Safe Haven (normally a school that stays open after school hours). There are safe haven programs in approximately 20 cities. Examples of cities where some quality programs are operating are: Wilmington, Delaware; Trenton, New Jersey; New York City; Omaha, Nebraska; and San Antonio, Texas; Washington, D.C. If we do the event outside of D.C., we could include other members of Congress.

2. Visit a SMART Program

Date: Open

Description: The purpose of this event would be to showcase a computerized, incidence-tracking program that some schools are using to assess the extent and nature of violence in their schools. The Secretary could use the visit to point out that one of the first steps in combating violence in schools is to recognize that it exists. He can help cut through the walls of denial and show schools that its OK to acknowledge that there is a problem, as long as the school has a plan to combat it. Include Representative Bobby Scott.

Location: Norfolk, VA or Anaheim, California. In a local school that has the SMART Program.

3. Presentation at National School Boards Association (NSBA) Meeting

Date: April 11 and 12

Description: On the 11th, the Deputy will moderate a hearing of the NSBA on school violence (in collaboration with a senior representative from DOJ) that will be followed by a press conference. On the 12th, the Secretary will speak to the conference participants. The White House proposes a major speech on violence prevention.

Location: Hilton Hotel, New Orleans, Louisiana

4. Kids Killing Kids

Date: April 25- May 1

Description: A week of activities will follow the broadcast of the CBS and Fox film on youth violence, *Kids Killing Kids*. On April 26th, the focus is on family violence and on the 27th, the focus is on schools. The Secretary or Deputy could do a number of school-based activities or

we could try and get them on a morning news show during the week of events.

Location: TBD

5. Foundation Event on Media Violence

Date: April 24

Location: Athens, GA

Description: The Bertlesmann Foundation (owners of RCA, Arista Records, Bantam, etc.) are funding a center for media education in Georgia. The center will research and develop programs for addressing violence in the media and the need of young people to be taught to view the media more critically. The Foundation has asked the Secretary or Deputy to preside over the ribbon-cutting ceremony and address the opening of their symposium on *School Improvement Through Media in Education*. Include a school visit with Rep. Don Johnson.

6. Visit gun prevention program with Sarah Brady

Date: Open

Description: The Secretary and perhaps Attorney General Reno would do an event with Sarah Brady to promote the prevention of gun violence. (We are looking into options.)

Location: TBD

7. Visit to Baltimore, Maryland School with Janet Reno

Date: March 31

Description: The Secretary would visit Douglas High School which had to be shut down for several days at the start of the school year because of problems with crime and violence. The school would be a good place to visit to talk to teachers, parents, and students about the need for order. The Secretary would visit the school with Janet Reno. Include Rep. Kweisi Mfume or Bentley.

Location: Douglas High School, Baltimore, Maryland

8. Visit to GREAT program with Secretary Bentsen

Date: Open

Description: The Treasury Department sponsors the Gang Resistance Education Awareness Training program. It is a program where law enforcement officers work with youth in schools to prevent gang involvement.

Location: TBD, but possibly PG County, MD

9. Arts against violence projects

Date: Open

Description: The Department is sponsoring a "Murals Reflecting Prevention" competition for schools across the country. Through the process of creating murals with positive drug and violence prevention themes, youth become engaged creatively in the issues of prevention. The Secretary or Deputy could visit a school in the process of creating a mural.

Location: TBD

10. Visit to Tacoma Park Elementary School

Date: March 23

Description: The Secretary will visit an elementary school and focus his remarks on the internal and societal barriers to success, including violence. The visit was prompted by an article written by one of the school's teachers in the Washington Post that appeared during Black History Month. The article described the children's negative feelings of themselves. The Secretary will be accompanied by a prominent African American.

Location: Tacoma Park Elementary School, MD

11. Kick off campaign: Partnership for peer mediation with the ABA

Date: Open

Description: The American Bar Association has agreed to a partnership with the Department to assist schools in developing peer mediation programs. We could announce this partnership in the coming weeks.

Location: TBD

12. Kick off of partnership with entertainment community

Date: TBD

Description: The Secretary met with Michael Green, producer of the Grammy's, who offered to enlist media personalities and work with the Department in its violence prevention efforts. We are developing a list of activities that we could do with the media community over the coming years. We could announce this partnership in April.

Location: TBD

EVENT FOR THE PRESIDENT

There will be one event with the President. The event is currently scheduled for the week of April 11 (we have to be flexible on this). No other details, i.e., city, site of event, have been agreed upon. Because the amount of time we have to plan for the event and because the event will probably have to be fluid until a few days before the actual event we need to make the event as simple as possible. The fewer people we have responsibility for identifying, prepping, and moving to a site the easier it will be. Based upon these factors the following is recommended:

Date: April 13, 14 or 15? (The National School Board's Conference is on the 11th and 12th)

Location: It is recommended that a secondary school be used to hold the event. Students from the DC school as well as from surrounding schools could be used as part of the audience. Depending on the size of the audience desired, we would ask for 10-20 students and one teacher or administrator each from 5 to 10 schools in the area.

Purpose: The focus of the event would be on getting kids involved in preventing violence. The forum would provide young people with the opportunity to tell the President what they needed to make their schools violence free. Its goal would be to get kids thinking about how they can take responsibility to solve their own problems. The idea would be to encourage kids to take some ownership of the

problem and let them know that the government would be there to back them up.

Description: Persons who have developed and are operating successful school-based violence prevention programs would be brought together to discuss the elements of their programs--how they operate and how they have been successful--and what else they need to make their program successful. The discussion would proceed in a panel format with the President moderating. The audience, composed of students, would also have the opportunity to interact with the panel.

We would identify panelists from model programs such as the following: conflict resolution; peer mediation and other curricular programs; safe haven; school-law enforcement partnership (such as a safe corridor program); parents and volunteer programs (such as Urban School Service Corps) problem assessment (such as the SMART program); and youth programs (such as Youth Crime Watch). For each model program, we would ask the coordinator to bring along a student who is actively involved in the program.

The President would begin by having the panelists, both students and coordinators, describe their programs. The audience would have the opportunity to ask questions of each of the panelists, and the President could prompt the audience with questions such as: "Do you think that this would work in your school?" "What would it take to get kids in your school to do this?"

The event should conclude with the President giving the audience a phone number for those students or teachers who want to do something in their schools. The phone number would provide more information on the model programs highlighted in the panel.

We might want to get CNN's Cable in the Classroom to film the event.

Upcoming travel for the Secretary (where he could visit schools or violence prevention projects):

March 28, 29: Detroit, Flint, MI (primary for health care, but could do a violence event with Rep. Conyers)

March 28?: Akron, OH

March 29: RI

March 31: Baltimore, MD

April 12: New Orleans, LA

Speech opportunities:

March 31: Urban Initiatives Conference with HUD (could cover violence)

April 15: National Association of State Boards of Education (will cover Goals 2000 and violence)

MAR 01 '94 05:48PM OFFICE OF SECRETARY

P.2/5



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

March 1, 1994

MEMORANDUM TO MACK MCLARTY
CHIEF OF STAFF

FROM: BILLY WEBSTER
LESLIE THORNTON

SUBJECT: PRESIDENTIAL CRIME/VIOLENCE INITIATIVES

In consideration of options to build on Secretary Riley's "State of American Education" address, we offer the following comments regarding possible crime/violence initiatives.

♦ INTRODUCTION AND OVERVIEW

Strengthening the connection between family and schools is central, we believe, to the prevention and reduction of youth and gang violence. To that extent, we strongly support the Administration's consideration of options that help build this bridge. We would urge, however, that this effort not be presented as a collection of isolated, add-on initiatives, but that it be approached systemically. High standards of academic achievement and personal conduct are codependent. Thus, a family initiative, in conjunction with our major new education legislation, i.e., Goals 2000, National Service, and School-to-Work, afford the Administration with significant opportunities to help provide youth the support they need to counter the peer and gang pressures that produce delinquent behavior.

Also, we should be careful to consider the important distinction between the national effort, i.e., one that involves the support of schools, businesses, communities, and service organizations, and the federal effort. The federal effort would include interagency efforts, as well as presidential initiatives.

♦ FAMILY INVOLVEMENT CAMPAIGN -- A NATIONAL RESPONSE

In his February 15, 1994, "State of American Education" address, Secretary Riley announced a new Family Involvement Campaign and called upon parents, families, and communities to take responsibility for our children. Among other things, the Secretary challenged every adult "to take a special interest on the lives of our young people; to act as mentors and tutors; to instill in every child a love of learning." While the focus of the Secretary's speech was on enabling children to attain high academic standards, it goes

MAR 01 '94 05:48PM OFFICE OF SECRETARY

P.3/5

without saying that personal conduct, discipline, and responsibility are necessary ingredients for success.

Parent-school compacts, in which families and schools recognize their mutual responsibility for a young person's success, are a comprehensive way to minimize some of the environmental factors that promote violence and prevent high achievement. These compacts would require parents to commit to helping their children through such activities as reading together, scheduling daily homework, keeping in touch with the school, knowing their children's whereabouts, and talking to their teenager about schooling and personal conduct. In turn, the school would provide support for the parents through training staff to value and reach out to parents, giving parents a voice in decisions, and extending school hours to give students an alternative to the streets.

Another program/effort that might be considered would *bring parents into schools during the day*. We have found that merely having parents present in schools reduces violence and cuts down on disciplinary problems. Schools we have looked at use parents in a variety of roles from walking the hallways to sitting in class.

Business support for families through flexible schedule time or an hour (or more) of released time a month for employee school visits would give some parents the only ability they have to follow-through on school-related commitments. Other business supported initiatives like lunchtime family seminars for employees, or advertising that promotes family, learning and positive conduct, might also be considered.

◆ FAMILY INVOLVEMENT CAMPAIGN -- THE FEDERAL ROLE

One interagency effort already in place -- the *Safe Haven* program currently funded by the Departments of Education, HUD and Justice -- could be expanded to promote the campaign effort and used to "reconnect kids with their parents, families and communities." The Department of Education can work with HUD and Justice to expand the concept, maybe bringing in such groups as Boys and Girls Clubs of America, to develop Safe Havens or School/Community Centers in major urban areas across the country. It appears that ED, HUD, and Justice are moving in this direction, but aside from the Department's limited support of the Safe Haven Program, our efforts are not effectively coordinated. With support from the White House we believe we could -- without any additional funding -- develop a major initiative establishing centers in schools and community centers that would provide youth and their families with a host of "safe" and productive activities, and coordinating and/or consolidating disparate activities.

◆ **RECONNECTING WITH AT-RISK YOUTH -- A JOINT NATIONAL/FEDERAL RESPONSE**

We strongly support the development of a major *"mentoring program."*

A similar initiative was recommended by the Interdepartmental Working Group on Violence Prevention. The Group recommended that a major initiative (One Million Mentors) be undertaken. Apparently, there was some discussion with the First Lady regarding such an initiative; we were informed that she was highly supportive. Raising one million mentors might be ambitious, but by working with other agencies, state and local governments, and with the private sector, we could find a significant number of people who are willing to serve as mentors for "at-risk" youth.

Another effort in reaching "at-risk" youth should focus on the *youth serving organizations*. We should consider an initiative to provide support for organizations currently serving youth, e.g., Boys and Girls Clubs, to expand into areas not normally served by these groups. By expanding the role of these organizations, we should be able to reach many more youth who are not served by anyone. A meeting with all the national youth service groups and organizations was held about two years ago on this issue. There was a considerable amount of interest in expanding programs to reach heretofore unreached youth. Unfortunately, there was no follow-up by the Bush Administration (ONDCP had lead) and the effort ended. A joint ED/ONDCP initiative could re-raise interest in this type of effort.

◆ **POLICE IN SCHOOLS -- A JOINT NATIONAL/FEDERAL RESPONSE**

Because police and security should not be the only program a school uses to combat crime and violence -- police by themselves are not an effective violence prevention strategy - we recommend that efforts in this area be balanced with the development of comprehensive strategies to prevent violence. Moreover, as police in school efforts have not really been evaluated, and because the issue raises sensitivities for a variety of reasons, we would recommend that activities be supported on a demonstration basis.

One model may be better use of existing school police and other law enforcement resources. For example, many schools have *DARE* officers providing students with training in the area of drug education and prevention. Evaluations have shown that while the officers' efforts in drug education and prevention have not been very effective, they have been effective in developing better relationships with students. *DARE* officers could be used in a variety of violence prevention efforts, including training teachers and staff on violence prevention. Another existing effort, directly related to crime and violence, is the *Gang Resistance Education And Training (GREAT)* program developed by representatives from Alcohol, Tobacco and Firearms (ATF), with strong support by Senator DeConcini. Since 1991, 400 officers from 200 agencies in 34 states have been trained to present core curriculum in junior high and middle school classrooms. The eight week program, targeted at 7th graders, is designed to help these young people become responsible members of their

communities by setting goals for themselves, resisting pressures, learning how to resolve conflicts, and understanding how gangs impact the quality of their lives (see attached materials).

◆ OTHER EFFORTS

We (Education, HHS, Justice) have discussed holding a follow-up *conference on violence prevention* (you may remember that the first conference held last July). This follow-up conference would focus on programs and strategies that are working to prevent violence. Preliminary discussions with the Deputy Secretary have already taken place and discussions with Justice and HHS are planned. The last conference was very favorably received and therefore we may want to build upon it, by formally announcing that we (multiple agencies) will be hosting another one.

Lastly, we anticipate that the *Safe Schools Act* will pass shortly. The Secretary and the White House may want to consider using passage of this critical piece of legislation to announce that ED will shortly be making \$20m available to Local Education Agencies for violence prevention activities.

◆ THE PRESIDENT'S ROLE

The President can provide the leadership and visibility required if this campaign is to become a truly successful national and federal effort. The Family Involvement Campaign could also represent a concrete follow-up to his statement that "*Governments don't raise children. Parents do.*"

Over the next several weeks, the Education Department will be preparing the groundwork for the campaign by bringing in parenting experts and major organizations that could support the initiative, including representatives from parent organizations (e.g., PTA), school organizations (e.g., teachers organizations), businesses (e.g., Chamber of Commerce), and service organizations (e.g., Elks, Junior Achievement). Following on these meetings, the President could:

- o formally launch the "Family Involvement Campaign" at a White House event such as the expected signing of GOALS 2000 in the third week in March. GOALS 2000 includes major roles for parents, while connecting high academic standards with achieving safe and drug free schools;
- o make presidential speeches and visits to sites and programs that characterize exemplary parent involvement activities that jointly support high standards of academic achievement and high standards of personal conduct, as well as programs specifically geared to combat crime and violence.

March 28, 1994

TO: Michele Cavataio
FROM: W. Modzeleski
SUBJECT: Presidential Event

The following is a list of experts and/or programs that we may want to consider for the event being planned with the Secretary and the President. As discussed I have picked out a few persons/programs for each of the following categories:

- Community-Wide Strategy
- Conflict Resolution
- Peer Mediation
- Other Curricular Programs
- Law Enforcement Programs
- Safe Haven/Community Schools
- Mentoring Programs
- Gang Prevention Programs
- Parents and Volunteer Programs
- Youth Operated Programs
- Other Programs

COMMUNITY-WIDE STRATEGIES:

There are several community-wide strategies operating around the country. We should select one (or more) of them (a single representative from each site would be sufficient) to help illustrate that preventing school violence requires the assistance of the entire community. We can select from the following communities:

PACT Communities of Omaha, Denver, Atlanta, and Washington D.C.
Contacts can be identified through the Department of Justice.

Weed and Seed Communities of San Antonio*, Trenton, Philadelphia, Pittsburgh, Chelsea, Wilmington, San Diego, Los Angeles, and Contacts can be identified through the Department of Justice
(San Antonio is also a CSAP Partnership city and part of the Join Together Partnership).

Contact: Department of Justice

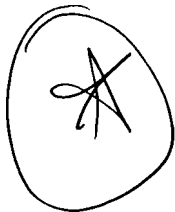
 East Bay Public Safety Corridor: The East Bay Public Safety Corridor is a new program operating in the East San Francisco Bay Area. The program links

services provided by 2 counties, 12 cities, 6 unincorporated communities, 9 school districts, 2 transportation districts and 1 regional park district.

Contact: Assemblyman Tom Bates (510-428-1599).

CONFLICT RESOLUTION:

Almost every community has some sort of conflict resolution program operating. Three of the programs operating in various school districts across the U.S. are:



Solving Conflict Creatively Program: This program reaches thousands of young people in schools throughout New York City. The program works with students, school staff, and parents to incorporate the knowledge and skills of conflict resolution, appreciating diversity and countering bias into every aspect of a school's daily life. The RCCP is a unique partnership co-sponsored by ESR Metro and the New York City Board of Education. There have been several short-term evaluations conducted on this program: they have indicated that the program has effectively reduced violence and disruptions. The Centers for Disease Control is currently performing a more extensive evaluation.

Contact: Linda Lanteri or Tom Roderick (212-870-3318).

Empowering Children to Survive: This program works with children in grades K-3. It teaches them to survive and succeed in school and society by equipping them with tools, such as self-esteem and positive attitudes toward learning.. The program also provides teachers with more efficient and equitable techniques for the management of their classrooms. There is some evidence that this program has led to improvements in students attitudes and behaviors, and in instructional practices and procedures. More specifically, the program has led to increase in students sense of self responsibility and self-control, improvement in self-esteem, increase in student's tolerance of difference and conflict resolution skills, and increase in student's range of learning skills.

Contact: Jon Oliver (617-247-2787)

The Harvard Negotiation Project: Teaches students to negotiate problems with other youth.

Contact: Roger Fisher
Harvard Law School
(617) 495-1684



Illinois Institute for Dispute Resolution: Program funded by the Department of Education assists schools in Illinois establish comprehensive conflict resolution programs.

Contact: Cheryl Niro
(217) 523-6080



mediation
component?

Violence Prevention Curriculum for Adolescents: The Violence Prevention Curriculum for Adolescents is an attempt to address the issues of violence and homicide among young people by helping students to become more aware of: Homicide and the factors associated with it; positive way to deal with anger and arguments, the leading precipitants of homicide; how fights begin and how they escalate; and the choices, other than fighting, that are available to young people in conflict situations. The curriculum is based upon the notion that violence can be prevented and that the classroom is an appropriate place for discussion regarding issues related to violence.

Contact: Deborah Prothrow-Stith, MD

PEER MEDIATION:

In addition to adding conflict resolution to the regular course curricula, schools are beginning to supplement conflict resolution with peer mediation programs. These programs use third parties--usually trained students--to mediate conflict and disputes that arise at school. There are many peer mediation programs operating throughout the country. Two that should be considered are:

We Can Work It Out: The "We Can Work It Out" Program was developed jointly by the National Institute for Citizen Education in the Law (NICEL) and the National Crime Prevention Council (NCPC). The program which is designed for elementary and secondary schools. The program targets "teaching" students that they can solve conflict and providing them with the capabilities (peer mediation and training) to solve their problems.

Contact: Jack Calhoun, Executive Director
National Crime Prevention Coalition

American Bar Association Peer Mediation Program: The American Bar Association has designed a peer mediation program that can be used by schools across the country. We are currently discussing with the ABA how we can better collaborate in expanding their program utilizing local Bar Associations to help in training teachers and students.

Contact: Larry Ray
American Bar Association, Dispute Resolution Branch

OTHER CURRICULA PROGRAMS:

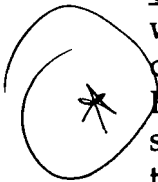
Straight Talk About Risks: The Center for Handgun Control (Sarah Brady) has developed a program--STAR--to teach young children about the effects of guns. Straight Talk About Risks (STAR) a pre K-12 curriculum for preventing gun violence is currently the nation's only comprehensive gun violence prevention program involving children, parents, schools, and the community. The curriculum began in Dade County schools, is now used in Los Angeles, San Diego, Oakland, New York City, and 21 districts in the state of New Jersey.

Contact: Nancy Gannon, Education Director
National Center for Handgun Control.

Facing History and Ourselves: Facing History and Ourselves programs engage adolescent students of diverse backgrounds in an examination of racism, prejudice, and anti-semitism. The program encourages students to make the essential connection between history and the moral choices they confront in their own lives. The program has been called an exemplary program considered worthy of national dissemination through the National Diffusion Network.

Contact: Margot Stern Strom
16 Hurd Road,
Brookline, MA 02146-6919,
617-232-1595

GANG PREVENTION PROGRAMS--SCHOOL BASED:



G.R.E.A.T. Program: In 1991, Phoenix law enforcement formed a partnership with local educators and community leaders to develop an innovative, comprehensive anti-gang program. The result was GREAT. Gang Resistance Education and Training. GREAT goes into the classroom to prevent young student from getting into trouble, to stop them from joining gangs. Specially trained uniformed police officers teach GREAT during the regular school year. During eight one-hour classroom sessions, students learn how to act in their own best interest when faced with peer pressure. GREAT provides youth the necessary skills and information to say no to gangs and become responsible members of society.

Contact: Frank Spizucco, Program Manager
US Treasury Department
202-682-4220

** where are they*

MISSION SOAR: Set Objectives, Achieve Results: Mission SOAR's nontraditional approach emphasizes positive self-esteem and goal achievement to help students avoid gang involvement, drug abuse, and dropping out of school. Mission SOAR was developed for grades 3 and 4 with reinforcement activities for grades 5 and 6. The curriculum includes 40 lessons, five of which specifically target youth gang prevention topics. The anti-gang lessons encourage students to channel their energies into community service and other afterschool alternatives to gang involvement. The final lessons invite classmates to share what they like best about each other and include an acknowledgment ceremony.

Contact: Lilia Lopez
Director of the Youth Gang Prevention Program
Los Angeles County Schools

LAW ENFORCEMENT EFFORTS:

Safe Corridor Program: Several cities--Los Angeles and New York have begun programs which use police and private citizens/businesses to line corridors children take to go to and from school.

Contact: Wesley Mitchell, Director
Los Angeles School Security Police



Police Truancy Program: New York City uses police officers to identify and pick up truants and return them to school.

Contact: William Bratton, Commissioner
New York City Police

Community-Team Policing Efforts: One of the major foci of the Crime Bill is Community-Team Policing. We should consider identifying a community that has a community team policing program that is coordinating with the schools (Charleston, South Carolina?) and use this program to demonstrate how law enforcement and schools can work together to protect youth.

PARENTS AND VOLUNTEER PROGRAMS:

Urban School Service Corps: Pilot program made up of volunteers who help with tutoring, mentoring, social services and recreation in several New Jersey schools. Volunteers work either full or part-time and receive a stipend which they use for college.

Boys to Men: 100 boys in grades 10-12 (New Jersey, Franklyn Township) a few adults work with high risk youth supervising them and ensuring that they are involved in positive activities in their discretionary time. Boys spend a lot of time in community service activities.

*Clementine
Barfield*
* Detroit Volunteer Program: Detroit Schools has just requested 3,000 volunteers to ensure safety in and around Detroit schools. The volunteers would patrol school hallways, neighborhood streets, run after-school programs, and even clean classrooms.

Project 2000: This program operating in Washington DC is similar to others operating in cities throughout the country. It identifies minority mentors for youth in inner cities.

* Parent Patrol: Parents and other adults living along the route students take to get to Dawes Middle School (Lincoln NE) stand outside their homes as youth go to and from school. Their presence enables kids to go to school without fear of being attacked.

SAFE HAVEN PROGRAMS:

There are numerous Safe Haven programs across the country. These are programs that provide students with programs and other activities in a safe environment after the normal school day. There are two major sources of programs to draw from, the Community Schools/Beacon Schools in New York City and the Safe Haven Programs that are part of the Weed and Seed Program.

Weed and Seed: If this program were to be selected the Safe Haven Program from Trenton, Wilmington, or Omaha would make a good representative. Each of the programs is a little different each, however, could represent the need for after school programs and the linkages with law enforcement and other community services.

Contact: Terry Donahue
Department of Justice
Office of Justice Programs

Community Schools/Beacon Schools: The Community Schools/Beacon Schools program operating in New York City is much more comprehensive than the Safe Haven Programs operating as part of the Weed and Seed Program. They represent the "Cadillac" version of what can be done with after-school programs. The school operated by the Children's Aid Society in IS 218 in Manhattan would make a good selection.

Contact: Philip Coltoff
President
Children's Aid Society

The other program operating in New York City that would make a good selection is the Countee Cullen Community Center. It provides youth and their families with a host of services. It operates seven days and nights a week in a elementary school in Harlem. Its goal is to increase the incidence of positive outcomes among the neighborhoods young people and to build a community that strengthens families, offers personal support to the young and provides opportunities for them to develop social, cognitive and vocational skills.

Contact: Geoffrey Canada, President
Countee Cullen Community Center
P.S. 194
242 West 144th Street
New York, NY
212-234-4500

MENTORING PROGRAMS:

Mentoring programs are found throughout the country. They link adults or older youth with youth. The adults provide youth with role models and guidance.

Contact: Judy Wurtzel
Barbara Vespucci
OUS/Education

YOUTH PROGRAMS:

We need to begin to project youth as "part of the solution" to the violence problem rather than always as "part of the problem." One of the more successful programs has been "Teens, Crime, and the Community." This program was developed by the National Crime Prevention Council. The Charleston, South Carolina program was recently featured as a successful violence prevention strategy in a distance learning teleconference sponsored by the Educational Development Center.

Contact: Erin M. Donovan
Director
Teens, Crime, and the Community Center
202-466-NCPC

OTHER PROGRAMS:



New Haven Social Development Program: This is a comprehensive primary prevention program that addresses the social, economic and health concerns of the New Haven community. Programming focuses on the prevention of drug use, dropping out of school, AIDS, pregnancy, and violence. The program concentrates on: the implementation of a comprehensive k-12 social competence promotion curriculum that teaches core skills, attitudes, and content; the development of diverse school and community activities that reinforce the curriculum; and building school-based planning teams which include parents, teachers and administrators to promote collaborative ownership of prevention programs.

Contact: Tim Shriver
New Haven Public Schools
Hillhouse High School
203-772-7443

Youth Court: Aurora Schools have established a Teen Court to "try" cases such as fighting or disrupting classes. The court has been in existence for one year and is supervised by a municipal court judge.

Contact:

Public Housing Truancy Program: The Omaha Public Housing Authority works collaboratively with the Omaha Public Schools to reduce truancy among youth living in public housing. Every morning school authorities provide public housing authorities with a list of students living in public housing who are not in school. The public housing authorities call or personally visit each youth to find out why the child is not in school. There program has cut down on truancy and crime.

Contact: Bob Armstrong, Director
Omaha, Public Housing.

Lives at Risk: In Hartford Conn, Dr. Allison Lane-Reticker head of the emergency department at St. Francis Hospital Medical Center brings students to the emergency/trauma room to show kids how violence can affect them and their friends. The program tries to paint a more accurate picture about what happens to those who get shot.

The NYC YOUTHLINE: The YOUTHLINE is a toll-free 24 hour telephone service staffed by young people, for young people, and for parents, teachers, or anyone who cares about youth. It provides for the collection and dissemination of information in the most efficient and user-friendly fashion.

The YOUTHLINE is capable of providing youth with information on resources that are available throughout the city.

Cleveland Public Schools Youth Gang Unit:

The Youth Gag Unit is a five officer team in the Division of Safety and Security. It handles all gag-related investigations, enforcement, mediation, rumor control, and training for staff, students, and parents. The unit contributed to a 39% reduction in school gang incidents and trained over 7,700 individuals. Most of the training related to how violence can be prevented.

Contact: Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio 216-574-8000
Sammie Campbell Parrish, Superintendent

Omega Boys Club:

The Omega Boys Club provides services to inner city youth.

Contact: Joe Marshall
Omega Boys Club
415-826-8664