

May 17, 1994

MODEL PROGRAMS: THE 1994 CRIME BILL

I. **OUNCE OF PREVENTION PROGRAM**

A. **New Beginnings: San Diego, CA**

- ▶ an experimental program to provide school-based direct services to children and their families through a new decentralized delivery system
- ▶ comprehensive family case management
- ▶ refers students to appropriate service providers

B. **New Futures Program: Chatham County / Savannah, GA**

- ▶ local collaboratives to find more coherent and relevant ways for existing programs to better serve children and families
- ▶ identifies at-risk youth, in particular those that have fallen a few years behind grade level, and provides academic and other support
- ▶ develops individualized service plans for each child
- ▶ provides an alternative school, with comprehensive services, for pregnant teens

C. **New Futures School: Albuquerque, NM**

- ▶ a special school providing comprehensive services for teenage parents
- ▶ high success rate in terms of repeat pregnancies and continuation into postsecondary education programs
- ▶ emphasis on dissemination of ideas and technical assistance for similar schools

D. **Truancy Habits Reduced, Increasing Valuable Education (THRIVE) and 3D (Don't Do Drugs): Oklahoma City, OK**

- ▶ purpose is to keep kids in school and away from crime through centers to which police bring juveniles who are absent from school without an excuse

- ▶ centers capable of providing comprehensive services
- ▶ involves parents and entire community through agency collaboration
- ▶ 3D program commits youth to a drug-free lifestyle by trading consumer goods and a job reference for a willingness to undergo drug testing

E. The Chesapeake Foundation for Human Development: Baltimore, MD

- ▶ helps older children and at-risk youth find satisfying and appropriate ways of living by providing an Alternative School and vocational training in food service
- ▶ does not serve hardened delinquents, only those with the desire to improve
- ▶ variety of services available; staff includes certified teachers, vocational specialists, administrative personnel, classroom aides, and a psychiatrist

F. Legal Lives: Partnership for Respect and Esteem: Brooklyn, NY

- ▶ a school-based education program to prevent drug abuse and hate crimes
- ▶ requires all new assistant district attorneys to adopt an elementary school, where they teach a class every two weeks
- ▶ collaboration with teachers to develop a curriculum
- ▶ minorities recruited to serve as role models

III. FAMILY AND COMMUNITY ENDEAVOR SCHOOLS

A. Operation Schoolhouse: Ocean County, NJ

- ▶ an after-school study program for economically and socially disadvantaged students living in a public housing project
- ▶ professional teachers paid to tutor two hours three times a week
- ▶ investigators from the prosecutor's office are present during program hours to ensure safety and prevent interference from drug dealers
- ▶ strict eligibility criteria for public housing projects

B. Male Alliance for Life Extension: Raleigh, NC

- ▶ a community coalition that functions as an advisory board emphasizing teenage pregnancy and violence prevention
- ▶ after-school programs to boost self-esteem and delay fatherhood
- ▶ youth trained as mentors, advisers, and educators to groups of younger boys, with whom they work for up to three years

C. Youth Gang Drug Prevention Grant (or Kids of a Different Dream, KOADD): Charlotte, NC

- ▶ conflict resolution, anger management, and decisionmaking skills taught once a week after school and during family evenings once a month
- ▶ cultural sensitivity, job skills, and academics taught through a variety of activities, including holiday outings and athletics
- ▶ social workers provide ongoing services and child advocacy in school

D. Youth in Action Against Drugs: Lowell, MA

- ▶ a coalition of groups provides recreational, cultural, enrichment, leadership, and community activities for youth living in public housing
- ▶ after-school and summer programs that provide a health alternative to drug abuse and violence while increasing self-esteem

III. GANG RESISTANCE

A. Gang Resistance Education and Training (GREAT): Glynco, GA

- ▶ a partnership between local educators, law enforcement officials, and community leaders to develop an anti-drug program
- ▶ tries to take allure away from gangs by pointing youth in different directions
- ▶ sends police officers into seventh grade classrooms to discuss community life

Keeping the peace

Conflict resolution training offers hope for countering the violence in our schools and communities

By Roger S. Glass

Can young people learn to value their diversity and resolve their differences peacefully? If taught nonviolent approaches to dealing with everyday conflicts, can today's students help to make our streets and schools safer places to live and work? A growing legion of determined people, many of them educators, want to find the answers to these questions.

While under no illusions about the ability of conflict resolution alone to prevent the kind of senseless violence that concerns us all, advocates of such programs strongly adhere to the belief that teaching students to resolve conflicts peacefully is a crucial part of a young person's education.

"In our society, we tend to limit ourselves to two options when there's a problem or confrontation—we either fight it out, often aggressively and physically; or we avoid it by walking away," says Jeff Gingerich, who coordinates a school conflict resolution program in New Orleans. "With training in conflict resolution, we give students other options."

Interest in conflict resolution and mediation programs is growing nationwide. The AFT's task force on school safety and violence recommends that more school districts consider conflict resolution training

as a way to counter violence in the schools and community.

Some proponents, like Linda Lausell, school mediation and violence prevention director for New York City's Victim Services, an organization set up to help those victimized by violence, have even taken to calling conflict resolution the fourth R. Conflict resolution "is a life skill that can be learned," she insists. "It's something that can be used in all aspects of life."

Currently a partner in Project STOP (Schools Teaching Options for Peace), Victim Services started its first school-based conflict resolution program in 1983. Project STOP, which operates in 40 of New York City's middle schools, was launched in response to increased violence among middle school students. "We're saying to young people, 'Conflict is a normal part of life; what matters is how you react to it. Resorting to violence is not the only way to work out a problem,'" Lausell says. "That's the first time many students have heard that."

Linda Lantieri recently left her post with the New York City Public Schools conflict resolution program to set up a national Resolving Conflicts Creatively Program (RCCP). It was the only way she could keep up with the deluge of requests she was receiving from school systems

throughout the country.

"We started doing this [in New York City] nine years ago, well-before the epidemic of violence that we're feeling now," says Lantieri, who is RCCP's national director. "Back then, I had a tough time convincing people that this ought to be something that young people should be learning. Now, my phone rings off the hook, and everybody wants this program."

RCCP began as a joint venture of the New York City Public Schools and Educators for Social Responsibility, a non-profit organization with a mission to educate young people about good citizenship.

Lantieri and other coordinators of conflict resolution programs will be the first to tell you that the program is no substitute for tougher student discipline codes, alternative settings for chronically disruptive and violent students, stronger gun laws, and other measures aimed at making our schools a safe haven for students and staff.

However, there are indications that people like Lantieri and Lausell might be on to something. Teachers responding to a study of New York City's Resolving Conflicts Creatively Program reported that the program's students were more cooperative with other students and that there was a reduction in name-calling. Seventy-one percent of the responding teachers said they observed that children demonstrated less physical violence in the classroom.

Educators interviewed for this article say students who've been trained in conflict resolution have a better rapport with one another and with their teachers.

But is helping kids resolve their personal differences really a role for schools and educators? Alfred Smith thinks so. "It's only appropriate that schools have a hand in teaching things besides the three R's, especially social skills," says Smith, community coordinator at Bronx Regional High School in New York. "School is a very big part of students' lives. It's where they do a lot of their socializing."

New Orleans elementary school teacher Regenia Adams puts it another way: "When you teach, you teach the whole child, and learning how to resolve conflicts is part of a child's education."

A death in the family

In an effort to curb the constant arguments and fighting that frequently disrupted classes, staff at Bronx Regional and Satellite Academy High School (both are housed in the same building) turned to RCCP for help.

"We understood that, because of the environment they live in, a lot of these kids behaved this way for their own protection," explains Judith Scott, teacher-coordinator at Satellite Academy. "But we felt they should have the opportunity to let go of those attitudes while in school."

Before Scott and others could persuade students at the schools to embrace conflict resolution, they first had to overcome some of the misperceptions students, and some staff, had about the program's intent. "When we started teaching conflict resolution as a class, we got a lot of resistance from the kids," Scott recalls. "We had to convince them that it was not about changing who they are as individuals or involving them in breaking up fights, but



Alfred Smith, a community coordinator at Bronx Regional High School, believes that teaching kids how to resolve their conflicts without resorting to violence is an appropriate role for schools



Peer mediators Robert Maduro and Shanti Gramby both say they've also used their training to help family and friends resolve disputes



Students at McDonogh Elementary School in New Orleans are instructed in conflict resolution by United Teachers of New Orleans member Basma Jackson



Linda Lantieri, national director of Resolving Conflicts Creatively, is a former teacher

about how they handle their own anger."

It was important that students saw the training as something that was designed to change only how they think and react in times of conflict, says Bronx Regional's Smith. "If you preach the line to students that with this training they'll never fight or argue again, they know that's very unrealistic, and they reject it."

Students began to relate to conflict resolution when it was presented to them as "a practical tool to use when and where appropriate," Smith adds.

But what really sparked the program's acceptance at Bronx Regional and Satel-

lite Academy was the murder of one of the schools' most popular students. After that, some of the schools' star students bought into conflict resolution, which made other students take notice, says Scott, a member of the United Federation of Teachers. "Suddenly, our kids realized they would have to keep each other alive, and they began to see this program as something that could help them do that."

One of those star students was Robert Maduro, now a senior at Satellite Academy. Currently in his second year as a peer mediator, Maduro figures he's already learned at least one lifelong lesson. "Not everything is going to be solved when you make a dispute. What's important is that you make the effort."

Schools that implement peer mediation programs are urged to let the students identify other students who will make good mediators. Because kids who get into conflicts relate to different types of students, "both the positive and negative leaders in a school have to be chosen as mediators in order for this to work well," says RCCP's Lantieri, adding that diversity of sex, race and academic achievement also is key.

Tom Roderick, executive director of the New York City branch of Educators for Social Responsibility, says the best peer mediators are fair, can communicate well and have the respect of their peers.

The mediators should not be judgmental or take sides when helping to resolve a dispute, adds student mediator Shanti Gramby. "You listen to what the problem is and try to help [the students in dispute] figure it out for themselves. You don't tell them what you think they should do. If they talk long enough, they'll figure it out."

Those responsible for training the peer mediators rely extensively on role playing. Usually one or two student mediators are charged with helping to resolve a dispute, and all parties vow to keep the details of a mediation confidential. An adult, usually a teacher, is there to assist students, if necessary, during mediation.

Asked what their training in conflict resolution has taught them, most students will say: self-control.

Teaching kids to think first

"Conflict resolution makes you think about the consequences of arguments and how they can easily turn violent," says 11th-grader Cynthia Cardona, noting that she's learned to think twice before reacting in anger or saying something she doesn't really mean.

Audy Bautista was recruited by his friend Robert Maduro to be a peer mediator. Armed with a quick smile and an engaging manner, Bautista was a natural, his teachers say. "Audy was already invested in keeping things calm and peaceful around here," says Satellite Academy teacher-coordinator Scott.

Bautista says he agreed to become a mediator out of concern for his friends. He'd seen too many "he said, she said" disputes evolve into "little cold wars that eventually led to someone getting hurt. I didn't want to see people getting suspended or worse over some nonsense," Bautista adds. Fundamental to the success of any con-

Building a foundation for conflict resolution

Staff preparation is an essential ingredient of any successful school-based conflict resolution and mediation program, says John Conbere, director of mediation services for the non-profit Citizens Council in Minneapolis.

The organization, which traditionally has focused on offering mediation services and counseling through the juvenile court system, began working with schools six years ago. Today, roughly two-thirds of public schools in Minneapolis, along with many schools in surrounding districts, have worked with the Citizens Council to create new procedures for resolving conflicts involving students, staff and administrators.

"On occasion, I see schools that I'm convinced are clinically depressed—the level of conflict is so pervasive," says Conbere. To turn that climate around, Conbere will meet with school staff for a one-day training session, where the basic elements of conflict resolution and mediation are explored and discussed. This is usually followed by a day-and-a-half of intensive mediation training for staff, at least 10-20 hours of training for student mediators, and a follow-up visit by Conbere once the program is in operation. Training deals not only with the promise of this approach but also with its limits.

"Conflict resolution and mediation does not replace the discipline system currently in place in schools," Conbere says. "If, for example, yelling in the hall gets you detention, then those consequences need to be enforced." You use conflict resolution and mediation in support of that discipline system, Conbere says, to avoid the next infraction of the rules, which usually follows.

The programs Conbere works with can be as limited as developing an approach to solving playground disputes or as ambitious as a formal mediation program to resolve student-to-student, student-to-staff and staff-to-staff conflicts, Conbere explains. Regardless of scope, conflict resolution programs can be successful only if staff and students understand, internalize and model the new approach, he emphasizes.

One of the best conflict resolution programs in the state, Conbere says, is at Minneapolis's Patrick Henry High School. Jackie Hanson, mediation coordinator at the school, says one reason her program works is because it is fully supported by the faculty and administration, and students are fully vested in the process. It also works because every teacher at Patrick Henry was trained in conflict resolution, increasing their awareness of the process and sensitivity to issues that lead to conflict, Hanson believes.

"In our building, many of our problems stem from rumors—'he said/she said' types of things," Hanson says. "This process gives kids a chance to clear the air and teaches them a life skill that allows them to solve problems constructively."

In the first six months of the student mediation program, suspensions due to fights dropped by 50 percent at Patrick Henry, reports Hanson. The school also has seen staff/student mediation grow in popularity in spite of the fact that, at first, many educators had misgivings about this process. "Once [teachers] go through it, they usually are the ones who come back" when new problems crop up. "It helps them understand personal issues affecting their students," adds Hanson.

—MIKE ROSE



Jackie Hanson (left), mediation coordinator at Minneapolis's Patrick Henry High School, with teacher mediator Linda Huntzicker. Suspensions due to fights dropped 50 percent at the school in the first six months of the mediation program

Getting a handle on gun violence

Concern about the crisis in handgun violence that's affecting many of the nation's schools has led to the creation of Straight Talk About Risks (STAR). Initiated by the National Center to Prevent Handgun Violence, STAR—a pre-K through 12 curriculum aimed at preventing violence—emphasizes teaching kids how to settle their differences without resorting to using guns.

Every day in America, 14 children ages 19 and under are killed in gun accidents, suicides and homicides, according to the National Center for Health Statistics.

Currently in place in several major school districts, including New York City, Dade Co., Fla., Los Angeles and Oakland, Calif., STAR teaches students not only about conflict management but also how to react when encountering guns. It teaches students how to resist peer pressure to play with or carry guns, and how to distinguish between gun violence in real life and in the entertainment media.

The STAR program also includes safety tips for parents and emphasizes the importance of parents talking to their kids about the dangers of guns and the consequences of gun violence.

John Perez, a staffer with the United Teachers of Los Angeles, says UTLA was instrumental in getting the STAR curriculum implemented in about 30 schools in Los Angeles.

"We [UTLA] found the concept of teaching kids how to respond when they see a gun or weapon a very positive thing for our students."

United Federation of Teachers John Baumann is on the steering committee for New York City's STAR program. "Everybody recognizes that putting in metal detectors and beefing up security, as much as that's necessary, only deals with part of the problem," says Baumann, deputy director of UFT's school safety department. "The other part is modifying the behavior and attitude of those kids who believe that violence, particularly gun violence, is an acceptable way of dealing with problems."

—RG

lict resolution/peer mediation program is the involvement of teachers. "Our primary thrust is staff development for teachers and administrators," Roderick says. "Whatever we do is done with the involvement and assistance of teachers."

RCCP's Lantieri says its critical that classroom teachers be trained in order to introduce all students to conflict resolution. "We find that, when students in general are taught these skills, they have more respect for their peers who become mediators."

In most cases, parents are also trained. "The ultimate goal is to have the whole school embrace the spirit and process of conflict resolution. We want teachers, principals and parents to model good conflict resolution skills," Roderick says.

Developed with the help of classroom teachers, RCCP's elementary and secondary school violence prevention curriculums are used in 225 schools nationwide. The curriculum focuses on several crucial skills, including active listening, expressing feelings, cooperation, negotiation and communication.

"Our teachers are using these skills and techniques in all of the different classes," Scott says. "These skills have become very much a part of the culture of this school."

The importance of bias awareness and teaching kids to live in a diverse society are also stressed. "Very often, conflicts arise out of misunderstandings around

(Continued on page 15)

(Continued from page 7)

Basma Jackson, who teaches at McDonogh Elementary School in New Orleans, trains other teachers in conflict resolution and how to present the RCCP curriculum. Her school has used the program for two

Jeff Gingerich, who coordinates the RCCP program in New Orleans, says the program got started there at the urging of

Some teachers say they benefit from the training in conflict resolution as much as their students. "I've learned to be a lot more

A new standard for heroes

While clearly no panacea, proponents of conflict resolution programs, nevertheless, point proudly to what they see as concrete examples of the programs' positive impact. There's been far

Maybe even more important, many of the students enrolled in the program at Bronx Regional and Satellite Academy high schools say they've been able to use their training to help resolve disputes between friends and families. Robert Maduro says the guys he "hangs out with" in his Manhattan neighborhood will sometimes seek him out to mediate their differences. "They refer to me as 'The Counselor,'" he says.

One of the emerging roles of RCCP is to help financially strapped school districts find the money to fund an in-depth conflict resolution program with frequent follow-up and ongoing staff development, says national director Linda Lantieri. "RCCP," Lantieri says "is in this for the long haul.

"We're committed to going beyond simply stopping the violence to helping students see that the real heroes and sheroes are not the Rambos of the world but those people who are willing to search for nonviolent solutions to difficult and complex problems."

A number of organizations provide workshops, curriculum, and training in conflict resolution and peer mediation. Here are some of them:

Children's Creative Response to Conflict Program Fellowship of Reconciliation, Box 271, Nyack, NY 10960; tel. 914/358-4601

Community Board Pro-
gram 1540 Market St., Suite
490, San Francisco, CA
94101 tel 415/552-1250.

Educators for Social Responsibility School Conflict Resolution Programs,
23 Garden St., Cambridge,
MA 02138; tel. 617/492-
1764

NAME(National Association for Mediation in Education) 425 Amith St., Amherst, MA 01002; tel. 413/545-2462.

**National Center for
Resolving Conflicts Creatively** 163 Third Ave.,
#103, New York, NY
10003; tel. 212/387-0225.

**Straight Talk About
Risks (STAR), Center to
Prevent Handgun Violence,**
1225 Eye St. NW, #1150,
Washington, DC 20005; tel.
202/289-7319.

**PHOTOCOPY
PRESERVATION**

 $3/2$

RECOMMENDATIONS FOR EDUCATION AND TRAINING

Coordination/Collaboration

- ☐ Develop a "one-stop human services network" and make it available at schools.
- ☐ Provide training on the concepts and skills necessary to collaborate with multiple community organizations.
- ☐ Explore programs/policies with local schools to provide alternatives for youth.
- ☐ Host a retreat with school representatives and district attorneys to explore which county programs could effectively be provided within school-based settings during and after school.
- ☐ Encourage human service and public safety programs to coordinate with traditional K-12 programs.
- ☐ Increase levels of parental and intergenerational involvement in early childhood education.

From
Denver
Resource Guide
PAET project

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Provide training on the concepts and skills needed to collaborate with multiple community organizations

Children, Youth, and Family Consortium (St. Paul, Minnesota)

Program Type:	Resource referral for school staff, community services, and youth
Target Population:	Parents, educators, clergy, policymakers, youth
Project Startup Date:	Fall 1991
Source of Funding:	State and local organizations

Program Objectives/Description:

The Children, Youth, and Family Consortium works to facilitate communication and collaboration between the University of Minnesota and the broader community of Minnesota to address critical health, education, and social policy concerns related to children, youth, and families. The Consortium is vested in mobilizing research- and community-based efforts to solve these problems through collaboration and cooperation.

Five workgroups—advocacy, community education, outreach, research, and university teaching—comprise an important part of Consortium activities. These autonomous groups, facilitated by participants, serve as a forum for innovative ideas and activities. Workgroup members select an issue within their area of interest, decide how best to make an impact, and take action.

An Electronic Clearinghouse data base makes available previously inaccessible information about children and families to agencies and citizens across the state. An easy-to-use electronic retrieval system has been developed to allow broad community access to resources, including research studies, census summaries, and practical publications on raising children and sustaining healthy families.

The Consortium also supports activities of various university and community organizations by cosponsoring and publicizing conferences, workshops, and other events focusing on children, youth, and families, as well as sponsoring its own events.

Office staff work to connect people that have specific interests. With a data base of more than 8,000 university and community members, the office is able to help link organizations to speakers; provide mailing lists for the dissemination of information related to children, youth, and families; and direct individuals looking for specific information. The Consortium also publishes a quarterly newsletter.

For further information contact:

Marian Heinrichs, System Coordinator

University of Minnesota

12 McNeal Hall, 1985 Buford Avenue

St. Paul, MN 55108

(612) 626-1212

(612) 626-1210 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Develop a "one-stop human services network" and make it available at schools

Children's Health Program (CHP) (South Berkshire County, Massachusetts)

Program Type:	Health and social services for a rural population of infants and children
Target Population:	Infants, children, and parents
Project Startup Date:	1975
Annual Budget/Number of Persons Served Annually:	\$454,000/countywide
Sources of Funding:	Massachusetts Department of Public Health (MDPH) Children and Youth grant, Medicaid reimbursement, United Way, local foundations

Program Objectives/Description:

Before the introduction of the Children's Health Program (CHP), South Berkshire County was experiencing the health care problems endemic to many rural communities. Pediatricians were virtually inaccessible; the closest was almost 20 miles away and there was no public transportation. County residents knew little about proper prenatal, infant, and child health care. Children's disabilities often went undiagnosed, and chronic illnesses were often untreated. Some children lived in isolated homes where abuse went undetected. Parents had no support in coping with the stresses of child rearing.

In 1975, a few committed health care providers led by a local physician used a modest \$8,000 grant from the Commonwealth of Massachusetts' Office for Children to set up a well-child clinic at a local school. Today, that one clinic has grown into an extensive health and social service network, reaching all families in the community and providing them with first-class service.

The successful CHP model has been emulated, through the Harvard University Division of Health Policy, by rural communities from Amarillo, Texas, to Winnsboro, South Carolina. The centerpiece is the well-child care program. Children are given thorough medical exams, and their parents receive comprehensive, preventive health education. Most importantly, bonds are created between staff and families that encourage parents to involve their children in many other program services.

Sick-child care is just a phone call away for South Berkshire families. Nurse-practitioners are on call 24 hours a day, 7 days a week, and appointments are made quickly. Also available are the Early Intervention Services for children at risk of developmental delays. Physical therapists, speech therapists, nurses, and development specialists help children with disabilities, such as cerebral palsy, stuttering, or dyslexia, and also assist their parents.

Rounding out CHP's health services is the South Berkshire Women, Infants and Children (WIC) Program through which mothers receive food vouchers and nutritional advice to ensure proper prenatal care and child nutrition.

To combat the isolation often experienced in rural areas, CHP operates programs that give parents a link to a warm supportive community. The Parent-Child Playgroups bring parents and children together for 2 hours each week in a secure setting supervised by a trained teacher. Also available is the Parent-to-Parent Program, which pairs young parents with trained volunteers who guide the neophyte mothers through the daily crises and concerns that arise while bringing up young children. CHP also works closely with the Massachusetts Department of Social Services and other service providers to insure comprehensive care for all clients. CHP hopes to add a social work component that will provide outreach, assessment of needs, and treatment to deal with difficult community problems such as alcoholism.

For further information contact:

Linda Small
Executive Director
Children's Health Project
54 Castle Street
P.O. Box 30
Great Barrington, MA 01230
(413) 528-9311
(413) 528-2863 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategies: Develop a "one-stop human services network" and make it available at schools; increase levels of parental and intergenerational involvement in early childhood education

Comer Zigler or COZI Project

Program Type:	Family support, parent and teacher involvement in developing a plan for improving their schools
Target Population:	Parents, children, and school staff
Project Startup Date:	April 1992
Annual Budget/Number of Persons Served Annually:	\$500,000/950 children (475 in preschool through grade 5)
Sources of Funding:	The Carnegie Corporation, state of Virginia World Class grant and school district, Chapter 1 funds

Program Objectives/Description:

The COZI Project is being watched with great interest because it unites two highly regarded models for changing schools into a single program to better meet the needs of children and families. The "CO" refers to James Comer's School Development Program (SDP), and the "ZI" is Edward Zigler's model for the School of the 21st Century.

Both the Comer and the Zigler programs, independently operating in schools around the country, are grounded in a recognition of the prime importance of families in children's education. They also offer complementary strengths to a combined model. The School of the 21st Century brings together various services in a coordinated whole to support families—before- and after-school child care, preschool for 3- to 5-year-olds, and education and outreach services to parents of children from birth to age 3. The program places these services within a known, widely utilized and easily accessible institution—the public school.

The heart of SDP, also known as the "Comer Process," is the direct involvement of parents and teachers in making the school a good place for children's learning and development. This simple but powerful principle has transformed many troubled, low-achieving schools into orderly, lively schools where children learn. Like other schools that have used SDP, COZI began by forming a School Improvement Team of 12 to 14 members—teachers, teacher's aides, the principal, and parents—to organize and maintain the school as a setting in which development and learning can take place. Besides being active collaborators in establishing the school's tone, attitudes, and values, parents serve as teacher's aides and take part in a variety of activities to support social and academic programs. By being involved in the school, parents show that they think school is important—and children get the message.

Staff development is also a major focus of SDP programs. As Dr. Comer stresses, SDP is not a set of materials or instructional techniques but a process for creating a sense of not a set of materials or instructional techniques but a process for creating a sense of community and direction for parents, school staff, and students.

Selected as the demonstration site for the combined model, Bowling Park Elementary School in Norfolk, Virginia, already had a successful SDP in place under the leadership of a strong and effective principal. It was renamed the Bowling Park COZI Community School. The program reaches out to parents long before their children get to school in order to develop a firm bond between the parents and the school. Locating the preschool program at the same site where the children will eventually go to school, a feature of Zigler's model incorporated in COZI, seeks to enhance the bonding and involve parents in the transition to school.

Bowling Park also has an extended adult education program, which began in 1993, and a school-based health clinic, expected to open in September 1994. Two additional COZI model sites have opened for the 1993-1994 school year.

For further information contact:

Barbara M. Stern
COZI Project Co-Manager
Yale Bush Center
310 Prospect Street
New Haven, CT 06511
(203) 432-9944

Lorraine K. Flood
Coordinator, Comer/Zigler Project
2861 E. Princess Anne Road
Norfolk, VA 23504
(804) 441-2057
(804) 441-2031 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategies: Develop a "one-stop human services network" and make it available at schools; explore programs/policies with local schools to provide alternatives for youth

Eugene P. Tone School (Tacoma, Washington)

Program Type:	Education and support services
Target Population:	Children living in shelters
Project Startup Date:	1988 (K-8); 1991 (Head Start)
Annual Budget/Number of Persons Served Annually:	425 children
Sources of Funding:	Basic education funding; business, state and federal grants, and extensive community donations

Program Objectives/Description:

The Tone School provides a transitional education program and support services to children whose families are housed in a shelter. The program was begun in 1988 as a collaborative venture between the Tacoma Public Schools and the Tacoma/Pierce County YWCA, after a survey revealed that children living in the city's shelters were not enrolled in school.

Originally, the program served students from kindergarten through grade 8; in 1991, a Head Start program was added to serve 3- and 4-year olds.

The Tone School provides instruction in language arts, mathematics, art, health, and physical education. The level of instruction is based on each child's academic needs. The school screens students for vision, hearing, dental, immunization, and general health needs and conducts interviews with the child to assess social and emotional needs. The school provides support services, as needed.

The school also works with the parents. Staff visit the parents at the shelters and link parents with appropriate resources. A parents group meets weekly to address issues of importance to families. When the child leaves the center, staff are available to consult with the teachers and specialists at the new school. Staff are selected on the basis of their experience and success in working with "at risk" children. Volunteers assist with all aspects of the program.

It is not uncommon for children to enroll in The Tone School 1 day and be gone 3 days later; few students remain more than 90 consecutive days. Children may enroll or withdraw more than once during an academic year.

For further information contact:

Jack Paul, Principal

Eugene P. Tone School

3110 South 43rd Street

Tacoma, WA 98409

(206) 596-1898

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Encourage human service and public safety programs to coordinate with traditional K-12 programs

Fairfax Traffic Safety Special Operations

Program Type:	Traffic Safety
Target Population:	Schools; students K-12
Project Startup Date:	Unknown; long-term, ongoing
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	County school system, local police department, state grants

Program Objectives/Description:

The Traffic Safety Section of the Special Operations Division of the Fairfax County, Virginia, Police Department conducts yearround traffic safety, crime prevention, school crime, and law enforcement training to all levels of education within the Fairfax County School System. This program is the second oldest in the nation. It is totally funded by the taxpayers through the County School System, the Police Department, and state grants.

Children are introduced to the program in kindergarten when they meet police officers who talk to them about stranger safety and school bus safety. In first grade, stranger safety is the topic; second graders learn pedestrian safety; third graders are taught about seat/safety belts; and in the fourth and fifth grades, the topics are alternatively safety patrols and bicycle safety. Sixth graders learn more about bus safety.

In the intermediate schools, seventh graders hear about the various laws that youth in their age group (generally 12-14) commonly violate and the consequences of being arrested for these violations. A part of the discussion focuses on drug, alcohol, and tobacco violations.

High school presentations focus on driver education, including the responsibilities of driving, seat belt use, driving while intoxicated, and related topics. A slide presentation showing automobile crashes and discussions center on the wrecks, the factors that caused the accident, and possible ways it could have been avoided, injuries reduced, or deaths prevented by seat belt use.

Other presentations may be requested such as business law or health. There is a "safety belt convincer" that is taken to schools when requested, usually during health fairs or safety weeks.

Other programs geared toward the student population include a Bicycle Safety team that focuses primarily on bicycle safety and helmet use in compliance with the Fairfax County helmet law for riders age 14 or younger. School programs also include displays for health

and safety fairs at local schools and hospitals, and a robot often makes visits on request to present safety demonstrations.

For further information contact:

Officer Terri Allen

Traffic Safety Section

Fairfax County Police Department

Operations Support Bureau

3911 Woodburn Road

Annandale, VA 22003-2298

(703) 280-0566

(703) 280-0648 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Increase levels of parental and intergenerational involvement in early childhood education

Families and Schools Together (FAST) (Madison, Wisconsin)

Program Type:	Early intervention/prevention
Target Population:	Preschool, elementary, and middle-school aged children, who have been identified by teachers as potentially at-risk for later problems
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	\$500,000/200 families
Sources of Funding:	Originally, United Way, state of Wisconsin; now Department of Health and Human Services (DHHS) Center for Substance Abuse Prevention (CSAP), Oscar Mayer, American Family Insurance Co., state, local school districts

Program Objectives/Description:

The FAST program is targeted at preschool, elementary and middle-school aged children who are recognized by teachers as at risk for school failure, substance abuse, and delinquency. It is designed to:

- Enhance family functioning by strengthening the parent-child relationship in ways that empower parents to become primary prevention agents for their own children.
- Prevent target children from experiencing school failure by improving their behavior and performance, helping parents become partners in the education process, and increasing the family's feeling of affiliation with schools.
- Reduce everyday stress experienced by parents and children by developing support groups for parents of at-risk students, linking participants to needed resources, and helping build the self-esteem of each family member.

FAST is a collaborative activity between a school, a mental health agency, an alcohol and substance abuse specialist, and parents. Multifamily meetings are typically staffed by a representative from each, such as a school counselor, a mental health professional, a substance abuse expert, a parent, and a liaison worker or FAST facilitator. Volunteers from the program are recruited to help with meetings. A large room is needed and the *FAST Program Workbook* serves as a guide for resources needed.

The FAST program employs a collaborative, whole family approach and comprises an eight-week curriculum featuring multiple-family group activities. Monthly meetings are held at the

completion of the course. Activities include a meal hosted by a family, sing-alongs, structured family communication exercises and identification of family feelings, promotion of one-on-one quality time, substance abuse education, and winning-as-a-family exercises.

A particular aim of the program is to reach whole families and those characterized as "unreachable" via the collaborative approach. FAST breaks down the barriers to trust and fear of stereotypes and works on a social-support model that builds on family strengths. It promotes development of active parent groups and advocacy councils.

Participants are identified for FAST through an active recruitment process during which school personnel identify at-risk children. Home visits and recruitment training also help focus on needs. A nonstigmatizing programmatic approach centers on identifying strengths, and focuses on empowerment, incentives, and removing obstacles to participation via child care and transportation. Of families that enter the program, 82 percent graduate.

Scores on assessment instruments have shown that, as rated by both parents and teachers, child behavior has improved. Improvement in family cohesion has also been observed, and a decrease in the social isolation of parents is complemented by increased involvements with their children's schools. Data have been collected on over 700 elementary school children, and program effectiveness measurements are continuing.

FAST became a state initiative in 1990 and now is operating in 14 states through the national dissemination efforts of Family Service America. It has been replicated across the state of Wisconsin and works well in rural, medium-sized and urban communities. The program has also shown benefits for culturally diverse families as well: Spanish-speaking families, Native Americans, African Americans, European Americans, and Asian Americans.

For further information contact:

Lynn McDonald, Ph.D, Director, Program Development & Training
FAST/Family Service
128 East Olin Avenue, Suite 100
Madison, WI 53713
(608) 251-7611
(608) 251-4665 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Develop a "one-stop" human services network and make it available at schools

Family Resources and Youth Services Centers (State of Kentucky)

Program Type:	Services and resources for families and children
Target Population:	Parents, children, and youth, particularly families eligible to receive free school meals
Project Startup Date:	July 1991
Annual Budget/Number of Persons Served Annually:	\$26.4 million for FY 93-94/383 centers
Sources of Funding:	State Interagency Task Force

Program Objectives/Description:

Recognizing that school reform accomplishes nothing if circumstances prevent students from being ready to learn, Kentucky instituted a comprehensive, statewide strategy to help children and families confront problems in their lives. Through Family Resource Centers and Youth Services Centers in or near schools across the state, children and families can obtain needed services or referrals, as well as active support, both at the centers and in their own homes.

Integrated services centers for children and families are being discussed around the nation, but Kentucky is the first state to implement them statewide and to define family support as a core program for children's success in the landmark 1990 Kentucky Reform Act. The 383 centers operating in 1993-1994 represent 651 Kentucky schools with more than 191,000 students. More centers will be added until they serve the approximately 1,130 schools in which 20 percent of the students are eligible to receive free school meals.

Although each community is encouraged to develop its own local goals and to work with existing local resources, certain components must be included at all centers. Family Resource Centers, which are linked to elementary schools, must provide full-time child care for 2- and 3-year-olds and after-school care for children ages 4 through 12; health and education services for new and expectant parents; education to enhance parenting skills (through home visits, classes, and other vehicles); support and training for child care providers; and health services or referrals.

Youth Services Centers, located in or near middle schools and high schools, must provide either services or referrals for health and social services, employment counseling, youth training and placement, summer and part-time job development for youth, substance abuse services, and family crisis and mental health counseling. Combined Family Resource and Youth Services Centers operate at some sites.

The first step of service delivery is to identify and coordinate existing resources and then to link families with the services they need. When service gaps are known, the centers work to

fill them. There is an overall prevention focus with the obvious need for intervention efforts as well.

With funds from the Annie E. Casey Foundation, the Family Resource and Youth Services Centers are initiating an evaluation process designed to meet outcome indicators for school-based performance standards and to identify successful program approaches. The plan is to open more centers each year and to serve 100 percent of eligible schools by 1997.

For further information contact:

Marcia Morganti

Family Resource and Youth Services Centers

Cabinet for Human Resources

275 East Main Street

Frankfort, KY 40621

(502) 564-4986

(502) 564-6108 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategies: Provide training on the concepts and skills necessary to collaborate with multiple community organizations; increase levels of parental and intergenerational involvement in early childhood education

Lincoln Intermediate Unit No. 12 Migrant Child Development Program (LIUMCDP) ***(Gettysburg, Pennsylvania)***

Program Type:	Educational and social services coordination
Target Population:	Migrant children and their families
Project Startup Date:	1958; ongoing, renewable each fiscal year
Annual Budget/Number of Persons Served Annually:	\$1.5 million for FY 1992/statewide
Sources of Funding:	Migrant Education Program, the Child and Adult Feeding Program, Summer Food Service Program, Chapter 2 Summer Intensive Language Program, Migrant Even Start, other state and local sources

Program Objectives/Description:

Children of migrant families move, on average, four times during the school year and miss almost half of all scheduled school days. This constant disruption of children's education results in many migrant children falling behind their nonmigrant peers and puts them at risk of school failure. The LIUMCDP Program provides a comprehensive set of services to meet the needs of migrant children from birth through age 21.

LIUMCDP began providing services to families in 1958. Services for migrant children were funded entirely by the state of Pennsylvania until 1967 when the first federal money for migrant education became available. Since then, many other organizations in the area have started providing services to migrant children and families. Now LIUMCDP, through the Migrant Even Start Family Literacy Program coordinates the efforts of many organizations and integrates services from federal agencies and programs, such as Migrant Health Services, JOBS Services, Rural Opportunities, Inc., and Migrant Day Care.

For very young children, education services include child care centers, as well as group and family child care homes. Through contract arrangements with LIUMCDP, high-quality child care with a focus on academic readiness is provided. For school-age children, LIUMCDP provides intervention specialists, at no cost, to schools serving migrant children. For children with limited English-proficiency, Project P.I.A.G.E.T., a national Title VII program, focusing on increasing English language communication skills and improving children's self image, is incorporated into child care center curriculum and other school programs.

LIUMCDP also works to strengthen parents in their roles as teachers and advocates for their children. The Parents as Tutors Program teaches migrant parents how to facilitate learning and become educational advocates for their children. The federal Even Start Program helps

parents become better teachers and supporters of their children, and to improve their own literacy.

Due to the nature of their parents' employment, many migrant children are not aware of career opportunities outside of agriculture. To fill this gap, LIUMCDP provides career training to educate migrant youth about alternative careers and give them hands-on training through a work experience program. Students between the ages of 15 and 21 who have not yet graduated from high school have the opportunity to divide their time between a job and related classroom education.

Each year, LIUMCDP evaluates its staff, students, and program. Personnel evaluations are designed to improve the quality of the staff and the services they provide. Student progress is measured by a variety of educational tests. Evaluation of the program includes input from staff and parents, as well as a state team that evaluates preschool and school programs.

For further information contact:

Parker C. Coble
Program Director
Lincoln Intermediate Unit No. 12
Migrant Child Development Program
65 Billerbeck Street
P.O. Box 70
New Oxford, PA 17350
(717) 624-4616
(717) 624-3866 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Provide training on the concepts and skills necessary to collaborate with multiple community organizations

National Association of Partners in Education (NAPE) (Alexandria, Virginia)

Program Type:	Partnership building
Target Population:	Schools and community volunteers
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	\$1.2 million
Sources of Funding:	Corporate and private donations; membership dues and fees; government grants; publication sales

Program Objectives/Description:

NAPE is an organization devoted to providing leadership in the formation and growth of effective partnerships that ensure success for all students. Formed as a result of a merger of the National School Volunteer Program and National Symposium on Partnerships in Education, NAPE represents the more than 2.6 million volunteers involved in the Nation's 200,000 partnership initiatives in local school districts.

NAPE defines "partnership in education" as a collaborative effort between schools and community organizations with the purpose of improving the academic and personal growth of America's youth.

Through its grassroots member programs, NAPE connects children and teachers with partners—corporate, education, volunteer, government, and civic leaders—who play significant roles in changing the content and delivery of educational services to children and their families.

NAPE's national center offers specialized training for partnership, coalition, and collaborative development to help schools, parents, businesses, and communities set up and maintain partnerships; a computerized data base of partnership directors and initiatives; a monthly *Partners in Education* newsletter; state, regional, and national conferences; national award programs; government relations; member networking; public awareness campaigns; publications on partnerships; and national survey and research projects.

NAPE's 28 state affiliates help facilitate linkages by conducting conferences and training, building coalitions; and assisting with NAPE's national awards programs.

A variety of publications and videos help members target and institute initiatives or renew established partnerships, with information on topics such as intergenerational programs, evaluation, mentoring, drop-out prevention, service learning, school business partnerships, and school volunteer programs.

For more information contact:

Janet Cox

Director of Communications

209 Madison Street, Suite 401

Alexandria, VA 22314

(703) 836-4880

(703) 836-6941 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Develop a "one-stop human services network" and make it available at schools

New Beginnings (San Diego, California)

Program Type: Promotes changes within institutions to make services to children and families more comprehensive and coordinated

Target Population: Children and families

Project Startup Date: September 1991

Annual Budget/Number of

Persons Served Annually: \$482,000/1,200 children and their families

Sources of Funding: Danforth Foundation, Pew Charitable Trusts, Stuart Foundations, Department of Health and Human Services

Program Objectives/Description:

New Beginnings is an experimental program to provide school-based direct services to children and their families through a new decentralized delivery system. A coalition made up of the City of San Diego; San Diego City Schools; San Diego Housing Commission; San Diego Community School District; and San Diego County Department of Health, Social Services, and Probation, along with the University of California at San Diego, and the Children's Hospital and Health Center, are sponsoring the effort.

The Coalition opened a demonstration center at Hamilton Elementary School in September 1991. The school, located in a low-income area of the city, serves roughly 1,200 children from kindergarten through fifth grades and their families.

At the center, families receive comprehensive case management from a team of family services advocates, repositioned staff from the participating agencies who serve families living in the same geographical area. These advocates provide ongoing counseling and service planning; help family members access services; and make referrals to education, social, and health services. Preventive health and mental services for children are provided by New Beginnings staff.

The Far West Laboratory for Educational Research and Development is leading a three-year multidisciplinary evaluation of New Beginnings, but no outcome data are yet available. New Beginnings will expand to several schools as determined by the results of the feasibility studies being conducted. Steps are being taken to integrate California's Healthy Start Program, which is based on the New Beginnings model.

Office of Prevention

- Comprehensive family case management
- refers students to appropriate service providers

For further information contact:

Jeanne Jehl

Administrator on Special Assignment

Office of the Deputy Superintendent

San Diego City Schools, Room 2220

4100 Normal Street

San Diego, CA 92103-2682

(619) 293-8371

(619) 293-8267 (fax)

Clince of Prevention

- identifies at-risk youth
- develops individualized service plans
- alternative school for pregnant teenagers
- targets students behind grade level with academic support

Course of Prevention

- identifies at-risk youth
- develops individualized service plans
- alternative school for pregnant teenagers
- targets students behind grade level with academic support

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Develop a "one-stop human services network" and make it available at schools, explore programs/policies with local schools to provide alternatives for youth

New Futures Program (Chatham County/Savannah)

Program Type:	Provides services for at-risk, primarily low-income youth and preschool children
Target Population:	At-risk, primarily low-income children and their families
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	\$2.2 million
Sources of Funding:	Annie E. Casey Foundation, matching funds by local contributors, including the City of Savannah, Chatham County, United Way, and the school system

Program Objectives/Description:

In 1988, Savannah's leaders were becoming increasingly concerned about juvenile crime, school dropouts, teenage pregnancy, and drug abuse. An examination of the existing services available to children and youth in the community, revealed that they were too limited and fragmented to make a real difference in helping children succeed—a familiar story in cities around the country. The Annie E. Casey Foundation, under its New Futures Initiative, encouraged Savannah and four other cities to form local collaboratives to find more coherent and relevant ways for existing programs to better serve children and families. To support these efforts, Casey committed substantial funds over a 5-year period to be matched by each city.

To meet the New Futures goals of improving students' academic level, increasing school attendance and graduation rates, increasing youth employment after high school, and reducing adolescent pregnancy and parenthood, Savannah has developed several strategies. All students at four middle schools are screened, and those identified as being at high risk receive intensive services by multidisciplinary "Stay Teams." The team develops an individualized service plan for each identified student, and a case manager helps in obtaining needed services. New Futures also has a Teenage Parenting Program in which pregnant teenagers may leave their home schools and attend an alternative school with special provisions for their needs.

Because students behind in grade level have a markedly higher dropout rate, New Futures makes strenuous efforts to help students catch up while in middle school. In the Comprehensive Competencies Program, the grade level for each middle-school student is diagnosed by computer; students behind by at least two grades receive a personalized program designed to bring them up to grade level. For students promoted to high school, a Transition Resource Teacher at the school provides support and a link between home, school, and community agencies providing needed services.

PHOTOCOPY
PRESERVATION

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Develop a "one-stop human services network" and make it available at schools; explore programs/policies with local schools to provide alternatives for youth

New Futures Program (Chatham County/Savannah)

Program Type:	Provides services for at-risk, primarily low-income youth and preschool children
Target Population:	At-risk, primarily low-income children and their families
Project Startup Date:	1988
Annual Budget/Number of Persons Served Annually:	\$2.2 million
Sources of Funding:	Annie E. Casey Foundation, matching funds by local contributors, including the City of Savannah, Chatham County, United Way, and the school system

Program Objectives/Description:

In 1988, Savannah's leaders were becoming increasingly concerned about juvenile crime, school dropouts, teenage pregnancy, and drug abuse. An examination of the existing services available to children and youth in the community, revealed that they were too limited and fragmented to make a real difference in helping children succeed—a familiar story in cities around the country. The Annie E. Casey Foundation, under its New Futures Initiative, encouraged Savannah and four other cities to form local collaboratives to find more coherent and relevant ways for existing programs to better serve children and families. To support these efforts, Casey committed substantial funds over a 5-year period to be matched by each city.

To meet the New Futures goals of improving students' academic level, increasing school attendance and graduation rates, increasing youth employment after high school, and reducing adolescent pregnancy and parenthood, Savannah has developed several strategies. All students at four middle schools are screened, and those identified as being at high risk receive intensive services by multidisciplinary "Stay Teams." The team develops an individualized service plan for each identified student, and a case manager helps in obtaining needed services. New Futures also has a Teenage Parenting Program in which pregnant teenagers may leave their home schools and attend an alternative school with special provisions for their needs.

Because students behind in grade level have a markedly higher dropout rate, New Futures makes strenuous efforts to help students catch up while in middle school. In the Comprehensive Competencies Program, the grade level for each middle-school student is diagnosed by computer; students behind by at least two grades receive a personalized program designed to bring them up to grade level. For students promoted to high school, a Transition Resource Teacher at the school provides support and a link between home, school, and community agencies providing needed services.

New Futures' Preschool Program serves preschool children at several sites, each of which includes a teacher, a paraprofessional, and a family advocate to help families access needed services. The Burger King Academy, funded by Burger King and other local sources, provides an alternative educational setting for students whose achievement is accelerated in a nontraditional school setting. The last two components are the Family Resource Center, which offers a wide array of family-based services and activities directed by neighborhood residents in a targeted area of the city, and the Black Male Task Force, formed to address the special needs of African American male students.

For further information contact:

Dr. Otis Johnson
Executive Director
Chatham-Savannah Youth Futures Authority
P.O. Box 10212
Savannah, GA 31412
(912) 651-6810
(912) 651-6814 (fax)

Recommendations for Education and Training: Coordination and Collaboration

Strategy: Develop a "one-stop human services network" and make it available at schools

New Futures School (Albuquerque, New Mexico)

Program Type:	Parent support
Target Population:	Pregnant adolescents and adolescent parents
Project Startup Date:	1976
Annual Budget/Number of Persons Served Annually:	200 to 300 individuals
Source of Funding:	New Futures, Inc., a non-profit, community-based organization

Program Objectives/Description:

Begun at the YWCA in 1976, the New Futures School of Albuquerque, New Mexico, is designed to serve pregnant adolescents and adolescent parents. It offers educational, health, counseling, vocational, and child care services and is an alternative school of the Albuquerque Public Schools.

The mission of New Futures School is to assist and motivate school-age parents to make responsible, informed decisions; to help them move toward completion of their secondary education; and to become more mature. It encourages them to have healthy pregnancies and families and to become responsible parents—which for some may mean making a choice to release a child for adoption—and to become well-adjusted, contributing, self-sufficient members of their communities. No teenage mothers asking for assistance are denied access to the program.

The New Futures School is housed in its own facility and includes all basic services except housing. Low-cost goods are sold at a volunteer-run "Dime Store," and the facility contains a library with children's toys and books as well as student books and materials. Provided are education, vocational training, child care, health services, job development and job finding assistance, counseling and social services. Health instruction is given by nurse/health educators and a weekly prenatal clinic is operated by the University of New Mexico School of Medicine's Maternity & Infant Care Project. There are four child care facilities on site for clients' children. A Jobs Training program is available to 30 to 40 students per year in which job-finding and keeping skills are emphasized. There are five Foster Grandparents who volunteer at the facility.

Staff members possess varying areas of skills and expertise and many work as independent consultants or through technical assistance contracts. They also provide workshops, training and technical assistance to adolescent pregnancy programs as well as concerned organizations and agencies throughout the U.S. and Canada.

Source of Prevention

- special, comprehensive services school for teenage parents
- health, job training
- high success rate
- dissemination and technical assistance

The New Futures School has two departments. The largest and oldest, the Perinatal Program, serves the teenager who enters during pregnancy and remains until the end of the semester in which her child was born. If a child is younger than three months at semester end, the mother may remain for another semester. The services of the program are available to an individual for only one pregnancy.

The second department, "Young Parents' Center," is for school-age mothers and fathers who are unable to successfully participate in a regular school program following the birth of their child. Students are carefully screened, and the Young Parents' Center serves only those at highest risk from a high-risk group. It offers all of the educational and support services of the school, and clients may remain as long as need dictates provided they are showing steady progress toward attaining a GED or diploma.

The New Futures School also has an outreach program to respond to requests from schools, churches, and community agencies for presentations that will help reduce pregnancies. Presentations focus on helping them understand the realities and responsibilities of parenthood and to learn to consider how a pregnancy could affect their lives. Some 1,500 to 2,000 teenagers are reached annually by the school's presentations, which sometimes involve students and often feature the school's self-produced video titled "See What the Future Will Bring." New Futures, Inc. also sponsors training series for parents of pre-teens, "Family Talks," to help parents educate their children about sex and to foster a sense of self-worth in their children.

The school has had impressive results with high-risk pregnant teenagers and young mothers. Almost 75 percent of the students continue on to a post-secondary education. Nationally, fewer than half of teenage parents graduate from high school. The school's rate of low birth weight babies is lower than the national average for teenage mothers and repeat pregnancies are less than half that of the national rate.

A drawback to replication of the New Futures school is its size and scope, which makes it extremely expensive.

For further information contact:

Virginia Sisneros
Director of Day Care Services
New Futures School
5400 Cutler NE
Albuquerque, NM 87110
(505) 883-5680
(505) 880-3977

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Host a retreat with school representatives and district attorneys to explore which county programs could effectively be provided within school-based settings during and after school

Operation Schoolhouse (Ocean County, New Jersey)

Program Type:	After-school tutorial program
Target Population:	Public housing students in grades K-6
Project Startup Date:	October 1990
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Federal grants, State and local funds, and asset forfeiture funds.

Program Objectives/Description:

Operation Schoolhouse is an afterschool tutorial program for economically and socially disadvantaged students residing in an Ocean County, New Jersey, public housing project. Upon an agreement between the tenants and the Ocean County Narcotics Strike Force, the following components were identified: a large, single complex with a major drug problem; law-abiding residents who resist drug dealers; a progressive school system; and a law enforcement presence to support the educational activities.

To provide space for the program, the local housing authority leased space with the housing project to the school system for \$1 a year. Before Operation Schoolhouse started, the County Department of Corrections provided inmates on work details to refurbish the space with fresh paint and furniture, which were provided from the prosecutor's asset forfeiture fund.

The school district used moneys from a federal grant to pay teachers who volunteered to teach three evenings a week for 2-hour sessions. Teachers provided additional instruction and assistance to students in kindergarten through grade 6. Because of the tutorial program, the complex was designated as a Drug-Free School Zone under New Jersey's criminal code. "Drug-Free School Zone" signs were purchased by the prosecutor and posted throughout the complex to warn of mandatory penalties under state law for the possession or distribution of drugs. Investigators from the prosecutor's office are present at the complex during program hours to prevent drug dealers or others from interfering with the tutorial program and to ensure the safety and welfare of the teachers and students.

Community Endeavor

- afterschool tutoring for students in public housing
- professional teachers
- law enforcement during program hours
- strict eligibility criteria

The results of the program have been encouraging. Initial reports show that up to 40 students attend each session. Participation by the children has been consistent, and significant progress has been made in improving their interest in education and their educational performance. Some teachers report that for the first time ever, participating students are turning in their homework in school. The reaction of the teachers has been so positive that the initial sign-up week provided a sufficient number of volunteer teachers for the entire school year. Children have stated that they have been able to obtain the additional help and guidance they need. Due to the program's success, Berkeley Township and Ocean County have added funding to the program through the Board of Education to provide counseling services to students and to expand the program to cover grades K-12. A local college is also providing student teachers to help at the program and to gain teaching experience.

For further information contact:

Sergeant Ed Kayler
Ocean County Prosecutor's Office
County Courthouse—CN 2191
Toms River, NJ 08754
(908) 929-2027
(908) 506-5023 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategies: Explore programs/policies with local schools to provide alternatives for youth

Student Athlete Day (University of Maryland, College Park, Maryland)

Program Type:	Alternatives for at-risk youth/mentoring
Target Population:	At-risk and nonviolent delinquents at the University of Maryland-College Park Campus
Project Startup Date:	April 6, 1993
Annual Budget/Number of Persons Served Annually:	No set budget; uses volunteers/30–40 youth per year
Sources of Funding:	University of Maryland, Maryland Department of Juvenile Services

Program Objectives/Description:

The Student Athlete Day brings juvenile offenders in the Baltimore-Washington area together with student athletes at the University of Maryland for a day of activities stressing academic achievement and athletic competition.

The athletes act as role models and play a constructive role in the community, while the juveniles are coached in team and individual sports and see firsthand how academics and sports can lead to an enriching school experience. Activity stations are set up in the campus athletic fieldhouse. The juveniles rotate among the six stations, learning something about each sport activity. Coaches in the team sport sections work to encourage each juvenile to be fully involved. At the basketball hoops, each student gets 30 seconds to make as many baskets as possible. The university students take the juveniles on campus tours. A lunch is provided, with students acting as discussion group leaders. An awards ceremony concludes the day.

The program is sponsored by the University of Maryland Department of Intercollegiate Athletics, the Academic Support for Returning Athletes Program, the Maryland Department of Juvenile Services, and the University of Maryland Criminology Alumni Chapter.

For further information contact:

Dr. Martin Schugam
Maryland Department of Juvenile Services
President, Criminology Alumni Chapter
321 Fallsway
Baltimore, MD 21202
(410) 333-6867
(410) 333-2888 (fax)

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Explore programs/policies with local schools to provide alternatives for youth

The Texas Middle School Network (Austin, Texas)

Program Type:	Supports restructuring of middle schools to meet the full range of early adolescents' needs
Target Population:	Early adolescents
Annual Budget:	\$3,500 for staff development at each mentor school
Sources of Funding:	Original funding for network from 1989 Carnegie grant; continuing funding from the Texas Education Agency

Program Objectives/Description:

In the midst of the dramatic growth and adjustment of early adolescence, young people need personal support from the school. Changes in other traditional support systems such as family, community, and faith institutions have heightened this need.

In the Texas Middle School Network a strategy to provide this support ensures that each student spends time regularly with an advisor who knows him or her well and becomes a mentor. To further help reduce feelings of anonymity and create a sense of community, schools break the student body into manageable units—around 120 to 150 students, in most cases—that share a group of 4 or 5 teachers through the course of the day.

Cooperative learning addresses young adolescents' needs for social interaction, encourages them to take responsibility for their own learning, and promotes higher order thinking skills. A comprehensive Student Assistance Program provides counseling and referrals for students experiencing health, emotional, social, or personal problems. Some schools have school-based health clinics as well. Services and specifics vary from school to school, but program goals ensure many common denominators, such as substantive parent involvement, connection with the community, a broad range of student support services, academic teaming, and flexible scheduling. Research has demonstrated these practices and services as effective in improving student performance. They are key to the Texas Middle School Network, a linked system of mentor schools and network schools.

The Texas vision for restructuring middle schools was based on the Carnegie Corporation of New York's 1989 publication, *Turning Points*, that presented findings from an intensive study of the educational status of 10- to 15-year-olds and contained recommendations for making education developmentally appropriate for this adolescent age group rather than adapting high school practices. After a Carnegie grant to develop policy directions for middle-level education in Texas was received, a task force was appointed that developed a middle-grades policy statement for the state board of education, and the Division of Middle School Education was established.

Currently, 60 "mentor schools" and over 800 member schools comprise the network. All middle schools in the state are invited to join, free of charge. Mentor schools, selected for their demonstrated ability to implement effective and developmentally appropriate middle-school practices, commit themselves to providing technical assistance and intensive, ongoing professional development for others serving middle-grade students. These schools serve as laboratories and demonstration sites for a comprehensive set of practices designed to make middle schools more effective in meeting the needs of early adolescents.

All network schools may take advantage of staff development opportunities offered through the mentor schools as well as statewide middle school symposia at no cost. Some mentor schools pool resources with districts, education service centers, or professional organizations to sponsor conferences featuring nationally recognized experts.

Texas has an extensive data base on student demographics and program results and has recently completed the data on practices and methods currently in place in the state's middle schools. The data base is expected to be completed by fall of 1994 at which time analysis will begin. Positive results were demonstrated on student performance through studies of a similar middle school initiative in Maine. Future plans call for expansion of the network to all middle schools and to achieve a ratio of one mentor school to each 20 network schools. Expansion will require 80 mentor schools, or about 20 more than currently exist.

For further information contact:

Melody Johnson, Senior Director
Division of Middle School Education
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701
(512) 463-9223
(512) 463-9838 (fax)

Once of Prevention

- comprehensive centers for thrust youth
- involves parents; good community collaboration
- 3D program commits youth to a drug-free lifestyle

Recommendations for Education and Training: Coordination/Collaborative

Strategy: Explore programs/policies with local schools to provide alternative

- comprehensive centers for troubled youth
- involves parents, good community collaboration
- 3D program commits youth to a drug-free lifestyle

Truancy Habits Reduced, Increasing Valuable Education (THRIVE), and 3D (Don't Do Drugs) (Oklahoma City, Oklahoma)

Program Type:	School-based intervention and drug prevention
Target Population:	School aged youth
Project Startup Date:	1989
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Federal grants, private foundations, donations of in-kind services

Program Objectives/Description:

THRIVE and 3D, the result of research and strategies by the Oklahoma County Coalition of Citizens and Professionals for Youth, are operated by Youth Cornerstone, Incorporated, a private, nonprofit organization.

The purpose of the THRIVE program is to keep children in school and out of criminal activity, such as burglaries and drug use. THRIVE centers serve as locations for the police to bring juveniles who are absent from school without an excuse. Parents are notified and required to pick up the child at the center. THRIVE is an interagency, collaborative project. Each participating agency of this interagency, collaborative project operates under a set of guidelines and signs a memorandum of agreement that specifies the resources each agency will devote to the project. The centers are staffed daily by an Oklahoma City police officer, who ensures security, and a school system staff person. Other staff include a social worker, two case managers, and a secretary. The district attorney's office provides rotated staffing for the center 1 day per week. The Oklahoma County Youth Services Agency has agreed to take youth at the end of the day, if a truant's parents cannot be located.

Prior to the inception of the program, new legislation was needed to authorize police officers to pick up school-age children or adolescents on the street during school hours and bring them to the THRIVE center. The district attorney's office and the coalition worked with state legislative staff to draft the legislation. They met with each agency head to address any concerns before the bill was introduced to the state legislature in an effort to mitigate any potential opposition.

During the 1991-92 school year, 446 youth were processed through the two THRIVE centers. The Oklahoma City Public School System reports a steady decline in the drop-out rate from 5.9 percent in 1988-89 to 4.1 percent in 1991-92. Over the last 3 years of program operation, the Oklahoma City Police Department reports a 27-percent decline in the number of daytime burglaries. The THRIVE program has received favorable support in the media,

Recommendations for Education and Training: Coordination/Collaboration

Strategy: Explore programs/policies with local schools to provide alternatives for youth

Truancy Habits Reduced, Increasing Valuable Education (THRIVE), and 3D (Don't Do Drugs) (Oklahoma City, Oklahoma)

Program Type:	School-based intervention and drug prevention
Target Population:	School aged youth
Project Startup Date:	1989
Annual Budget/Number of Persons Served Annually:	N/A
Sources of Funding:	Federal grants, private foundations, donations of in-kind services

Program Objectives/Description:

THRIVE and 3D, the result of research and strategies by the Oklahoma County Coalition of Citizens and Professionals for Youth, are operated by Youth Cornerstone, Incorporated, a private, nonprofit organization.

The purpose of the THRIVE program is to keep children in school and out of criminal activity, such as burglaries and drug use. THRIVE centers serve as locations for the police to bring juveniles who are absent from school without an excuse. Parents are notified and required to pick up the child at the center. THRIVE is an interagency, collaborative project. Each participating agency of this interagency, collaborative project operates under a set of guidelines and signs a memorandum of agreement that specifies the resources each agency will devote to the project. The centers are staffed daily by an Oklahoma City police officer, who ensures security, and a school system staff person. Other staff include a social worker, two case managers, and a secretary. The district attorney's office provides rotated staffing for the center 1 day per week. The Oklahoma County Youth Services Agency has agreed to take youth at the end of the day, if a truant's parents cannot be located.

Prior to the inception of the program, new legislation was needed to authorize police officers to pick up school-age children or adolescents on the street during school hours and bring them to the THRIVE center. The district attorney's office and the coalition worked with state legislative staff to draft the legislation. They met with each agency head to address any concerns before the bill was introduced to the state legislature in an effort to mitigate any potential opposition.

During the 1991-92 school year, 446 youth were processed through the two THRIVE centers. The Oklahoma City Public School System reports a steady decline in the drop-out rate from 5.9 percent in 1988-89 to 4.1 percent in 1991-92. Over the last 3 years of program operation, the Oklahoma City Police Department reports a 27-percent decline in the number of daytime burglaries. The THRIVE program has received favorable support in the media,

and residents of other sections of the county have requested that centers be established in their communities.

The second program is 3D—Don't Do Drugs. In this program, high school students of participating schools voluntarily submit to an initial, and later random, urine drug test in exchange for consumer discounts. The students also receive a reference confirming their drug-free lifestyle, which can be used when they apply for employment. Before participation in the program is considered, each student must present parental authorization. Only laboratories certified by the National Institute of Drug Abuse are used, and a "chain of custody" procedure is implemented to preserve the integrity of the test. Confirmation testing is automatically conducted on all positive test results to ensure validity.

The program is under the direction of the board of directors of Youth Cornerstone, Inc. Youth Cornerstone has established a 3D advisory committee, district steering committees for each school district, and chapters with a leadership panel in each participating school. It has also hired a 3D program coordinator to oversee the activities of programs throughout the county.

Currently, more than 1,000 students are participating in 3D. Program feedback from parents, students, and school officials has been positive. Committees and coalitions composed of members from a variety of backgrounds worked out various concerns early in the program development stages, thus mitigating any potential problems.

For further information contact:

Pam Harrell
Special Programs Coordinator
Office of the District Attorney
320 Robert S. Kerr Avenue
Room 518
Oklahoma City, OK 73102
(405) 841-0675
(405) 841-0756 (fax)

Bibliography

- Adams, C., and J. Fay. "Parents as Primary Prevention Educators." In *Educator's Guide to Preventing Child Sexual Abuse*, eds. M. Nelson and K. Clark, 93-97. Santa Cruz, CA: Network Publications. 1986.
- Adelman, H., and L. Taylor. "Quiet Crisis: Psychological Needs and Teen Health Care." *Access to Comprehensive School-Based Health Services for Adolescents* (Winter-Spring 1989):entire issue.
- Amer-i-can Program. *Amer-i-can Program: The Responsibility of Self-determination*. Los Angeles, CA. 1991.
- Bukowski, W.J. "School-Based Substance Abuse Prevention: A Review of Program Research." In *Childhood and Chemical Abuse: Prevention and Intervention*, eds. S. Griswold-Ezekoye, et al., 95-115. New York: Haworth Press. 1986.
- Colorado Juvenile Justice and Delinquency Prevention Council. *Using School-Based Programs to Improve Students' Citizenship in Colorado*. Denver, CO. 1987.
- Conrad, D., and D. Hedin. *Youth Service: A Guidebook for Developing and Operating Effective Programs*. Washington, DC: Independent Sector. 1987.
- Cornelius, H. "Empowering the School Community: Conflict Resolution and Mediation." In *Crime at School: Seminar Proceedings, 1987, Canberra, Australia*, ed. D. Challinger, 61-67. Canberra, Australia: Australian Institute of Criminology. 1987.
- Davis, J.M., and J. Sandoval. *Suicidal Youth: School-based Intervention and Prevention*. San Francisco, CA: Jossey-Bass, Inc. 1991.
- DiClemente, R.J. "Prevention of HIV Infection Among Adolescents: The Interplay of Health Education and Public Policy in the Development and Implementation of School-Based AIDS Education Programs." *AIDS Education and Prevention* 1(1)(Spring 1989):70-78.
- Downer, A. "Training Teachers to Be Partners in Prevention." In *Educator's Guide to Preventing Child Sexual Abuse*, eds. M. Nelson and K. Clark, 80-86. Santa Cruz, CA: Network Publications. 1986.
- English, A., and L. Tereszkievicz. *School-Based Health Clinics: Legal Issues*. New York: Carnegie Corporation of New York. 1988.
- Fagan, R. "Schooling Children About Alcohol Abuse." *School Safety* (Winter 1988):24-25.
- Forman, S.G., and J.A. Linney. "School-Based Prevention of Adolescent Substance Abuse: Programs, Implementation and Future Directions." *School Psychology Review* 17(4)(1988):550-558.

Gottfredson, D.C. "Empirical Test of School-Based Environmental and Individual Interventions to Reduce the Risk of Delinquent Behavior." *Criminology* 24(4)(November 1986):705-731.

Hansen, W.B. "Effective School-Based Approaches to Drug Abuse Prevention." *Educational Leadership* 45(6)(March 1988):9-14.

Haworth Press. *School-Based Affective and Social Interventions*. New York. 1987.

Kaye, C.B. "Community Service—With a Smile." *School Safety* (Spring 1989):4-7.

Kimbrough, J. "School-Based Strategies for Delinquency Prevention." In *Juvenile Rehabilitation Reader*, ed. P.W. Greenwood, IX.1-IX.22. Santa Monica, CA: Rand Corporation. 1985.

Lohrmann, D.K., and S.W. Fors. "Can School-Based Educational Programs Really Be Expected to Solve the Adolescent Drug Abuse Problem?" *Journal of Drug Education* 16(4)(1986):327-339.

MacKinnon, D.P., M.D. Weber, and M.A. Pentz. "How Do School-Based Drug Prevention Programs Work and for Whom?" In *Perspectives on Adolescent Drug Use*, ed. B. Segal, 125-143. Rockville, MD: U.S. Department of Health and Human Services, National Institute on Drug Abuse, National Cancer Institute. 1989.

Plunkett, S. "Conflict Resolution: An Alternative Approach to School Discipline." *Crime at School: Proceedings of a Seminar Held 2-4 June 1987 in Canberra*, ed. D. Challinger, 69-74. Phillip Act, Australia: Australian Institute of Criminology. 1987.

Roth, H.J. "School Counseling Groups for Violent and Assaultive Youth: The Willie M's." *Journal of Offender Rehabilitation* 16(3/4)(1991):113-131.

Roth, J., and J.M. Henrickson. "Schools and Youth Organizations: Empowering Adolescents To Confront High-Risk Behavior." *Phi Delta Kappan* 72(8)(April 1991):619-622.

Sadalla, G., M. Henriquez, and M. Holmberg. *Conflict Resolution: A Secondary School Curriculum*. San Francisco, CA: Community Board Program. 1987.

Sadalla, G., M. Holmberg, and J. Halligan. *Conflict Resolution: An Elementary School Curriculum*. San Francisco, CA: Community Board Program. 1990.

Sheppard, M.A. "Drug Abuse Prevention Education: What Is Realistic For Schools?" In *Drug Abuse*, ed. R.J. Reitz, 249-255. Bloomington, IN: Phi Delta Kappa. Center on Evaluation, Development, and Research. 1987.

Spergel, I., and A. Alexander. *School-based Model*. Chicago, IL: University of Chicago School of Social Service Administration, National Youth. 1991.

U.S. General Accounting Office. *Drug Education: School-based Programs Seen As Useful But Impact Unknown*. Washington, DC. 1990.

Wurtele, S.K. "School-Based Sexual Abuse Prevention Programs: A Review." *Child Abuse and Neglect* 11(4)(1987):483-495.

Curriculum

RECOMMENDATIONS FOR EDUCATION AND TRAINING

Curriculum

- ☐ Develop and implement programs that teach personal responsibility.
- ☐ Initiate and expand education programs on gang issues.
- ☐ Support inclusion of conflict resolution in K—12 curricula.
- ☐ Create law-related education programs to instruct children on the dangers of gang violence.
- ☐ Make health education a required course in Denver Public Schools (as a way of preventing teen pregnancy).

Recommendations for Education and Training: Curriculum

Strategy: Support inclusion of conflict resolution in K-12 curricula

Boston Area Educators for Social Responsibility (BAESR) (Boston, Massachusetts)

Program Type:	Conflict resolution, violence prevention, diversity
Target Population:	Teachers, counselors, administrators, parents
Project Startup Date:	1982
Annual Budget/Number of Persons Served Annually:	Unknown
Sources of Funding:	Foundations, membership fees, fees for service

Program Objectives/Description:

Boston Area Educators for Social Responsibility conducts conflict resolution programs for teachers, counselors, and school administrators. Programs are specifically designed for classroom management, curriculum infusion, and overall school change. Participants examine the nature and causes of conflict and learn practical methods for dealing more effectively with conflict. BAESR's approach to conflict resolution education includes appreciation of diversity, cooperation skills, multicultural education, anger management, and violence prevention.

BAESR's school workshops introduce educators to the concepts of creative conflict resolution, including resolution through children's literature, negotiation, mediation, and appreciation of diversity. At BAESR's in-depth institutes, educators devise specific classroom plans to promote a cooperative environment, learn to integrate conflict resolution into the existing curriculum, build effective strategies for dealing with student prejudices, and develop school violence prevention strategies.

BAESR also creates and conducts long-term programs in school systems dedicated to school-wide change. The Boston Conflict Resolution Program (BCRP), currently running in several urban elementary schools, includes conflict resolution, violence and gang prevention, and methods of dealing with multicultural conflict. BCRP was cited by the Carnegie Foundation as one of 11 state-of-the-art violence prevention programs in the nation.

Educators for Social Responsibility, the national organization of which BAESR is an affiliate, seeks to make social responsibility an integral part of education in the nation's schools. It creates and disseminates new ways of teaching and learning that help young people participate in shaping a better world. Programs and products stimulate critical thinking about controversial issues, teach creative and productive ways of dealing with differences, promote cooperative problem solving, and foster informed decisionmaking.

For further information contact:

Rachel Poliner

Director (BCRP)

19 Garden Street

Cambridge, MA 02138

(617) 492-8820

(617) 864-5164 (fax)

Ounce of Prevention

- alternative school for at-risk youth, not hardened delinquents
- focus on vocational training for food service industry
- variety of services available

Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

The Chesapeake Foundation for Human Development (Baltimore, Maryland)

Program Type:	Juvenile day treatment vocational center/alternative school
Target Population:	Middle school, and secondary school youth at risk
Project Startup Date:	1974
Annual Budget/Number of Persons Served Annually:	\$550,000/125 youth
Sources of Funding:	Maryland Department of Juvenile Services; government grants/contracts; public, private, corporate, foundation, organizational, and institutional funding; Hollywood Diner food sales (nearly 10 percent)

Program Objectives/Description:

The Chesapeake Center's purpose is to help older children and youth-at-risk of Baltimore find satisfying and appropriate ways of living. It operates programs that prevent the "revolving door" in and out of Maryland juvenile institutions and that serve as alternatives to placement of juveniles in costly out-of-state facilities and treatment centers.

Program activities focus on the Chesapeake Center Alternative School and the Hollywood Diner (site of the motion picture *Diner*) where students receive vocational training and learn skills for employment in the food services industry. The school's curriculums and the Center's services include a middle school/secondary school curriculum (grades 7-9); pre-GED, GED, precareer and technological education. Counseling and psychiatric consultation are available, and the Center supports parent support groups. Recreational activities include sports and field trips. Vocational training focuses on woodworking and carpentry and food services.

Staff include certified teachers, vocational specialists, administrative personnel, and classroom aides. A consulting psychiatrist is retained by the Center. Volunteers are supervised by staff and often include students from colleges and universities serving internships or conducting field work.

The Chesapeake Foundation for Human Development was founded in Annapolis, Maryland, in 1974 and moved to Baltimore in 1978 where it established operations in a former church building that had been unused since the 1950's. In 1993, a 4,100-square-foot addition was added that contains classrooms, offices, a reception area, and multipurpose space. Renovations have added a computer lab, new kitchen facilities suitable for vocational training, and a student lunchroom/lounge.

The Chesapeake Center serves teenagers from 13 to 18 years of age who need a structured academic environment, lack traditionally accepted values or have minor emotional disturbances, but who have a desire to improve their skills and to remain outside juvenile institutions. Students may be referred by families or service agencies. The Center cannot effectively serve adolescents with an I.Q. below 65 or those who have been recommended for substance abuse treatment but have not received it. Neither can it accept individuals who have physical handicaps that prevent them from participating in all Center programs and activities.

A recently begun activity is "Youth Opportunities," for which the Chesapeake Center will become an anchor site for the Baltimore City Office of Employment Development. The Center is offering additional services that will help many young people overcome barriers such as lack of education, specific job skills, and poor self-esteem that prevent them from obtaining employment. For this program, youths must be between 16 and 21 years of age and able to meet certain income eligibility requirements.

For further information contact:

Ivan Leshinsky, Executive Director
P.O. Box 2763
301 East Patapsco Avenue
Baltimore, MD 21225
(410) 355-4698
(410) 354-8160 (fax)

Recommendations for Education and Training: Curriculum

Strategy: Support inclusion of conflict resolution in K-12 curricula

Children's Creative Response to Conflict

Program Type:	Peer mediation, conflict resolution, bias awareness
Target Population:	Teachers, students (K-12), parents, community-based organizations
Project Startup Date:	1972
Annual Budget/Number of Persons Served Annually:	\$350,000/10,000
Sources of Funding:	Private foundations, contributions, fees for service

Program Objectives/Description:

The Children's Creative Response to Conflict (CCRC) program provides specially designed activities in which participants experience ways to examine conflict and develop solutions. Activities give participants the skills to communicate more effectively, build a cooperative environment in which conflict resolution can be practiced and discussed creatively, and improve self-concept.

Teachers frequently express frustration at the amount of class time spent in dealing with persistent conflicts. Many of the conflicts are student-student conflicts, such as fighting over property or a place in line, which lend themselves to mediation. The sheer volume of conflicts underscores the need for development of effective conflict resolution skills.

CCRC believes that conflict is a normal and unavoidable part of life, that the process of resolving conflict leads to personal growth, that there is no one right answer or solution, and that everyone can learn positive conflict resolution skills through practice. CCRC materials explore the roots of conflict and violence, believing that the wider conflicts in our society and the world will continue to threaten our civilization until citizens learn to deal constructively with personal and community problems.

CCRC is an experiential program. Sessions begin by inviting participants to sit in a circle to emphasize equality and encourage participation. Activities fall within the following themes: cooperation, communication, affirmation, conflict resolution, problem solving and mediation, and bias awareness.

CCRC conducts workshops; teaches courses for credit; and publishes a songbook, a newsletter, and activity handbooks for facilitators.

For further information contact:

Priscilla Prutzman

Director

Children's Creative Response to Conflict

Box 271

523 North Broadway

Nyack, NY 10960

(914) 358-4601

(914) 358-4924 (fax)

Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Classroom, Clinic, and Community: A Comprehensive Approach (New York City, New York)

Program Type:	School-based health education and intervention
Target Population:	Middle school youth
Project Startup Date:	October 1992
Annual Budget/Number of Persons Served Annually:	\$3,134,270 over 5 years
Sources of Funding:	Federal grant

Program Objectives/Description:

The Classroom, Clinic and Community: A Comprehensive Approach targets African-American and Hispanic students in two middle schools in Brooklyn's Fort Greene area. The project is testing whether a comprehensive school-clinic-community health program can lead to more profound changes in violence-related, sex-related, and other risk behaviors and positively affect the overall health of adolescents, compared with a comprehensive health education curriculum. Headed by the associate director and senior evaluator of Educational Development Center's Center for Health Promotion and Education, the project includes psychologists, physicians, and epidemiologists, as well as subcontracts with the New York City Schools, the New York Academy of Medicine, the Brooklyn Boys and Girls Clubs, and the New York City Health Department. The experimental condition will include a school-based health clinic, provided under contract through the New York City Health Department, as well as community outreach provided through the Boys and Girls Club, which is in the treatment school neighborhood. The staff of the community organization, the school, and the school clinic will be trained as a group on the content of the intervention, and on implementation policies and procedures.

For further information contact:

Dr. Lydia O'Donnell
Educational Development Center
55 Chapel Street
Newton, MA 02160
(617) 969-7100

Recommendations for Education and Training: Curriculum

Strategy: Initiate and expand education programs on gang issues

Gang Resistance Education and Training (GREAT) (Glynco, Georgia)

Program Type:	Prevention
Target Population:	At-risk youth in grade 7
Project Startup Date:	1991
Annual Budget/Number of Persons Served Annually:	Not given
Sources of Funding:	Federal

Gang Resistance

- sends officers into classes
- targets seventh graders
- discuss responsibilities of community members
- teaches to avoid membership

Program Objectives/Description:

When Phoenix, Arizona, law enforcement formed a partnership with local educators and community leaders to develop an innovative, comprehensive anti-gang program, the result was GREAT. The program strives to point potential gang members in different directions, so that gangs lose their allure and following.

Following the success of the Phoenix project, Glynco and other cities across the country have instituted the program, which goes into the classroom to prevent young students from joining gangs. Specially trained, uniformed police officers teach GREAT to seventh grade classes during the regular school year. In eight 1-hour sessions, students learn to set goals for themselves, act in their own best interest when faced with peer pressure, and settle disputes peacefully.

Officers create an atmosphere of understanding to enable all parties to better address problems and work on solutions together. Classes discuss how communities are affected by violence, drugs, and cultural differences, and the diverse responsibilities of individuals in a community. GREAT provides youth with the skills and information they need to say "no" to gangs and become responsible members of society.

Police training for national expansion of GREAT is supported by the Bureau of Alcohol, Tobacco, and Firearms and the Federal Law Enforcement Training Center. More than 200 agencies in 34 cities are currently operating GREAT programs.

For further information contact:

Patricia H. Andrew
Program Manager
Federal Law Enforcement Training Center, Building 67
Glynco, GA 31524
(912) 267-2345
(912) 267-2894 (fax)

Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Legal Lives: Partnership for Respect and Esteem (Brooklyn, New York)

Program Type: School-based drug education and hate crime prevention

Target Population: Youth in schools

Project Startup Date: January 1990

Annual Budget/Number of

Persons Served Annually: N/A

Sources of Funding: Federal and state grants

Source of Prevention

- brings assistant DAs into classrooms to teach about drugs and hate crimes
- collaborates with teachers to develop curriculum
- minorities as role models

Program Objectives/Description:

Legal Lives: Partnership for Respect and Esteem was established as a school-based education program to prevent drug use and hate crimes. The program requires all newly hired assistant district attorneys to adopt an elementary school and recruits volunteers from among existing staff, including non-attorneys, such as investigators and management information specialists. In addition to their regular responsibilities and caseloads, adopters devote a total of 10 hours per month to program activities, including teaching a class once every 2 weeks throughout the school year.

During September and October, paired teachers and adopters attend training conducted by the unit chief and director of training. The law-related curriculum, which emphasizes drug and hate crime, is developed by a committee of teachers, adopters, training organizations, and Legal Lives staff, drawing upon materials from a number of sources, including the National Training and Dissemination Program (NTDP), the Anti-Defamation League, and Boys and Girls Clubs of America. The Legal Lives staff also have developed their own curriculum, which is being field-tested in the schools and is available for any interested district attorney's office.

Legal Lives differs from Project DARE in that it requires that teachers and adopters work in partnership and attend training together; the program does not focus solely on drugs; and teachers incorporate the program's curriculum into their own. There is also a conscious effort to include minority attorneys and judges in the program to serve as role models for the students.

For further information contact:

Mary Hughes

Unit Chief

Legal Lives Partnerships

Kings County

210 Joralemon Street

Brooklyn, NY 11201

(718) 802-2698

(718) 852-8723 (fax)

~ ~

Recommendation for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Male Alliance for Life Extension (Raleigh, North Carolina)

Program Type:	Peer education
Target Population:	Males ages 9-14
Project Startup Date:	February 1992
Annual Budget/Number of Persons Served Annually:	\$50,000/a minimum of 5,000 youth
Sources of Funding:	State grants (North Carolina Department of Environment, Health, and Natural Resources)

Community Endeavor

- advisory board
- after school programs to boost self-esteem and delay fatherhood
- youth trained as mentors, advisers and educators

Program Objectives/Description:

The Male Alliance for Life Extension (M.A.L.E.) is a community coalition representing groups and individuals who are interested and concerned about the plight of young minority males. The alliance functions as a working advisory board with major emphasis on teenage pregnancy, violence prevention, and other issues that threaten the life extension of young minority males. Currently, M.A.L.E. is the advisory board for the Wake County Department of Health's Brothers to Brother Project and Violence Prevention Project.

Brothers to Brother is a school, community, and agency initiative in male involvement for the prevention of adolescent pregnancy. Brothers to Brother uses after-school health education and tutorial sessions and activities geared toward boosting young people's self-esteem to encourage abstinence and the delay of first-time fatherhood. High school students are employed by the Wake County Department of Health as part-time peer educators and are paid an hourly stipend. These peer educators are trained for more than 50 hours by health educators. After graduation, the peer educators are called student mentors who disseminate information to younger boys ages 9-14 on such issues as puberty, self-esteem, decisionmaking, abstinence, teenage pregnancy, and AIDS and sexually transmitted diseases. Each student mentor travels to a different destination throughout the county. Once the student mentor makes a connection and forms a bond, he or she stays with that group throughout the duration of the series.

The Violence Prevention Project, which seeks to reduce the interpersonal violence among adolescents, builds on the Brothers to Brother Project. The student mentors conduct violence prevention education programs and work with the Medication Services of Wake, Inc., to conduct mediation sessions.

Brothers to Brother is sponsored by the Wake County Department of Health, the Wake County Public School System's Helping Hands Project, the Raleigh Housing Authority, the Raleigh Boys Club, and the Alpha Phi Alpha Fraternity, Inc.

For further information contact:

C. Rick Peppers

Project Coordinator

10 Sunnybrook Road

P.O. Box 14049

Raleigh, NC 27620

(919) 250-4535

(919) 250-4443 (fax)

✓ ~~(919) 250-3984 (fax)~~

Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Parents as Teachers (PAT) National Center, Inc.

Program Type:	Provides parenting education through home visits and group meetings
Target Population:	Parents of young children, birth through three
Project Startup Date:	National Center: 1987; (Pilot Program 1981) Missouri
Annual Budget/Number of Persons Served Annually:	Cost per person served is \$589 per year
Sources of Funding:	Local, state, private and foundation funding

Program Objectives/Description:

Parents as Teachers began in 1981 in Missouri as a pilot project for first-time parents with infants. With funding from the Missouri Department of Elementary and Secondary Education and the Danforth Foundation, four school districts, representing the state's rural, urban and suburban communities launched the program. Missouri began funding the PAT program in all 543 of its school districts in 1985. Since then, PAT has served more than a half million Missouri families and the program has been replicated in 43 other states and Washington, D.C.; and in Australia, England, New Zealand, and in the West Indies.

The Parents as Teachers National Center was established by the Missouri Department of Elementary and Secondary Education in 1987. It was incorporated as a not-for-profit organization in 1990. The national Center conducts institutes on parent-child early education that have been attended by educators and other professionals from all over the United States and around the world. The Center has trained and certified more than 5,000 parent educators.

In addition to training and technical assistance, the Center provides curriculum development, research and promotion of public policy that supports early childhood family education. The PAT model is being adapted to serve families of varying kinds and in differing circumstances:

- PAT for Teen Parents offers instruction and guidance to help teen parents with raising a child. Teenage mothers are helped to graduate from high school; chances of a second early pregnancy are reduced and fewer babies are developmentally delayed.
- PAT for High Needs Families reaches families with multiple needs through Even Start and other Chapter 1 programs, Head Start, public housing projects, and others.
- PAT in The Child Care Center strengthens the relationship between parents and child care providers by helping them share an understanding of the child along with

common goals and experiences. Centers report improved infant and toddler care and better communication between parents and caregivers.

- PAT for Native Americans was implemented by the Bureau of Indian Affairs on reservations to help address problems of underachievement and school dropout among Native American children. The Bureau wants to expand the program to all of its 144 school sites.
- PAT in the Workplace was established to meet the needs of working parents, and has been adopted by several large corporations. One company includes the PAT program in its employee benefit package.

Military families and families in transition from homelessness are also served in separate programs.

Recent research has shown that parents' belief in the program's effectiveness is supported by fact and figures. An independent evaluation of the pilot program demonstrated that children who participated in PAT were significantly advanced over their peers in language, social development, problem solving and other intellectual abilities. In 1989, a follow up study showed that PAT children scored significantly higher on standardized measures of reading and math achievement in first grade. A significantly higher proportion of PAT parents initiated contact with teachers and participated in the child's schooling

In 1991, a Second Wave evaluation of the program's impact on 400 randomly selected families in Missouri showed that both children and parents continue to benefit from PAT. Children performed significantly higher than national norms on measures of intellectual and language abilities, despite the fact that the Second Wave sample was over-represented on all traditional characteristics of risk. Parent knowledge of child development and parenting practices significantly increased for all types of families.

Awards and honors have come from the Ford Foundation and John F. Kennedy School of Government at Harvard (Innovations in State and Local Government); the Council of State Governments and the Department of Education. PAT has been featured in national print and broadcast media as a program that has helped make a difference in education.

Sources for Additional Information: Parents as Teachers National Conference, June 23-25, 1994, St. Louis Mo.

For further information contact:

Mildred Winter, Director or Joyce Rouse, Deputy Director
9374 Olive Blvd.
St. Louis, MO 63132
(314) 432-4330
(314) 432-8963 (fax)

Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Parents as Teachers (PAT) (National City, California)

Program Type:	Provides parenting education through home visits and group meetings
Target Population:	Parents of young children
Project Startup Date:	1985 (Pilot Program 1981) Missouri
Annual Budget/Number of Persons Served Annually:	From October 1987 to March 1994, parent educators made over 6,541 home visits and spoke at 187 parent meetings/cost per PAT family is approximately \$765 per year
Sources of Funding:	Stuart Foundation remainder from Chapter 2 funds and district in-kind contributions; 1993–94 budget is 100,000 funded by Chapter 1, Chapter 2, and district contributions

Program Objectives/Description:

When a school district or community agency adopts the nationally recognized Parents as Teachers (PAT) model—originated in Missouri—it preserves basic PAT principles and methods and, at the same time, adapts the program to meet local needs. In all PAT programs, trained professionals make home visits to parents of young children. The visitors describe model parenting skills, provide developmental information so that parents can make informed choices, and introduce activities for growing children. Currently 1,045 PAT programs operate in 42 states and 3 foreign countries.

In 1987 the National School District (NSD) in National City, California, decided to try PAT out of a conviction that when parents get involved in promoting their children's early development, they stay involved in the children's education. In addition, the NSD was concerned about the declining level of readiness of preschool and kindergarten students entering school for the first time.

In the NSD program, parents of infants aged 2-1/2 years or younger can enroll in PAT and remain until the child is 3. All families are eligible, regardless of socioeconomic status, and participation is entirely voluntary. Since 78 percent of families in the NSD program are Hispanic and many speak only Spanish, services and materials are provided in Spanish or English.

Each family receives one home visit a month until the child turns 3. During these visits, the visitor gives the parent specific strategies to address individual concerns, such as toilet training, discipline, and appropriate toys. Concerns are always followed up at the next home

visit. In addition, children are screened periodically for vision, hearing, and normal growth and development, and are referred to health and other services when appropriate. An extended program for 3- to 5-year-olds is forthcoming.

At PAT parent meetings, held at least three times a month, child care is provided and discussion among parents is encouraged. A special feature of the NSD program is a 6-week parenting class offered when children are close to school age. This class is for parents who have graduated from PAT in order to help bridge the gap between PAT and school.

PAT is also adapted for teenage parents in the NSD program. While teenage parents are eligible to receive home visits, family circumstances often do not permit a typical home visit, and teenagers seem to prefer group meetings. For most teenage parents who are in school, participating in PAT means meeting weekly for 2 hours in a small group setting. Fathers are encouraged to come too, and all teenagers receive school credit for attending. During the first hour, each parent is given individualized information relating to her/his child; the second hour is a group lesson on a topic related to the needs of adolescents.

The Stuart and Packard Foundations sponsored a comprehensive research study on the National City PAT program. Stanford Research Institute International implemented a 2-year evaluation plan to compare PAT 3-year-olds to a control group. The findings proved a consistent beneficial effect from participation in PAT on virtually all measures used in the evaluation.

For further information contact:

Diane Davis
Coordinating Parent Educator
Parents as Teachers Program
National School District
1500 N Avenue
National City, CA 91951
(619) 478-6791
(619) 477-5144 (fax)

Recommendations for Education and Training: Curriculum

Strategy: Develop and implement programs that teach personal responsibility

Reaching Adolescents, Parents, and Peers (RAPP) (Durham, North Carolina)

Program Type:	School-based health education intervention
Target Population:	Middle school students
Project Startup Date:	October 1992
Annual Budget/Number of Persons Served Annually:	\$4,376,383 over 5 years
Sources of Funding:	Federal grant

Program Objectives/Description:

The Reaching Adolescents, Parents, and Peers (RAPP) program provides multifaceted intervention efforts for 1,800 African-American middle school students in the Durham community. The project team is headed by a sociologist with degrees in public health and social work. Team members include epidemiologists, health policy specialists, psychologists, physicians, and community-based organization staff from Durham, the University of North Carolina, Duke University and North Carolina Central University. The project is based on several complementary theoretical perspectives that target issues in adolescent development and the causes of deviance and nonconformity. The model assumes that the circumstances that promote problem behaviors range from the individual attributes of the adolescent to the family and social factors and to cultural beliefs about risky behaviors. The project team argues that when young people are moving from elementary school to middle schools is a good time to provide more positive approaches to risky behavior. The intervention addresses cognitive and problem-solving skills, as well as working with parental, peer, and social influences on adolescents' behaviors. Teachers and community leaders help students adopt appropriate behavior through activities such as participation in programs to help other young people.

For further information contact:

Dr. Dorothy Brown
Project RAPP
1111 Fayette Street
Durham, NC 27701
(919) 688-9600

Recommendations for Education and Training: Curriculum

Strategies: Support inclusion of conflict resolution in K-12 curricula

Resolve All Problems Peacefully (RAPP)

Program Type:	School-based conflict resolution
Target Population:	Elementary, middle school, high school
Project Startup Date:	March 1989
Number of Persons Served Annually:	500-600 students

Program Objectives/Description:

Faculty at Ferguson Middle School in St. Louis, Missouri, realized that although suspension and expulsion were the last resorts in dealing with student strife and violence, there was no "first resort." The Resolve All Problems Peacefully (RAPP) program at Ferguson was designed to provide students with a positive approach to dealing with conflict. Of course, the immediate goal of the program was to reduce the number of conflicts at the school; more lasting goals included increasing student self-esteem by empowering them with the ability to resolve their own conflicts in a way that would be satisfactory to them, teaching conflict resolution skills that the students could use outside of school, and sharing with students the responsibility for creating a positive school environment free of strife and violence.

The program involved training students in peer mediation skills. Students who were selected for the training program had to be recognized leaders among their peers. In some cases, they were not necessarily teachers' favorite students. At the end of the training sessions, these students were given the responsibility of mediating conflicts between other students totally independent of faculty involvement. When conflicts broke out, students involved in the conflict were given the choice of going to mediation or going to the office. Students always chose mediation. Conflicts that could not be resolved were sent to the office, depending on the severity of the problem.

In the second year of the program, nominal changes were made in the process of selecting student nominees and in the referral process, but the overall structure of the program remained basically the same. So far, more than 90 percent of the conflicts referred to student mediators were resolved.

For further information contact:

RAPP (Resolve All Problems Peacefully)
Ferguson Middle School
701 January Avenue
St. Louis, MO 63135
(314) 521-5792

Recommendations for Education and Training: Curriculum

Strategy: Support inclusion of conflict resolution in K-12 curricula

Resolving Conflict Creatively Program (RCCP) (New York City Public Schools)

Program Type:	Conflict resolution, intergroup relations, peer mediation
Target Population:	Students in New York City Public Schools
Project Startup Date:	May 1985
Annual Budget/Number of Persons Served Annually:	\$3 million/124,000
Sources of Funding:	Public contracts, funds, New York City Public School System, private foundations

Program Objectives/Description:

The Resolving Conflict Creatively Program (RCCP) teaches how to resolve conflicts by modeling nonviolent alternatives for dealing with conflict and teaching negotiation and other conflict resolution skills. The program is comprehensive, including elementary, secondary, and special education curricula; a student-led mediation program; a parent's program; and an administrators' component.

For elementary and secondary students, the program uses teacher-led workshops that divide separate conflict resolution skills into units. For elementary school students, units include such skills as communication, affirmation, cooperation, and acknowledgment of feelings. In all the units, students participate in activities that reinforce that particular skill. For secondary students, the units cover much of the same material for the elementary students, but with an additional focus on ways of defusing violent situations that might lead to violent confrontation. Both the elementary and secondary school programs include a student mediation component. Student mediators work to resolve conflicts among their peers in actual conflicts that break out in the school, such as in the lunch room or on the playground. RCCP regards student mediation as a key component of the program because it provides students with models for nonviolent conflict resolution and reinforces the students' emerging skills in working out their problems.

To prepare teachers to lead the workshops, RCCP staff developers conduct training sessions. Teachers not only receive instruction in how to lead their workshops, but reexamine how they handle conflict in their own lives, particularly in how they deal with their students. A new teacher in the program is assigned to an RCCP staff developer who visits with the teacher, observes classes, and gives feedback to the teacher. As the teacher gains experience in the program, the staff developer eventually relinquishes full control to the teacher. RCCP also offers training for parents, believing that if students are to be able to use their emerging conflict resolution skills outside of the school, they must have family support.

Evaluations reveal that enthusiasm for RCCP is high. Results show that students and teachers believe that RCCP has had a positive impact on their schools. RCCP students reported having fewer fights and engaging less frequently in name calling compared to those in a control group. Teachers also report a change in themselves, saying that they had an improved understanding of children's needs and concerns and were now more willing to let students take responsibility for solving their own conflicts.

For further information contact:

Linda Lantieri

Director

Resolving Conflict Creatively Program

National Center

163 Third Avenue, #103

New York, NY 10003

(212) 387-0225

(212) 387-0510 (fax)

Recommendations for Education and Training: Curriculum

Strategies: To encourage youth to look for alternatives to violence when they are angry, and to advance their education and interest in the community

Youth Gang Drug Prevention Grant (or Kids of a Different Dream, KOADD) (Charlotte, North Carolina)

Program Type:	Conflict resolution
Target Population:	Seventh-graders tracked through succeeding years in school; they are now ages 15-16
Project Startup Date:	September 1990
Annual Budget/Number of Persons Served Annually:	\$150,000 per year/28-30 youth
Sources of Funding:	Grant from U.S. Department of Health and Human Services

Program Objectives/Description:

This project teaches conflict resolution, anger management, and decisionmaking skills to teenagers. It provides upbeat activities once a week after school, and it sponsors family nights once per month. The youths, now ages 15 and 16, have been in the program since the seventh grade. They prefer to call the program "Kids of Different Dream."

After-school meetings provide speakers, cultural and athletic activities, and nutritious snacks. Dinner is served at the family night gatherings, followed by speakers discussing subjects such as cultural diversity, dealing with teenagers, how to find summer employment, and life in prison. School holiday outings are also provided. Tutoring and mentoring are offered as needed.

The program's 1993-94 goals are (1) to encourage youth to be in their community through volunteer work and (2) to take the message of nonviolence to younger children through puppet shows. So far, the teenagers have served lunch in a homeless shelter, sorted food at a food bank, and provided lunch at a shelter for women and children. They have made puppets and are contributing ideas for the scripts. The puppet shows are designed for preschool and early elementary students, and they are intended to have the additional benefit of reinforcing concepts the teenagers have been learning since seventh grade.

The project staff consists of a director, a social worker, and a social work intern from a local college. A licensed clinical social worker assists with family nights and after school programs and periodically works with individual participants. The social worker visits participants at school each week to learn of any academic or behavioral issues. The social worker also acts as an advocate for the student and encourage family involvement in the educational process.

Community Endeavor

- conflict resolution and cultural sensitivity and job skills taught with a variety of afternoon and evening activities
- social workers provide ongoing services and advocacy

For further information contact:

Jill Shade-Fowler

Project Director

700 North Tryon Street, Suite 271

Charlotte, NC 28202

(704) 336-5902

(704) 336-6894 (fax)

Bibliography

Community Youth Gang Services, Inc. *Gang Education, Assessment and Planning System, Volume I, Second Edition*. Los Angeles, CA. 1990.

Hawaii Department of Education. *Positive Alternative Gang Education (PAGE)*. Honolulu, HI. 1991.

Keeney, S., M. Smith, and J. Sidwell. *Mediation and Conflict Resolution for Gang-Involved Youth: A Training and Resource Manual*. Albuquerque, NM: New Mexico Center for Dispute Resolution. 1992.

National Crime Prevention Council. *Tools To Involve Parents in Gang Prevention*. Washington, DC. 1992.

San Francisco Gang Prevention Program. *San Francisco Gang Prevention and Education Curriculum*. San Francisco, CA.

Turning Point Positive Alternatives to Youth Gangs. *Turning Point Family Services Program: Youth Gang Prevention and Intervention Program Curriculum for Elementary and Junior High Schools*. Garden Grove, CA.

Special Programs

RECOMMENDATIONS FOR EDUCATION AND TRAINING

Special Programs

- ☐ Have law-related education and D.A.R.E. available to all schools.
- ☐ Involve police in other school teaching activities.
- ☐ Review Denver Public School suspension policies.

Recommendations for Education and Training: Special Programs

Strategies: Have law-related education available to all schools

Law Related Education—Delinquency Prevention Through Street Law

Program Type:	Education and prevention
Target Population:	Adolescents, middle and secondary school students
Project Startup Date:	1975
Annual Budget/Number of Persons Served Annually:	\$2 million/1.9 million youth
Sources of Funding:	Federal (Office of Juvenile Justice and Delinquency Prevention, among others), State, local, foundations, private donations

Program Objectives/Description:

The National Institute for Citizen Education in the Law (NICEL) is the nonprofit organization devoted to empowering citizens through law-related education (LRE). It is descended from the Street Law clinic at Georgetown University Law Center which, in 1972, started sending law students into high schools, juvenile and adult correctional institutions, and community settings to teach practical law.

Today 38 law schools offer such programs, most of them in urban settings. *Street Law: A Course in Practical Law*, the textbook for the high school version, is in its fourth edition, and other tested texts, manuals, films, and curriculums are available.

A Teens, Crime, and the Community crime prevention and service learning program has expanded its outreach to Native American settings. The Washington, D.C., center trains teachers in two new curriculums—on conflict management and the jury system—and produces lessons on mediation and juries in a new court diversion program for first offenders.

NICEL coordinates an LRE National Training and Dissemination Program funded by the Office of Juvenile Justice and Delinquency Prevention and operating in 48 States, the District of Columbia, and Puerto Rico to reach more than 1,400,000 elementary and secondary students in 1992.

For further information contact:

Carolyn Kulczycki, Clearinghouse Coordinator
National Institute for Citizen Education in the Law
711 G Street SE.
Washington, DC 20003
(202) 546-6649
(202) 546-6649 (fax)

Bibliography

Adams, D. "Expulsions Are Up; So Is Anger Some In Detroit Say Moves Are A Mistake." *Detroit Free Press* (March 22, 1993):1B.

Anderson, E.J. "Gilbert Mother Protesting Boy's Gun-Related Suspension." *Arizona Republic/Phoenix Gazette* (May 20, 1992):Community Southeast, 6-8.

Aniskiewicz, R., E. Wysong, and J. Solomon. "Evaluating a Drug Education Program: An Overview of Some Methodological and Theoretical Issues." Paper presented at the annual meeting of the American Society of Criminology, Chicago, November 9, 1988.

Annan, S., and W.G. Skogan. *Drugs and Public Housing: Toward an Effective Police Response; Draft Final Report*. Washington, DC: U.S. Department of Justice, National Institute of Justice. 1991.

Becker, H.K., M.W. Agopian, and S. Yeh. "Impact Evaluation of Drug Abuse Resistance Education (DARE)." *Journal of Drug Education* 22(4)(1992):283-291.

Billingsly, L. "Board Decides to Tighten School Discipline Policies." *St. Louis Post-Dispatch* (July 27, 1992):South Zone, 3.

———. "Discipline Toughened After Incidents." *St. Louis Post-Dispatch* (July 30, 1992):West Zone, 3.

Cenziper, D. "School District Tries Alternatives to Suspension." *Sun Sentinel* (November 7, 1992):1B.

Clayton, R.R., and A. Cattarello. "Prevention Intervention Research: Challenges and Opportunities." In *Drug Abuse Prevention Intervention Research: Methodological Issues*, eds. C.G. Leukefeld and W.J. Bukoski, 29-56. Rockville, MD: U.S. Department of Health and Human Services, National Institute on Drug Abuse. 1991.

DeJong, W. "Short-Term Evaluation of Project DARE (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness." *Journal of Drug Education* 17(4)(1987):279-294.

Delong, W. *Arresting the Demand for Drugs: Police and School Partnerships To Prevent Drug Abuse*. Washington, DC: U.S. Department of Justice, National Institute of Justice. 1987.

Drug Abuse Resistance Education (DARE). *An Introduction to the National DARE Parent Program; Program Brief*. Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance. 1993.

———. *Drug Abuse Resistance Education (DARE) Training Center Policies and Procedures*. Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance. 1991.

———. *Introduction to DARE: Drug Abuse Resistance Education Program; Program Brief*. Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance. 1991.

Earle, R.B., J. Garner, and N. Phillips. *Evaluation of the Illinois State Police Pilot DARE (Drug Abuse Resistance Education) Program*. Springfield, IL: Illinois State Police. 1987.

———. *Evaluation of the Illinois State Police Pilot DARE (Drug Abuse Resistance Education) Program: Executive Summary*. Springfield, IL: Illinois State Police. 1987.

Education Development Center. *Implementing Project DARE; Drug Abuse Resistance Education*. Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance. 1988.

Evaluation and Training Institute. *DARE Evaluation Report for 1985–1989*. Los Angeles: Los Angeles Police Department. 1990.

Faine, J.R., and E. Bohlander, Jr. *DARE in Kentucky Schools, 1988–89: An Evaluation of the Drug Abuse Resistance Education Program*. Frankfort, KY: Kentucky State Police. 1989.

———. *Drug Abuse Resistance Education: An Assessment of the 1987–88 Kentucky State Police DARE Program*. Frankfort, KY: Kentucky State Police. 1988.

Feinberg, L. "Curbs on Disciplining Students Spark Debate at D.C. Schools Punishment Limited to 10-Day Suspensions." *The Washington Post* (May 7, 1986):A1.

Foster, H.L., and H.R. Kight. *Study of Current In-School Suspension Programs in New York State*. Amherst, NY: State University of New York at Buffalo, Institute on Classroom, Management and School Discipline.

Garibaldi, A. "In-School Suspension." In *School Programs for Disruptive Adolescents*, by D.J. Safer, 301–314. 1982.

Gates, D.F. "LAPD's Project DARE Tells Youths to Resist Drugs." *School Safety* 3(Spring 1986):26–27.

Gilchrist, B.J. "Detroit Schools Want to Halt Expulsions." *Detroit Free Press* (February 5, 1992):6B.

Gittelsohn, J. "Angry Teachers Protest School Expulsion Policy Girl Arrested With Gun Returns to Class." *Sun Sentinel* (January 11, 1994):1A.

———. "Rules on Expelling Students Changing." *Sun Sentinel* (September 18, 1991):4B.

Grabin, S.D. "Bike Patrol: Policing Public Housing Developments." *FBI Law Enforcement Bulletin* 62(9)(September 1993):1-4.

Hamilton, D. "Expelled Students Left With Nowhere to Go." *Los Angeles Times* (December 9, 1990):B1.

———. "Last Chance U. Special Schools Take In Expelled Students." *Los Angeles Times* (December 13, 1990):B1.

Harmon, M.A. "Reducing the Risk of Drug Involvement Among Early Adolescents: An Evaluation of Drug Abuse Resistance Education (DARE)." *Evaluation Review* 17(2)(April 1993):221-239.

Illinois State Police. *DARE (Drug Abuse Resistance Education) To Keep Kids Off Drugs Project*. Springfield, IL. 1987.

Illinois State Police and North Carolina State Bureau of Investigation. *Introduction to the National DARE (Drug Abuse Resistance Education) Parent Program: Program Brief*. Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance. 1993.

Jones, C. "Expulsion Referrals in L.A. District Rise 28% Over 5 Years." *Los Angeles Times* (March 31, 1992):B1.

Lesce, T. "Gang Resistance Education and Training (GREAT)." *Law and Order* 41(5)(May 1993):47-50.

Los Angeles Unified School District. *Drug Abuse Resistance Education (DARE) Regional Training Center Policy Board's Manual for Training Law Enforcement Officers in the DARE Program*. Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance. 1991.

Margolis, J.D. "DARE (Drug Abuse Resistance Education) To Keep Kids Off Drugs." *Law and Order* 35(12)(December 1987):22-24.

Marx, E., and W. DeJong. *Invitation to Project DARE: Drug Abuse Resistance Education*. Washington, DC: U.S. Department of Justice, Bureau of Justice Assistance. 1988.

Merl, J. "L.A. Board Votes to Expel Students With Firearms." *Los Angeles Times* (June 26, 1990):A1.

Moran, P.M. *Drug Education Law Enforcement Program: An Evaluation*. Washington, DC: U.S. Department of Justice, Office of Justice Programs. 1993.

National Institute of Justice. "Adopt-a-Cop." *Law and Order* 37(12)(December 1989):22-24.

National School Safety Center. "Alternative Schools for Disruptive Youth." *School Safety* (Winter 1991):8-11.

Norris, M.L. "P.G. County Urged to Offer Alternative Schooling." *The Washington Post* (December 14, 1988):D7.

Oklahoma House of Representatives. *Report of the House of Representatives' Special Interim Committee To Study Drugs in Schools*. Oklahoma City, OK. 1987.

Pellow, R.A., and J.L. Jengeleski. "Survey of Current Research Studies on Drug Education Programs in America." *Journal of Drug Education* 21(3)(1991):203-210.

Riley, R. "P.G. Schools to Study Alternatives for Expelled Students." *The Washington Post* (May 27, 1988):C6.

Smith, J.E. "Support Program for Parents of Suspended Youth." In *Transitional Services for Troubled Youth*, eds. B. Wolford, C.J. Miller, et al., 34-36. 1990.

Teitelbaum, L.E. "School Discipline Procedures—Some Empirical Findings and Some Theoretical Questions." *Indiana Law Journal* 58(4)(1983):547-596.

Toby, J., and A. Scrupski. "Community Service as Alternative Discipline." *School Safety* (Winter 1991):12-15.

Vobejda, B. "Expelled: Prince George's Tough Policy Angers Some Parents, Attorneys." *The Washington Post* (September 2, 1984):C3.

Walsh, J. "Expulsion Over Gun Reversed School May Appeal." *Arizona Republic* (July 11, 1987):B1.

Watson, S. "Expulsion Study Kept Under Wraps." *Detroit Free Press* (October 28, 1988):3A.

Before- and After-School Programs

RECOMMENDATIONS FOR EDUCATION AND TRAINING

Before- and After-School Programs

- ☐ Establish "Open Schools Program" to turn schools into community centers.
- ☐ Use federal Child Care and Development block grant and Dependent Care planning grant to fund before- and after-school programs.
- ☐ Allocate grand funding to 200 schools and communities for programs that serve the 12 to 18 age group before and after school.

Recommendations for Education and Training: Before- and After-School Programs

Strategies: Allocate grant funding to schools and communities for programs that serve the 12-to-18 age group before and after school

Youth in Action Against Drugs (Lowell, Massachusetts)

Program Type:	Youth activity and recreation
Target Population:	Youth ages 4-17
Project Startup Date:	August 1992
Annual Budget/Number of Persons Served Annually:	\$125,000 (18 months)/800 youth served annually
Sources of Funding:	Housing and Urban Development

Community Endorsement
- coalition of youth service providers run afterschool and summer activities
- healthy recreation that promotes self-esteem and discourages drug abuse and violence

Program Objectives/Description:

Youth in Action Against Drugs is run by the Lowell Housing Authority in collaboration with the Lowell Parks and Recreation Department, YWCA, Boys Club, and Lowell House, Inc. These groups provide a variety of recreational, cultural, enrichment, leadership, and community service activities for youth in public housing.

After-school recreation offered by the YWCA is integrated with cultural and educational enrichment, focusing on cooperative games that help youth develop self-discipline and team skills. Cultural activities encourage children to appreciate diversity, and include cooking, gardening, and visiting local cultural sites and events. Community service projects are aimed at teaching youth about responsibility in their relationships with family members, peers, and neighbors, and include neighborhood cleanup, holiday celebrations, and a survey of youth to determine recreational needs.

The Lowell Parks and Recreation Department participates by providing organized sports and games that promote positive leisure activities as an alternative to unhealthy life-style choices and provide youth with a mechanism to build inner strength and reject negative activities. The context will acknowledge and reinforce the individual's ability to positively impact his surroundings.

Lowell House, Inc., provides peer leadership development; substance abuse education, prevention, and intervention; AIDS education; youth counseling and intervention; and recreational activities. The Boys Club conducts instructional programs in baseball, basketball, and volleyball, leading to development of teams that travel and participate throughout the Lowell area.

Each summer, youth attend either a YWCA camp, sponsored by local businesses and religious organizations, or a camp at the University of Massachusetts, funded by the National Collegiate Athletic Association and the YWCA. The YWCA also organizes teams for the Summer Sober Olympics, a substance abuse prevention initiative.

For further information contact:

Marlene Browne

Management and Resident Services Director, Lowell Housing Authority

350 Moody Street, Post Office Box 60

Lowell, MA 01853-0060

(508) 937-3500

(508) 937-5758 (fax)

~ ~

Bibliography

Halpern, R. "Role of After-School Programs in the Lives of Inner-City Children: A Study of the 'Urban Youth Network'." *Child Welfare* 71(3)(May/June 1992):215–230.

PMA Publishing Corp. *Linking Schools and Community Services Resource Directory*. Costa Mesa, CA. 1989.

Resource List

Resource List

ACCESS ERIC (Education Resources Information Center)

1600 Research Boulevard
Rockville, MD 20850
(800) 538-3742
(301) 251-5767 (fax)

The primary purpose of ACCESS ERIC is to coordinate ERIC outreach, dissemination, and systemwide activities; and to develop publications and provide references and referral services on all educational issues. ACCESS ERIC directs a caller to specific ERIC components appropriate for their interests. The ERIC System consists of 16 subject-specific clearinghouses and four support components, including the ERIC bibliographic database, a document delivery service, a reference assistance component, and a publishing division.

Adopt-A-Student

School Resource Unit
Orlando Police Department
100 South Hughey Avenue
Orlando, FL 32801
(417) 246-2196

Adopt-A-Student Program assigns police employees as mentors to at-risk students who are identified by school officials or school resource officers. The mentor meets with the student for at least one hour per week. The purpose of the program is to provide the students with a positive role model who may be able to help with some of the problem young people are facing. The mentors reward improvements in mentees performance or behavior with small gifts such as lunch or a trip to an area attraction. Adopt-A-Student relies on donations from the community for these items since the department has no budget for the program.

America Hurts - The Drug Epidemic

14 Hayward Street
Cranston, RI 02910
(401) 781-1990

This is a comprehensive substance abuse presentation that the police department offers to administrators, teachers, staff members, and parents of the Cranston Public Schools. Police officers collaborate with peer educators to conduct four separate group sessions following the movie "America Hurts - The Drug Epidemic."

America's Drug-Free Pageant

5410 Pinon Plaza
Taos, NM 37571
(505) 758-8600

This private, non-profit educational program focuses on music and the arts to deter kids from drug use. It provides self-esteem by sponsoring a talent pageant statewide.

American Council for Drug Education

204 Monroe Street
Suite 110
Rockville, MD 20850
(301) 294-0600
(800) 488-DRUG

This national nonprofit organization provides educational materials on topics such as preventing drug abuse in high risk groups and health risks of using drugs.

Appalachia Educational Laboratory

P.O. Box 1348
Charleston, WV 25325
(800) 344-6646 (WV)
(800) 624-9120
(304) 347-0487 (fax)

This project works with educators in the region, using research and development techniques to assist them in improving elementary and secondary education.

Bowling With Badges

Midwest City Police Department
P.O. Box 10570
100 North Midwest Boulevard
Midwest City, OK 73140
(405) 739-1338

Bowling with Badges, an annual event. targets at-risk youth, attempting to improve the relationship between the police department and youth. Each officer locates three youth between the ages on nine and 13 who could benefit from positive contact. The officers pick up the participants in patrol cars and drive them to the recreation center. At the center the children are provided with free bowling games, food, and drinks.

**Center for Research on Effective Schooling
for Disadvantaged Students**

Center for Social Organization of Schools
The Johns Hopkins University
3505 North Chales Street
Baltimore, MD 21218
(410) 516-0370
(410) 516-6370 (fax)

The project serves as an educational research center to encourage cooperative learning in all areas of the educational system.

Center for Research on Evaluation, Standards, and Student Testing (CRESST)

University of California at Los Angeles

Center for the Study of Evaluation

10880 Wilshire Boulevard

Suite 700

Los Angeles, CA 90024-1522

(310) 206-1532

(310) 825-3883

The project researches performance-based assessments leading to improved educational practices in schools.

Center for Technology in Education

Bank Street College of Education

610 W 112th Street

New York, NY 10025

(212) 875-4400

(212) 875-4760 (fax)

The center's purpose is to conduct collaborative research to investigate the roles technology can play in children's lives and learning.

Center on Education and Training for Employment

Ohio State University

1900 Kenny Road

Columbus, OH 43210-1090

(614) 292-4353

(614) 292-1260 (fax)

The center's purpose is to provide resources on vocational and technical education; conduct human resource development in the private sector; promote adult literacy; and conduct research and development in entrepreneurship for private small businesses.

Center on Families, Communities, Schools, and Children's Learning

Boston University

605 Commonwealth Avenue

Boston, MA 02215

617-353-3309

617-353-8444 (fax)

The center's mission is to develop and disseminate information focusing on how families, schools, and communities can work together better. It is a consortium of seven entities working on 19 field projects.

Center on Organization and Restructuring of Schools

University of Wisconsin at Madison
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
(608) 263-7575
(608) 263-6448 (fax)

The center's purpose is to study the process and effects of school restructuring with specific attention to the following themes: authentic instruction and assessment, equity, empowerment, community, reflective dialogue, and accountability.

Children Education Programs

Midwest City Police Department
P.O. Box 10570
100 North Midwest Boulevard
Midwest City, OK 73140
(405) 739-1338

The main objectives of this comprehensive program are to minimize the chance of children falling victim to crime through proper education and to enable children to feel more comfortable with police officers.

Children's Creative Response to Conflict (CCRC)

Box 271
Nyack, NY 10960
(914) 358-4601

Cities In Schools

401 Wythe Street
Suite 200
Alexandria, VA 22314
(703) 519-8999
(703) 519 7213 (fax)

A national public-private partnership shaped around a concept of integrated human services. Cities in Schools focus on providing services to youth in school.

Community Board Center for Policy and Training

149 Ninth Street
San Francisco, CA 94103
(415) 552-1250

This center is one of the largest conflict mediation organizations in the country, working to foster mediation programs in schools, universities, businesses, and other places where conflict may arise by providing curriculum training and assisting in starting conflict mediation programs.

Consortium for Policy Research in Education (CPRE) - The Finance Center
University of Southern California
Waite Philips Hall 901
Los Angeles, CA 90089
(213) 740-3450
(213) 749-2707 (fax)

The center's purpose is to focus on ways to create new finance policies that help improve the quality of education and student achievement.

Consortium for Policy Research in Education (CPRE) - The Policy Center
Eagleton Institute of Politics
Rutgers University
90 Clifton Avenue
New Brunswick, NJ 08901-1568
(908) 828-3872
(908) 932-6778 (fax)

The center's purpose is to conduct research on state and local education policies that promote high levels of student learning.

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

This independent non-profit organization helps young people become more active participants in their communities through service learning, law-related education, and youth empowerment. CRF provides training, produces materials, and operates demonstration programs.

Cornerstone Project
P.O. Box 2660
Little Rock, AR 72203
(501) 375-6520

This program is to aid Arkansas' inner-city, at-risk youth. The Exceller Program component of the program provides education courses and tutoring to youth. Exceller students are also exposed to job training through various job opportunities offered by the program. Cornerstone was chosen as one of 15 programs in the nation identified by the National Office on Substance Abuse Prevention as a model for effective prevention programming.

Drug Abuse Resistance Education (DARE)

DARE (Drug Abuse Resistance Education)
800-223-DARE

DARE Regional Training Centers (DARE)

Eastern DARE Regional Training Center
Virginia State Police Department
7700 Mid Lothian Turnpike
Richmond, VA 23235
(804) 674-2238

Midwest DARE Regional Training Center
Illinois State Police Academy DARE Bureau
3700 East Lakeshore Drive
Springfield, IL 62707
(217) 786-7057

Southeast DARE Regional Training Center
North Carolina State Bureau of Investigation
3320 Old Garner Road
Raleigh, NC 27610
(919) 662-4509, ext. 277

Southwest DARE Regional Training Center
3110 N. 19 Avenue
Suite 290
Phoenix, AZ 85015
(602) 223-2544

West DARE Regional Training Center
City of Los Angeles Police Department
3353 San Fernando Road
Los Angeles, CA 90065
(213) 485-4856

ERIC Clearinghouse on Urban Education

Box 40

Teachers College, Columbia University

New York, NY 10027

(212) 678-3433

ERIC is funded by the U.S. Department of Education as a national center for the dissemination of information about urban and minority education. One focus of ERIC is the education of youthful offenders. ERIC's database contains over 750,000 individual published and unpublished items. ERIC networks with over 100 educational, citizen, professional, and advocacy organizations and offer mentoring programs.

Family Outreach Program

Tulsa Police Department

600 Civic Center

Tulsa, OK 74103

(918) 596-9329

This program assigns an officer to a division of high schools. The officer monitors the attendance of 9th and 10th graders. Students who miss four or five days of school in a four-week period are considered truant under state law. These truant students become the focus of an outreach officer. The officer makes personal contact with the parents of the truant student to increase the student's attendance. If the identified problem is beyond the scope of the officer's authority, then the appropriate agency is recommended for further assistance.

Far West Laboratory for Educational Research and Development

730 Harrison Street

San Francisco, CA 94103

(800) 645-3276

(415) 565-3000

(415) 565-3012 (fax)

The project challenges and enables educational organizations and their communities to create and sustain improvements in learning and development opportunities for children, youth, and adults.

HAWK Federation Manhood Development

175 Filbert Street

Suite 202

Oakland, CA 94607

(510) 836-3245

The project aims to provides African-American males with cultural problem-solving skills, interpersonal skills, character development, academic and decision-making skills.

Job's for America's Graduates, Inc.

1729 King Street
Suite 200
Alexandria, VA 22314
(703) 688-9489

A national dropout prevention/school retention model which began in 1979. It provides school-based, pre-employment skills training and job placement service for high school students.

Johnson Institute

7205 Ohms Lane
Minneapolis, MN 55439-2159
(800) 231-5165 (U.S.)
(800) 247-0484 (MN)
(612) 831-1631 (fax)

This private, nonprofit educational resource organization distributes books, films, videos, other educational materials, provides training on a fee-basis. All materials are alcohol/drug abuse-related. Specific topics include training re: substance abuse treatment in correctional setting, dealing with families of abusers, recognition and management techniques for dealing with drug/alcohol-involved employees.

Junior Police Academy

466 West 4th Street
San Bernandino, CA 92401
(714) 384-5724

The after school program is tailored towards 5th and 6th grade youth, particularly those at risk for drugs and gang involvement. The Junior Police Academy teaches students a weekly lesson on police tactics and responsibilities as well as other public service agency activities. The students also receive daily drill instruction.

Just Say NO Foundation

1777 North California Boulevard
Suite 210
Walnut Creek, CA 94596
(800) 258-2766
(415) 939-6666

The foundation provides direction and support for "Just Say No" clubs and other nonfinancial assistance to communities in developing educational, recreational and service programs to prevent initial experimentation with drugs.

Law Enforcement Exploring

Boy Scouts of America
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
(214) 659-2429
(214) 580-2084

Law Enforcement exploring is one of the phases of the Boy Scouts of America program. The intent is to educate and involve youth in police operations and to interest them in possible careers in law enforcement.

Male Health Alliance for Life Extension

10 Sunnybrook Road
P.O. Box 1409
Raleigh, NC 27620
(919) 250-4535

The project works with African-American males to provide services that include conflict resolution; remedial basic education; vocational education and counseling; and life skills training.

Mid-Continent Regional Educational Laboratory

2550 S. Parker Road
Suite 500
Aurora, CO 80014
(303) 337-0990
(303) 337-3005 (fax)

The project strives to improve the quality of education through the application of the best available knowledge from research and development experience.

Narcotics Education, Inc.

55 West Oak Ridge Drive
Hagerstown, MD 21740
(800) 548-8700
(301) 790-9735

Provides drug prevention and education materials to schools, police departments, churches, and other community organizations. Available publications include : *The Winner* and *Listen* monthly magazines, *How to Organize a Drug-Free Club*, a publications catalog, and assorted books, videos, displays, buttons, and balloons.

National Association for Mediation in Education (NAME)

University of Massachusetts
205 Hampshire House
Box 33635
Amherst, MA 01003-3635
(413) 545-2462
(413) 545-4802 (fax)

NAME is a clearinghouse for information on mediation programs in schools and colleges. It provides written materials including a bimonthly newsletter, audiotapes, videos, and training on conflict resolution.

National Alliance for Safe Schools

4903 Edgemoor Lane
Room 403
Bethesda, MD 20814
(301) 654-2774

The Alliance is the research and information center for school security professional nationwide. The library contains the Nation's most extensive collection of works on crime and violence in schools.

National Association of State Alcohol and Drug Abuse Directors (NASADAD)

444 North Capitol Street, NW
Suite 520
Washington, DC 20001
(202) 783-6868
(202) 783-2704 (fax)

This private, non-profit organization provides direction and support to develop alcohol and drug abuse prevention and treatment programs throughout the United States. Information on AIDS policy, criminal justice programs, methadone maintenance, public policy, prevention services, substance abuse counselor training, and workplace programs is available. Available publications include the *NASADAD Newsletter*.

National Center for Education Leadership

Harvard University
Gutman Library
Six Appian Way
Cambridge, MA 02138-3704
(617) 496-4809
(617) 496-3095

The project conducts basic research on school leadership and to develop initiatives to strengthen pre-service and in-service programs for school leaders.

National Center for Research in Mathematical Sciences Education

University of Wisconsin at Madison
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
(608) 263-4285
(608) 263-0761
(608) 263-3406 (fax)

The project provides the educational community with reliable knowledge about the teaching and learning of mathematics obtained through national networks of scholars who collaborate to identify a research agenda and implement investigations to improve mathematics in U.S. schools.

National Center for Research on Educational Accountability and Teacher Evaluation

Western Michigan University
401 B. Ellsworth Hall
Kalamazoo, MI 49008
(616) 387-5895
(616) 387-5923 (fax)

The project addresses evaluation issues regarding the school as a whole and personnel paid directly to serve schools; and to manage programs that compile and synthesize available knowledge on personnel and school evaluation, development of new knowledge and evaluation tools, dissemination of research findings, and the development of products to use in public and private schools.

National Center for Research on Teacher Learning

Michigan State University
College of Education
116 Erikson Hall
East Lansing, MI 48824-1034
(517)355-9302
(517) 353-4994
(517) 336-2795 (fax)

The project conducts research on how prospective and practicing teachers learn to teach academic subjects to diverse learners in a variety of settings.

National Center for School Leadership
University of Illinois at Urbana-Champaign
College of Education
1208 West Springfield Avenue
Urbana, IL 61801
(217) 244-1122
(800) 643-3205
(217) 244-4948 (fax)

The project conducts research on how to improve the administration of elementary,

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20852
(800) 729-6686
(301) 468-2600

The clearinghouse serves as the information arm of the Office for Substance Abuse Prevention of U.S. Dept. of Health and Human Services. They disseminate information on drug/alcohol prevention, creating a drug-free community, provide publications developed by Federal agencies and private organizations, annotated bibliographies, and distribute grant program applications and information. They also offer access to the RADAR (Regional Alcohol and Drug Awareness Resource) Network of prevention information centers in every state. Available publications and resources include *Prevention Pipeline* (bimonthly publication), posters, videotapes, curricula, and program descriptions.

National Crisis Prevention Institute, Inc. (CPI)
3315-K North 124th Street
Brookfield, WI 53005
(414) 783-5787
(800) 558-8976

CPI offers training to human service providers in the techniques of nonviolent crisis intervention. Their techniques have been proven effective in resolving potentially violent crises and managing disruptive or assaultive youth. They offer a variety of products and services to suit individual or staff needs. All of the material is applicable to a wide range of human service occupations, including health care, mental health, education, social welfare, security, and law enforcement.

National Dropout Prevention
Clemson University
Clemson, SC 29634-5111
(803) 656-2599

This organizations collects, analyzes and disseminates information about dropout prevention policies and practices and provides technical assistance to develop and demonstrate dropout prevention programs.

National Institute for Citizen Education in the Law (NICEL)

711 G Street, SE
Washington, DC 20003
(202) 546-6644

NICEL's mission is to promote increased opportunities for citizens to learn about the law and the legal system.

National Law-Related Education Resource Center

541 N. Fairbanks Court
Chicago, IL 60611-3314
(312) 988-5735
(312) 988-5032 (fax)

The Objective of the National Law-Related Education Resource Center is to provide national leadership, assistance, and resources for teaching kindergarten through 12th grade students about the law, legal issues, the fundamental principles and values upon which our legal system is based, and the meaning of citizenship.

National Organization of Student Assistance Programs and Partners

4760 Walnut
Suite 106
Boulder, CO 80301
(303) 443-5696
(800) 972-4636

The purpose of NOSAPP is to enhance educational opportunities and improve academic performances of young people through the establishment and strengthening of student assistance programs. Services include regional trainings, annual national conference, national resource center, technical assistance and consultation, publications, including a newsletter.

National School Safety Center (NSSC)

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
(818) 377-6200

Pepperdine University's National School Safety Center is a partnership of the U.S. Department of Justice and U.S. Department of Education. NSSC's goal is to promote safe schools free of drug traffic and abuse, gangs, weapons, vandalism and bullying; to encourage good discipline, attendance and community support; and to help ensure a quality education for all children.

New Mexico Center for Dispute Resolution (NMCDR)

510 Second Street, NW
Suite 209
Albuquerque, NM 87102
(505) 247-0571

NMCDR develops and disseminates model mediation and conflict resolution programs. Provides training and technical assistance to public and private agencies in the state, region and nation.

North Central Regional Educational Laboratory

1900 Spring Road
Suite 300
Oak Brook, IL 60521
(800) 233-8336
(708) 571-4700
(708) 571-4716 (fax)

The project works with educational professionals in the region toward school restructuring to promote learning for all students.

Northwest Regional Educational Laboratory

101 S.W. Main Street
Suite 500
Portland, OR 97204-3212
(800) 547-6339
(503) 275-9500
(503) 275-9489 (fax)

The project helps other agencies improve outcomes for children, youth, and adults by providing research and development assistance to schools and communities.

Outreach Center

272 East Olive Avenue
Burbank, CA 91502
(818) 953-8698

The program targets families and youth at risk as well as youth who are referred by the school district, police, or probation departments. A police detective, and an attendance caseworker work closely together to assist youth with their problems.

Pacific Region Educational Laboratory

1164 Bishop Street
Suite 1409
Honolulu, HI 96813
(808) 532-1900
(808) 532-1922 (fax)

The project supports school development in the region, bringing research into action to improve and evaluate educational services to youth.

Partners For Youth Leadership (PYL)

4760 Walnut Street
Suite 106
Boulder, CO 80301
(800) 972-4636

PYL, a national program of the Prevention Center promotes, supports and reinforces youth leadership and involvement as a means of promoting healthy lifestyles and preventing destructive behaviors. Established in 1988, PYL is sponsored by Partners In Prevention (PIP) and the Solvent Abuse Foundation for Education (SAFE).

Police Activities League

Community Relations Bureau
Phoenix Police Department
620 West Washington Street
Phoenix, AZ 85003
602-262-7331

This program targets at-risk youth between the ages of 8 and 15. PAL is designed to provide productive and alternative activities to disadvantaged young people. Through the use of athletic events, tutoring sessions, and job skills training, PAL encourages self-esteem. In addition, the program demonstrates that there are viable alternatives to gangs, crime, and other anti-social activities.

Positive Emotional Capacity Enhancement (PECE)

Ohio Commission on Minority Health
77 South High Street
Suite 745
Columbus, OH 43266-0377

Project Choice

809 Center Street
Santa Cruz, CA 95060
(408) 429-3725

The police department and the school district entered into a joint agreement to implement a drug suppression program. This program educates students and teachers on drugs and law enforcement. Project Choice also has programs to promote positive interactions between officers and youth such as Officer Friendly. This officer meets informally with the student on the school grounds and leaves at the end of the lunch period.

Providing Alternative Thinking Strategies (PATH)

University of Washington
Seattle, WA 98195

Rainbow Lake School

Project Adventure, Inc.
P.O. Box 2447
Covington, GA 30209
(404) 784-9310
(404) 787-7764 (fax)

The Rainbow Lake School is an experimental program for middle school students in Newton County, Georgia. The program serves juvenile offenders and socially maladjusted youth. The school program is an 18-week semester that combines academics, adventure and counseling with a strong emphasis placed on helping students to improve their behavior by designing individual and group counseling strategies, and utilizing positive peer pressure to promote change.

**Regional Laboratory for Educational Improvement
of the Northeast and Islands**

300 Brickstone Square
Suite 900
Andover, MA 01810
(800) 347-4200
(508) 470-0098
(508) 475-9220 (fax)

The project seeks to identify the needs and desired services of educators and policymakers in the region and to set forth projects to address issues including staff development, at-risk youth, rural schools, and the restructuring of schools.

Research for Better Schools, Inc.

444 North Third Street
Philadelphia, PA 19123-4107
(215) 574-9300
(215) 574-0133 (fax)

The project provides research and development support and technical assistance to educators in the mid-Atlantic region, attempting to achieve fundamental reform of elementary and secondary education systems in order to achieve excellence and equity for all students.

Resolving Conflict Creatively

Loyola University
Twomey Center - Box 12
New Orleans, LA 70118
(504) 861-5830

Safe Schools Coalition, Inc.

5351 Gulf Drive
P.O. Box 1338
Holmes Beach, FL 34218
(813) 778-9140

The coalition's mission is to unite national professional, business, labor, community, school and student organizations in a common effort to reduce violence, crime, and exploitation. Concentration areas include sexual assault, gangs and group based violence, suicide contagion, drugs and alcohol abuse, ethnic, racial and cultural conflict, teenage parenthood, unhealthy lifestyles, and diseases.

School and Law Enforcement Partnership

601 11th Street
Modesto, CA 95354
(209) 572-9523

This partnership aims to make schools safe and increase students attendance. Individual school administrators receive law enforcement officers for their campus. Each of the two school police officers has a pager and cellular telephone, which enable school officials to have immediate access to officers. The police help the schools in programs such as Operation Stay-in-School and DARE.

School Patrol

Torrance Police Department
3300 Civic Center Drive
Torrance, CA 90503
(213) 618-5737

This program targets high school students. School patrol attempts to reduce crime at the schools. Assigned officers deal with juvenile offenders and troubled youths, lecture students, and give advice to school officials. School Patrol also frees up other patrols to handle other calls, rather than involving themselves in lengthy juvenile investigations.

Section on Dispute Resolution

American Bar Association
1800 M Street, NW
Suite 209
Washington, DC 20036
(202) 331-2258

The association sponsors more than 400 dispute resolution programs nationwide. Also provides other services including a clearinghouse for information on conflict mediation and a program that encourages law offices to adopt high schools and assist them in implementing conflict mediation programs.

Southeastern Regional Vision for Education (SERVE)

University of North Carolina at Greensboro
201 Furguson Building
Greensboro, NC 27435
(919) 334-3211
(800) 755-3277
(919) 334-3268 (fax)

The project provides leadership, support, and research to assist state and local efforts in improving educational outcomes, especially for at-risk and rural students.

Southwest Educational Development Laboratory

211 East Seventh Street
Austin, TX 78701
(512) 476-6861
(512) 476-2286 (fax)

The project seeks to find, share, and sustain effective solutions for the most urgent problems facing educational systems, practitioners, and decisionmakers in the southwestern United States, with particular emphasis on ensuring educational equity for children and youth who live in poverty; who are Hispanic, black, or represent other minority groups; or who have physical or mental "exceptionalities." Among current goals are the promotion of effective home, school, and community connections that foster the success of at-risk students.

Student Awareness/Substance Abuse

3910 Palisade Avenue
Union City, NJ 07087
(201) 348-5828

This program is a collaborative effort between the police department, the school system, human service agencies, and private organizations. The program attempts to enhance self-esteem, increase students' knowledge about chemical abuse, and to train students with specific skills necessary to develop healthy behavior patterns.

Success Program

1331 Cherokee Street
Room 106
Denver, CO 80204
(303) 640-3158

The program is directed toward middle school students, educators, related professional groups, and parents, the anti-drug curriculum features both juvenile and adult components.

Summer Alternatives and Back to School Fun Fest

700 West Markham
Little Rock, AR 72201
(501) 371-4621

This summer program targets high-risk children between the ages of 4 and 16. All participants are residents of a government subsidized housing area that has been plagued with a high incidence of drug and gang problems. Officers present a curriculum of studies ranging from self-esteem, peer pressure and ways to say no, to alternative and consequences. Some of the educational program, the police department and housing authority provide carnival rides and various games for the participants.

Truancy Interdiction

St. Petersburg Police Department
1300 1st Avenue North
St. Petersburg, FL 33705
(813) 893-7565

This program targets all school-aged children who are on the streets during regular school hours. Uniform patrol officers locate and then transport truant school children to a centralized site. The children are turned over to a police officer who interviews and counsels them and summons parents.

Tutoring Program

Fort Pierce Police Department
920 US 1
Fort Pierce, FL 34950
(407) 461-3820

This program targets elementary-aged children who want or need extra help with math, reading, and writing, especially disadvantaged children. The police department sponsors the tutoring program in the neighborhood-oriented patrol office.

Youth Crime Watch of America

9200 South Dadeland Boulevard
Suite 320
Miami, FL 33156

The project targets crime and drug prevention education as well as dropout and gang prevention issues. Helps students learn positive values and motivates them toward responsible action through an array of teen-led activities. Provides leadership and guidance to crime and drug prevention groups working with youth, publishes and distributes resource materials, and facilitates the exchange of information and ideas across the U.S. and also co-sponsors an annual conference.

Youth for Justice

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467
(818) 591-9321
(818) 591-9330

The Youth for Justice program teaches young people an understanding and respect for the law. The Center has developed multimedia instructional units, including student books and teacher's editions, on the concepts of authority, responsibility, justice, and privacy.

Youth Organizations U.S.A.

P.O. Box 202
Teaneck, NJ 07666
(201) 836-1838

The project seeks to motivate minority youth into developing positive self-esteem to counteract negative behavior patterns.

EDC Education
Development
Center, Inc.

TELECOPIER COVER SHEET

Please deliver the following pages to:

Name: Gaynor McCowan Telefax: 401-0596
~~202-456-7028~~

Location: White House / DOE Telephone: 202-456-2999

Total number of pages including cover sheet: 48

From EDC/HHD: Beth Jacklin ext. 2359
(Name and extension of sender)

Date: 5/19/94

We are transmitting from a Canon Fax 705. Our telefax number is (617) 244-3436.
If you do not receive all the pages sent, please call (617) 969-7100.

MESSAGE:

EDC Education
Development
Center, Inc.

May 19, 1994

Gaynor McCowan
White House Fellow
Domestic Policy Council
West Wing, 2nd Floor
White House
Washington, D.C. 20500

Dear Ms. McCowan:

In response to your request, I am faxing and will also send by Federal Express our current listing of community-based violence prevention organizations. As Beth Jacklin told you this listing is currently being updated and expanded.

EDC is a 35-year old nonprofit research and development organization that has been a leader in efforts to solve a wide range of social, health, and educational problems. We work with practitioners and communities to facilitate change and to strengthen key systems and institutions--health care, criminal justice, education, and human services--that touch the lives of millions of people.

Within EDC, the Center for Violence Prevention and Control was created to unite multiple perspectives on violence. Center staff are drawn from criminal justice research, practice, and policy; public health; education; developmental psychology; health-services research; victim's services, and alcohol, tobacco, and other substance abuse prevention.

Our past and current projects have been supported by the Department of Justice (through the Office of Juvenile Justice and Delinquency Prevention, the Office of Victims of Crime, and the National Institute of Justice), the Centers for Disease Control and Prevention, the Maternal and Child Health Bureau, and the National Institutes of Health, as well as numerous private foundations. For example, with funding from OVC, we developed the first national curriculum on hate crimes for a combined audience of police and victim's service providers. Currently, through a combined grant from OJJDP and OVC we are working with the Massachusetts Child Exploitation Network (a coalition of representatives from the US Attorney's Office, the FBI, the Postal and Customs Services, and state and local law enforcement representatives) to develop a model for interagency collaboration--and the effective provision of services to victims--in this difficult and important area.

EDC

In the Federal Express package, I have enclosed a copy of the most recent EDC Annual Report; the Center for Violence Prevention and Control brochure, which briefly describes many past and current projects, and some of our other publications. Our work in Health and Human Development Programs, the division within which the Center for Violence Prevention and Control is housed--is described on page 25 of the Annual Report. In addition to violence prevention, the division focuses on working with health care practitioners, patients, and the public to change health care practices and policies; comprehensive school health education and services, and the prevention of alcohol, tobacco, and other substance abuse.

I would be delighted to describe any of these projects, and our work in general, to you in greater detail. Perhaps it might be possible to meet with you or any of your colleagues in Washington at some mutually convenient time.

I will call you to explore the possibility of a meeting and to answer any immediate questions you might have. But please do not hesitate to call me sooner (at 617-969-7101 x2363) with any questions.

Sincerely,



Stu Cohen

Deputy Director, Health and Human Development Programs
Director, Center for Violence Prevention and Control
Center for Violence Prevention and Control

Violence Prevention Programs/Organizations

**National Network of Violence Prevention Practitioners
and**



**Children's Safety Network
Adolescent Violence Prevention Resource Center**

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

(617) 969-7100

National Network of Violence Prevention Practitioners funded by the Carnegie Corporation of New York



CSN Adolescent Violence Prevention Resource Center funded by the Maternal and Child Health Bureau, US Department of Health and Human Services, Project No. MCJ-253A23-01

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS

STATE	PAGE
CALIFORNIA.....	1 - 5
✓COLORADO.....	5
✓CONNECTICUT.....	5 - 6
DISTRICT OF COLUMBIA.....	6 - 7
✓FLORIDA.....	7 - 8
✓GEORGIA.....	8
HAWAII.....	8
ILLINOIS.....	9 - 10
✓INDIANA.....	10
✓KANSAS.....	10
✓LOUISIANA.....	10
MARYLAND.....	10 - 11
MASSACHUSETTS.....	11 - 17
MICHIGAN.....	17
✓MINNESOTA.....	18
✓MISSOURI.....	18
NEW JERSEY.....	18 - 19
✓NEW MEXICO.....	19
NEW YORK.....	19 - 21
NORTH CAROLINA.....	21 - 22
NORTH DAKOTA.....	22
OHIO.....	22 - 23

STATE	PAGE
✓ OREGON.....	23
✓ PENNSYLVANIA.....	23 - 24
✓ RHODE ISLAND.....	24
✓ SOUTH CAROLINA.....	24
TEXAS.....	24
VIRGINIA.....	25
WASHINGTON.....	25
WISCONSIN.....	25 - 26

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**CALIFORNIA**

1

Alternatives To Violence
Alternatives Counseling Services
3703 Long Beach Boulevard, Suite E10
Long Beach, CA 90807
Phone 310-493-1161 Fax
Program Director/Coordinator: Alyce LaViolette

2

Domestic Violence Treatment Program
Battered Women's Alternatives
P.O. Box 6406
Concord, CA 94524
Phone 510-676-2968 Fax
Program Director/Coordinator: Jim Benman

3

Teen Program
Battered Women's Alternatives
P.O. Box 6406
Concord, CA 94524
Phone 510-676-7748 Fax 510-676-2326
Program Director/Coordinator: Nell Myhand

4

Workplace Prevention Program
Parenting for Prevention Program
Battered Women's Alternatives
P.O. Box 6406
Concord, CA 94524
Phone 510-676-7748 Fax 510-676-2326
Program Director/Coordinator: Dee Dee Jensen

5

Gang Violence Reduction Project
California Youth Authority
2445 N. Mariondale Avenue, Suite 202
Los Angeles, CA 90032
Phone 213-227-4114 Fax 213-227-5169
Program Director/Coordinator: Gilbert Garcia

6

Saturday Children's Group
Center Against Abusive Behavior
100 North Hill Street
Pasadena, CA 91101
Phone 818-796-7358 Fax
Program Director/Coordinator: L. John Key

7

Entertainment Resources Department
Center to Prevent Handgun Violence
10951 West Pico Boulevard
Los Angeles, CA 90064
Phone 310-475-6714 Fax 310-475-3147
Program Director/Coordinator: Alexandra Pollyea

8

W.K. Kellogg Health/Dental Project
Challengers Boys and Girls Club
5029 S. Vermont Avenue
P.O. Box 37189
Los Angeles, CA 90037
Phone 213-971-6161 Fax 213-971-2156
Program Director/Coordinator: John A. Kotick

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**CALIFORNIA CONTINUED**

9

Alternatives to Gang Membership
City of Paramount - Human Services Dept.
16400 Colorado Avenue
Paramount, CA 90723-5050
Phone 310-220-2140 Fax 310-630-2713
Program Director/Coordinator: Tony Ostos

10

Community Youth Gang Services Project
Community Youth Gang Services, Inc.
144 South Fetterly Avenue
Los Angeles, CA 90022
Phone 213-266-4264 Fax 213-267-0338
Program Director/Coordinator: Charles Norman

11

PACT Violence Prevention Project
Contra Costa County Health Services Department
75 Santa Barbara Road
Pleasant Hill, CA 94523
Phone 510-646-6511 Fax 510-646-6520
Program Director/Coordinator: Nancy Baer
Andrés Soto

12

Harbor Area Gang Alternatives Program
638 South Beacon Street
San Pedro City Hall, Room 305
San Pedro, CA 90731
Phone 310-519-7233 Fax 310-519-8730
Program Director/Coordinator: Ernest L. Paculba

13

HAWK Federation Manhood Development & Training
Institute for the Advanced Study of Black Family Life
& Culture
175 Filbert Street, Suite 202
Oakland, CA 94607
Phone 510-836-3245 Fax 510-836-3248
Program Director/Coordinator: William Cavi

14

Interagency Council on Violence
2955 California Street
Berkeley, CA 94703
Phone 510-540-2458 Fax 510-486-0810
Program Director/Coordinator: Carole Kennerly

15

Violence Prevention Coalition
Los Angeles County Dept. of Health Services
Injury Prevention and Control Project
313 N. Figueroa Street, Room 127
Los Angeles, CA 90012
Phone 213-240-7785 Fax
Program Director/Coordinator: Billie Weiss

16

One-Day and Three-Day Youth Come Togethers
Los Angeles County Probation Department
11234 E. Valley Boulevard
El Monte, CA 91731
Phone 818-575-4003 Fax 818-443-1040
Program Director/Coordinator: Miguel Duran

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**CALIFORNIA CONTINUED**

17

Loved Ones of Homicide Victims
9317 S Budlong
Los Angeles, CA 90044
Phone 213-777-7788 Fax
Program Director/Coordinator: Sandra Young

18

Marin Abused Women's Services
1717 Fifth Avenue
San Rafael, CA 94901
Phone 415-457-2464 Fax 415-457-6457
Program Director/Coordinator: Donna Garske

19

Violence Injury Prevention Program
Monterey County Health Department
Division of Health Promotion
1000 S. Main Street, Suite 306
Salinas, CA 93901
Phone 408-755-8486 Fax
Program Director/Coordinator: Diana Jacobson

20

National School Safety Center
4165 Thousand Oaks Boulevard Suite 290
Westlake Village, CA 91362
Phone 805-373-9977 Fax 805-373-9277
Program Director/Coordinator: Dr. Ronald Stephens

21

Adult Program
Oakland Men's Project
440 Grand Avenue
Suite 320
Oakland, CA 94610
Phone 510-835-2433 Fax 510-835-2466
Program Director/Coordinator: Allan Shore

22

Youth Program
Oakland Men's Project
440 Grand Avenue
Suite 320
Oakland, CA 94610
Phone 510-835-2433 Fax 510-835-2466
Program Director/Coordinator: Allan Shore

23

Roots of Male Violence
Oakland's Men's Project
440 Grand Avenue, Suite 320
Oakland, CA 94610
Phone 510-835-2433 Fax 510-835-2466
Program Director/Coordinator: Victor Lewis
Paul Kivel

24

Omega Boys Club
P.O. Box 884463
San Francisco, CA 94188-4463
Phone 415-826-8664 Fax
Program Director/Coordinator: Joe Marshall

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**CALIFORNIA CONTINUED**

25

Girls Incorporated
PACT Violence Prevention Project
260 Broadway
Richmond, CA 94804
Phone 510-232-5440 Fax N/A
Program Director/Coordinator: Isabel Emerson

26

An Alternative Approach to the Reduction of Gang/Drug Violence
Say Yes, Inc.
1968 Adams Blvd.
Los Angeles, CA 90018
Phone 213-766-9660 Fax 213-766-9817
Program Director/Coordinator: V.G. Guinses
Cathy Brown

27

Byron Boys' Ranch Program
Senior Tutors for Youth in Detention
3640 Grand Avenue, Suite 205
Oakland, CA 94610
Phone 510-839-1039 Fax
Program Director/Coordinator: Sondra M. Napell

28

SOSAD (Save Our Sons and Daughters) of California
Ivy Center
1350 E. Annandale, F.
Fresno, CA 93706
Phone 209-498-2558 Fax
Program Director/Coordinator: Nancy Idlet

29

Southern California Coalition on Battered Women
P.O. Box 5036
Santa Monica, CA 90405
Phone 213-655-6098 Fax
Program Director/Coordinator:

30

Teens on Target
7601 E. Imperial Hwy.
Downey, CA 90242
Phone 312-940-7847 Fax
Program Director/Coordinator: Fidel Valensuela

31

Youth Violence Prevention Initiative
The California Wellness Foundation
6320 Canoga Avenue Suite 1700
Woodland Hills, CA 91367
Phone 818-593-6600 Fax
Program Director/Coordinator: Gary Yates

32

Conflict Managers Program
The Community Board Program
1540 Market Street, Room 490
San Francisco, CA 94102
Phone 415-552-1250 Fax 415-626-0595
Program Director/Coordinator: Jim Halligan

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**CALIFORNIA CONTINUED**

33

Conflict Resolution Resources for
Schools and Youth Program
The Community Board Program
1540 Market Street, Room 490
San Francisco, CA 94102
Phone 415-552-1250 Fax 415-626-0595
Program Director/Coordinator: Jim Halligan

34

Youth Counseling & Crime/Drug Prevention Program
Vietnamese Community of Orange County, Inc.
1618 West 1st Street
Santa Ana, CA 92703
Phone 714-558-6009 Fax 714-558-6120
Program Director/Coordinator: Tuong Nguyen

35

Teens on Target
Youth ALIVE
c/o Summit Medical Center, South Pavilion, 4th Fl.
350 Hawthorne Avenue
Oakland, CA 94609
Phone 510-450-6225 Fax
Program Director/Coordinator: Deane Calhoun

COLORADO

36

Abusive Men Exploring New Directions (AMEND)
777 Grant Street, Suite 600
Denver, CO 80203
Phone 303-832-6363 Fax
Program Director/Coordinator: Robert Gallup

37

Adolescent Health Program
Family and Community Health Services Division
Colorado Department of Health
4300 Cherry Creek Drive South
Denver, CO 80222
Phone 303-692-2328 Fax
Program Director/Coordinator: Barbara Ritchen

38

Project PAVE (Promoting Alternatives to Violence through
Education)
2051 York Street
Denver, CO 80205-5713
Phone 303-322-2382 Fax
Program Director/Coordinator: Dennis Kennedy

39

Center for the Study and Prevention of Violence
University of Colorado
Institute of Behavioral Science Bldg. 9
Campus Box 442
Boulder, CO 80309-0442
Phone 303-492-1266 Fax 303-449-8479
Program Director/Coordinator: Dr. Delbert Elliott
Dr. Kirk Williams

CONNECTICUT

40

Community Based Policing Project
Child Study Center, Yale University
Sgt. Douglas MacDonald Child Study Center
P.O. Box 3333
New Haven, CT 06510-8009
Phone 203-785-3377 Fax 203-785-6860
Program Director/Coordinator: Steven Marans

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**CONNECTICUT CONTINUED**

41

Hartford Adolescent Violence Prevention Project
Connecticut Childhood Injury Prevention Center
80 Seymour Street
Hartford, CT 06115
Phone 203-524-7197 Fax 203-524-4375
Program Director/Coordinator: Stacy Miller

42

School and Adolescent Health Program
Connecticut Department of Health Services
150 Washington Street
Hartford, CT 06106
Phone 203-566-2057 Fax
Program Director/Coordinator: Lynn Noyes LeTarte

43

Domestic Violence Training Project
614 Orange Street
New Haven, CT 06511
Phone 203-865-3699 Fax
Program Director/Coordinator: Dr. Anne Flitcraft

DISTRICT OF COLUMBIA

44

Rx for Safety: Preventing Firearm Injuries Among Children and
Adolescents Prevention Program
Center to Prevent Handgun Violence
1225 Eye Street, N.W., Suite 1150
Washington, DC 20005
Phone 202-289-7319 Fax 202-408-1851
Program Director/Coordinator: Ricki O'Kane

45

Straight Talk About Risks (STAR)
Center to Prevent Handgun Violence
1225 Eye Street, N.W., Suite 1150
Washington, DC 20005
Phone 202-289-7319 Fax 202-408-1851
Program Director/Coordinator: Nancy Gannon

46

Anti-Violence Network
Children's Defense Fund
25 E Street, N.W.
Washington, DC 20001
Phone 202-662-3596 Fax 202-662-3540
Program Director/Coordinator: Hattie Ruttenberg

47

Children as Witness to Urban Violence
Howard University
425 Emerson Street, N.W.
Washington, DC 20011
Phone 202-722-4258 Fax 202-806-4873
Program Director/Coordinator: Dr. Hope Hill

48

Channeling Children's Anger (CCA)
Institute for Mental Health Initiatives (IMHI)
4545 42nd Street, N.W., Suite 311
Washington, DC 20016
Phone 202-364-7111 Fax 202-363-3891
Program Director/Coordinator: Suzanne Stutman

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**DISTRICT OF COLUMBIA CONTINUED**

49

Channeling Parents' Anger (CPA)
Institute for Mental Health Initiatives (IMHI)
4545 42nd Street, N.W., Suite 311
Washington, DC 20016
Phone 202-364-7111 Fax 202-363-3891
Program Director/Coordinator: Rebecca Foote

50

Male Youth Enhancement Program
1510 9th Street, N.W.
Washington, DC 20001
Phone 202-332-0213 Fax N/A
Program Director/Coordinator: Jake Roach

51

National Coalition Against Sexual Assault
2428 Ontario Road, N.W.
Washington, DC 20009
Phone 202-483-7165 Fax
Program Director/Coordinator:

52

Teens, Crime, and the Community
National Crime Prevention Council
1700 K Street, N.W., 2nd FL
Washington, DC 20006-3817
Phone 202-466-6272 Fax 202-296-1356
Program Director/Coordinator: Erin Donovan

53

Mediation in Schools
Community-Based Dispute Resolution
National Institute for Dispute Resolution
1901 L Street, N.W., Suite 600
Washington, DC 20036
Phone 202-466-4764 Fax 202-466-4769
Program Director/Coordinator: Judith Filner

54

Anti-Drug/Anti-Violence Program
Project SPIRIT
The Congress of National Black Churches, Inc.
1225 Eye Street, N.W., Suite 750
Washington, DC 20017
Phone 202-371-1091 Fax 202-371-0907
Program Director/Coordinator: Leon West
B.J. Long

55

Washington Community Violence Prevention Program
Washington Hospital Center
110 Irving Street, N.W., Room 4B-46
Washington, DC 20010
Phone 202-877-3761 Fax 202-877-3173
Program Director/Coordinator: Patricia S. Gainer

FLORIDA

56

The Training Institute
Grace Contrino Abrams Peace Education
Foundation, Inc.
3550 Biscayne Boulevard, Suite 400
Miami, FL 33137-3854
Phone 305-576-5075 Fax 305-576-3106
Program Director/Coordinator: Fran Schmidt

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**FLORIDA CONTINUED**

57

MAD DADS of Greater Ocala, Inc.

P.O. Box 3704

Ocala, FL 34478

Phone 904-629-3100 Fax 904-629-1364

Program Director/Coordinator: Patrick Hadley

61

Pre-School Stress Relief Program

Wholistic Stress Control Institute, Inc.

3480 Greenbriar Parkway, Suite 310-B

Atlanta, GA 30331

Phone 404-344-2021 Fax 404-346-1924

Program Director/Coordinator: Gloria S. Humphrey**GEORGIA**

58

Council on Battered Women

P.O. Box 54383

Atlanta, GA 30308

Phone 404-870-9600 Fax 404-870-9611

Program Director/Coordinator: N/A

62

Project Harambee

Wholistic Stress Control Institute, Inc.

3480 Greenbriar Parkway, Suite 310-B

Atlanta, GA 30331

Phone 404-344-2021 Fax 404-346-1924

Program Director/Coordinator: Donny X. Grogan

59

MOMS (Mothers of Murdered Sons)

c/o Southside High School

801 Glendale Avenue, SE

Atlanta, GA 30316

Phone 404-627-3705 Fax 404-627-7490

Program Director/Coordinator: Brenda Muhammad

63

Project Stress Control

Wholistic Stress Control Institute, Inc.

3480 Greenbriar Parkway, Suite 310B

Atlanta, GA 30311

Phone 404-344-2021 Fax

Program Director/Coordinator: Jennie C. Trotter

60

Saturday Institute for Manhood Brotherhood Actualization
(SIMBA)

Wholistic Stress Control Institute

3480 Greenbriar Parkway, Suite 310-B

Atlanta, GA 30331

Phone 404-344-2021 Fax 404-699-4087

Program Director/Coordinator: Tony R. Graves**HAWAII**

64

Conflict Management Program

2530 10th Avenue, Room A15

Honolulu, HI 96816

Phone 808-733-9108 or Fax

Program Director/Coordinator: Carl Takeshita, Janie King

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**ILLINOIS****65**

Broader Urban Involvement & Leadership Development
(B.U.I.L.D.)
1223 North Milwaukee Avenue
Chicago, IL 60622
Phone 312-227-2880 Fax 312-277-3012
Program Director/Coordinator: David Yancey

69

Project Peace
Chicago Housing Authority
Dept. of Resident Organizations and Youth Services
534 E. 37th Street 1st Fl.
Chicago, IL 60653
Phone 312-791-4766 Fax 312-924-3251
Program Director/Coordinator: R. Olomenji O'Connor

66

Rise High Projects
c/o Cermak Health Services
2800 S. California
Chicago, IL 60608
Phone 312-890-2719 Fax
Program Director/Coordinator: Dr. John May

70

Victim Services Program
Community Mental Health Council, Inc.
8704 South Constance Avenue
Chicago, IL 60617
Phone 312-734-4033 x156 Fax 312-734-5994
Program Director/Coordinator: Denyse Snyder

67

The Slick Boys
Ain't It A Shame (music video)
c/o Glenn Merrill
320 W. Illinois Suite 611
Chicago, IL 60610
Phone 312-670-3710 - Fax
Program Director/Coordinator: Glenn Merrill

71

Project Image
765 E. 69th Street
Chicago, IL 60637
Phone 312-324-8700 Fax
Program Director/Coordinator: Bob Warner

68

Better Days for Youth
Chicago Commons
915 N. Wolcott
Chicago, IL 60622
Phone 312-342-5330 Fax 312-342-4532
Program Director/Coordinator: Jose A. Morales

72

Solutions Unlimited Now (SUN)
2020 Lincoln Park West, Suite 38J
Chicago, IL 60614
Phone 312-321-0130 Fax
Program Director/Coordinator: Dr. Judith Tellerman

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**ILLINOIS CONTINUED**

73

Violence Prevention Program
University of Illinois/Chicago
School of Public Health M/C 922
2121 West Taylor
Chicago, IL 60612

Phone 312-996-6625 Fax 312-996-1374

Program Director/Coordinator: Shaffdeen Amuwo

INDIANA

74

Regionalization of Care for Abused Children
Indiana University School of Medicine
c/o 1001 W. 10th Street
Bryce Building Room 222
Indianapolis, IN 46202

Phone 317-274-8271/317-63 Fax

Program Director/Coordinator: Mary M. Von Burg

KANSAS

75

Building Conflict Solving Skills
Kansas Child Abuse Prevention Council
9412 High Drive
Leawood, KS 66206

Phone 913-341-7006 Fax 913-341-7006

Program Director/Coordinator: Helen L. Swan

76

STOP Violence Coalition
9307 West 74th Street
Merriam, KS 66204

Phone 913-432-5158 Fax 913-432-0782

Program Director/Coordinator: Lisa Kern-Smith

LOUISIANA

77

Tulane Men Against Rape
Tulane University
Office of Crime Prevention and Victim Resources
New Orleans, LA 70118-5698

Phone 504-865-5381 Fax

Program Director/Coordinator: Leroy Brown

MARYLAND

78

Project Raise I and II
Baltimore Mentoring Institute
605 N. Eutaw Street
Baltimore, MD 21201

Phone 410-685-8316 Fax 410-752-5016

Program Director/Coordinator: Richard Rowe
Zarva Taru

79

Violence Prevention Education Project
Bowie State University
14809 McKnew Road
Burton, MD 20866

Phone 301-464-7707 Fax 301-464-7706

Program Director/Coordinator: Chester A. France, Jr.

80

Project B.R.A.V.E. (Baltimoreans Reducing All Violent Encounters)
Maryland Dept. of Health & Mental Hygiene
Local and Family Health Administration
201 West Preston Street
Baltimore, MD 21201

Phone 410-383-5755 Fax 410-333-5995

Program Director/Coordinator: Joe Washington

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**MARYLAND CONTINUED****8 1**

Project 2000
Morgan State University
Center for Educating African American Males
308B Jenkins Hall
Baltimore, MD 21239
Phone 410-444-3275 Fax 410-319-3871
Program Director/Coordinator: Dr. Spencer Holland

8 2

National Institute Against Prejudice and Violence
712 W. Lombard Street
Baltimore, MD 21201
Phone 410-706-5170 Fax 410-706-7551
Program Director/Coordinator: Dr. Howard Ehrlich

8 3

Community Education Programs
M.Ed. Program in Peer Mediation at Goucher College
Sheppard Pratt Health Systems
6501 N. Charles Street
Baltimore, MD 21204
Phone 410-938-3929 Fax 410-938-4099
Program Director/Coordinator: Carcen R. Mayer

8 4

Community Educational Programs
Conflict Resolution/Peer Mediation Programs
Sheppard Pratt Health Systems
6501 N. Charles Street
Baltimore, MD 21204
Phone 410-938-3929 Fax 410-938-4099
Program Director/Coordinator: Carcen R. Mayer

8 5

Behavior Management Program
The Kennedy Institute
707 N. Broadway
Baltimore, MD 21205
Phone 410-550-9400 Fax
Program Director/Coordinator: contact referral staff

8 6

Community Relations Service
U.S. Department of Justice
5550 Friendship Boulevard Suite 330
Chevy Chase, MD 20815
Phone 301-492-5929 Fax 301-492-5984
Program Director/Coordinator: Jeffrey Weiss

MASSACHUSETTS**8 7**

Agape
650 Greenwich Road
Ware, MA 01082
Phone 413-967-9369 Fax
Program Director/Coordinator: Suzanne and Brayton Shanley

8 8

Act-It-Out: A Violence Prevention Theater
Arts-In-Progress
555 Armory Street
Jamaica Plain, MA 02130
Phone 617-524-1160 Fax
Program Director/Coordinator: Esther Kaplan

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**MASSACHUSETTS CONTINUED****89**

Barron Assessment and Counseling Center
25 Walk Hill Street
Jamaica Plain, MA 02130
Phone 617-635-8123 Fax
Program Director/Coordinator: Franklin A. Tucker

93

Citizens for Safety
100 Massachusetts Avenue, 4th Fl.
Boston, MA 02115
Phone 617-266-2171 Fax
Program Director/Coordinator: Kathie Mainzer

90

Child Witness to Violence Project
Boston City Hospital
Division of Developmental Pediatrics
818 Harrison Avenue Talbot 214
Boston, MA 02118
Phone 617-534-4244 Fax
Program Director/Coordinator: Betsy Groves

94

Gang/Drug Prevention Program (GDP)
City of Boston Dept. of Health & Hospitals
249 River Street
Mattapan, MA 02126
Phone 617-534-2000 x439 Fax 617-296-6803
Program Director/Coordinator: Ulric Johnson

91

Bruce Wall Ministries
c/o Longy Road
Hyde Park, MA 02136
Phone 617-364-5260 Fax
Program Director/Coordinator: Bruce Wall

95

Dating Violence Intervention Project
P.O. Box 530, Harvard Square Station
Cambridge, MA 02238
Phone 617-868-8328 Fax
Program Director/Coordinator: Carole Sousa

92

Community Crisis Response Team
(a service of Victims of Violence Program)
Cambridge Hospital
1493 Cambridge Street
Cambridge, MA 02139
Phone 617-498-1180 Fax
Program Director/Coordinator: Holly Aldrich

96

Violence Prevention Project
Department of Health and Hospitals
1010 Massachusetts Avenue, 2nd Floor
Boston, MA 02118
Phone 617-534-5196 Fax 617-534-5358
Program Director/Coordinator: Linda B. Hudson

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**MASSACHUSETTS CONTINUED****97**

Center for Urban Expression (CUE)
Dorchester Youth Collaborative
1514A Dorchester Avenue
Dorchester, MA 02122
Phone 617-288-1748 Fax 617-288-2136
Program Director/Coordinator: Emmett Fogert

98

Youth Program
Ecumenical Social Action Committee, Inc.
3134 Washington Street
P.O. Box 4
Jamaica Plain, MA 02130
Phone 617-524-2555 Fax
Program Director/Coordinator: Beatrice Zapater

99

National Network of Violence Prevention Practitioners
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
Phone 617-969-7100 Fax 617-244-3436
Program Director/Coordinator: Renée Wilson-Brewer

100

Neighborhood Employment Training for Fitchburg Youth
Education Development Center, Inc.
Carlisle Education Center
872 Westford Road
Carlisle, MA 01741
Phone 508-371-9898 Fax 508-371-0059
Program Director/Coordinator: Michael Gilbreath

101

ESR National Conflict Resolution Program
Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
Phone 617-492-1764 Fax 617-864-5161
Program Director/Coordinator: William Kreidler
Larry Dieringer

102

Boston Conflict Resolution Program
Educators for Social Responsibility (Boston Area chapter)
19 Garden Street
Cambridge, MA 02138
Phone 617-492-8820 Fax 617-864-5164
Program Director/Coordinator: William Kreidler

103

EMERGE: A Men's Counseling Program on
Domestic Violence
EMERGE
18 Hurley Street, Suite 100
Cambridge, MA 02141
Phone 617-422-1550 Fax 617-547-9879
Program Director/Coordinator: David Adams

104

Facing History and Ourselves
16 Hurd Road
Brookline, MA 02146
Phone 617-232-1595 Fax 617-232-0281
Program Director/Coordinator: Alan Stoskopf
Marc Skvirsky

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**MASSACHUSETTS CONTINUED****105****Gang Peace****318A Blue Hill Avenue****Dorchester, MA 02121****Phone 617-442-1919 Fax****Program Director/Coordinator: Rodney Dailey****106****Pediatric and Adolescent Violence Prevention Program****Harvard Community Health Plan Foundation****10 Brookline Place West****Brookline, MA 02146****Phone 617-731-7425 Fax 617-730-4695****Program Director/Coordinator: Carey Perry****107****Harvard Injury Control Center****Harvard School of Public Health****677 Huntington Avenue****Boston, MA 02115****Phone 617-432-1090 Fax 617-432-0068****Program Director/Coordinator: Sher Quaday****108****Hillside Sheltercare****1542A Columbus Avenue****Roxbury, MA 02119****Phone 617-445-9802 Fax 617-445-9804****Program Director/Coordinator: Donald Potts****109****Drug and Gang Prevention****Judge Baker Children's Center****Camille O. Cosby Center****295 Longwood Avenue****Boston, MA 02115****Phone 617-232-8390 x2200 Fax****Program Director/Coordinator: Dr. Gloria Johnson-Powell****110****Females Organizing Resources and Cultural Enrichment
(FORCE)****Judge Baker Children's Center****Camille Cosby Ambulatory Center****295 Longwood Avenue****Boston, MA 02115****Phone 617-232-8390 x2236 Fax****Program Director/Coordinator: Lem Robertson****111****Good Grief Program****Judge Baker Children's Center****295 Longwood Avenue****Boston, MA 02115****Phone 617-232-8390 x2111 Fax 617-232-8399****Program Director/Coordinator: Maria Trozzi****112****Empowering Children to Survive and Succeed (ECSS)****Lesson One Associates****25 Huntington Avenue****Boston, MA 02116****Phone 617-247-2787 Fax 617-247-3462****Program Director/Coordinator: Jon Oliver**

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**MASSACHUSETTS CONTINUED****113**

Love Unlimited Trauma Support for Victims of Violent Crime
Love Unlimited Outreach Ministries, Inc.
Dimock Health Center
55 Dimock Street
Roxbury, MA 02119
Phone 617-560-4678 Fax
Program Director/Coordinator: Rev. Helen Watkins-Skeete

114

Massachusetts Adolescent Violence Prevention Project
Massachusetts Department of Public Health
150 Tremont Street, 3rd Floor
Boston, MA 02111
Phone 617-727-1246 Fax 617-727-0880
Program Director/Coordinator: Homer Rahn-Lopez

115

National Association for Mediation in Education (NAME)
University of Massachusetts
205 Hampshire House
Amherst, MA 01003
Phone 413-545-2462 Fax 413-545-4802
Program Director/Coordinator: Annette Townley

116

National Institute for Violence Prevention
1 Cleveland Park
Roxbury, MA 02119
Phone 617-427-0692 Fax
Program Director/Coordinator: Joanne Taupier

117

Sexual Assault Program
New Hope, Inc.
P.O. Box 4100
Attleboro, MA 02703
Phone 508-226-4015 Fax 508-226-6917
Program Director/Coordinator: Cleo Senior

118

Violence Prevention Project
Office of Commissioner of Probation
1 Ashburton Place Room 405
Boston, MA 02108
Phone 617-727-5348 Fax 617-727-2199
Program Director/Coordinator: Ronald P. Corbett, Jr.

119

Student Conflict Resolution Experts (SCORE)
Office of the Attorney General
One Ashburton Place
Boston, MA 02108
Phone 617-727-2200 Fax 617-727-5765
Program Director/Coordinator: Scott Harshbarger
Kathy Grant

120

Outreach and Tracking Program
Old Colony YMCA
15A Bolton Place
Brockton, MA 02401
Phone 508-584-1100 Fax 508-427-4369
Program Director/Coordinator: Kathleen Bowden

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**MASSACHUSETTS CONTINUED****121**

Living After Murder Program (LAMP)
Roxbury Comprehensive Community Health Center
435 Warren Street
Roxbury, MA 02119
Phone 617-442-7400 x271 Fax 617-442-1409
Program Director/Coordinator: Sandra Hams

122

School Consultation and Treatment Program
20 Vining Street
Boston, MA 02115
Phone 617-734-1300 x170 Fax 617-232-5773
Program Director/Coordinator: Maggie Goodwin

123

School Mediation
School Mediation Associates
72 Chester Road #2
Belmont, MA 02178
Phone 617-876-6074 Fax
Program Director/Coordinator: Richard Cohen

124

Violence Prevention Project
South Shore Women's Center (SSWC)
85 Samoset Street
Plymouth, MA 02360
Phone 508-746-2664 Fax 508-747-1488
Program Director/Coordinator: Maria S. Moscaritolo

125

JAILBRAKE
Suffolk County Sheriff's Department
200 Nashua Street
Boston, MA 02114
Phone 617-635-1100 x255 Fax 617-635-4381
Program Director/Coordinator: Robert C. Rufo
Gerard T. Lydon

126

Youth Outreach Program
Support Committee for Battered Women
P.O. Box 24
Waltham, MA 02254
Phone 617-891-0724 Fax
Program Director/Coordinator: Bonnie McFarlan

127

Violence Prevention Awareness, Second Step Program
The Joey Fournier Services (JFS)
14 Beacon Street, Suite 720
Boston, MA 02108
Phone 617-248-0066 Fax 617-248-3931
Program Director/Coordinator: Donna Fournier Cuomo

128

The Prevention Center
The Medical Foundation
95 Berkeley Street
Boston, MA 02116
Phone 617-451-0049 Fax
Program Director/Coordinator: Margie Henderson

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**MASSACHUSETTS CONTINUED****129**

Peer Leadership Preventing Violence Program
The Medical Foundation Prevention Center
95 Berkeley Street
Boston, MA 02116
Phone 617-451-0049 Fax
Program Director/Coordinator: Margie Henderson

130

Dating Violence Intervention Project
Transition House
P.O. Box 530, Harvard Square Station
Cambridge, MA 02238
Phone 617-868-8328 Fax
Program Director/Coordinator: Carole Sousa

MICHIGAN**131**

Save Our Sons and Daughters (SOSAD)
2441 West Grand Boulevard
Detroit, MI 48208
Phone 313-361-5200 Fax 313-361-0055
Program Director/Coordinator: Clementine Barfield

132

Wasted Dreams
Southeastern Michigan Spinal Cord Injury System
Rehabilitation Institute of Michigan
261 Mack Avenue
Detroit, MI 48201
Phone 313-745-9740 Fax 313-745-9863
Program Director/Coordinator: Bruce Becker and Marcel Dijkers

133

Violence is Preventable (VIP) Program
6000 John E. Hunter Drive
Detroit, MI 48201
Phone 313-935-1582 Fax
Program Director/Coordinator: Rev. Priscilla Carey Tucker

134

Office of Violence Reduction
Wayne County Department of Public Health
2501 South Merriman Road
Westland, MI 48185
Phone 313-467-3363 Fax 313-467-3478
Program Director/Coordinator: Allen Tumpkin

135

Center for Peace & Conflict Studies
Wayne State University
2319 Faculty Administration Building
656 W. Kirby Street
Detroit, MI 48201
Phone 313-577-3453 Fax 313-577-8269
Program Director/Coordinator: Dr. Frederic Pearson

136

Center for the Prevention & Control of Interpersonal Violence
Wayne State University
School of Community Medicine
4201 St. Antoine
Detroit, MI 48201
Phone 313-577-1033 Fax 313-577-0316
Program Director/Coordinator: John B. Waller, Jr.

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**MINNESOTA****137**

CLIMB Theatre
500 N. Robert Street, Suite 220
St. Paul, MN 55101
Phone 612-227-9730 Fax 612-227-9730
Program Director/Coordinator: Peg Wetli

138

Child Advocacy Prevention Project
Minnesota Coalition for Battered Women
1619 Dayton, Suite 303
St. Paul, MN 55104
Phone 612-646-6177 Fax 612-646-1527
Program Director/Coordinator: Eileen Hudon

139

Ramsey County Family Violence Initiative
Ramsey County Government Center West #560
50 West Kellogg Boulevard
St. Paul, MN 55102
Phone 612-266-8020 Fax 612-266-8039
Program Director/Coordinator: Shirley Pierce

MISSOURI**140**

Interpersonal Violence Prevention Project
Ad Hoc Group Against Crime
3330 Troust Avenue
Kansas City, MO 64109
Phone 816-531-0000 Fax 816-753-6565
Program Director/Coordinator: Alvin Brooks

141

Resolve All Problems Peacefully (RAPP)
Ferguson/Florissant School District
Ferguson Middle School
701 January
Ferguson, MO 63135
Phone 314-521-5792 Fax N/A
Program Director/Coordinator: Julie Walker
& Michael McGarr

142

Project H.A.R.T. (Healthy Alternatives for Relationships
Among Teens)
Progressive Youth Center
2842 N. Dallas Road
St. Louis, MO 63131
Phone 314-569-1277 Fax
Program Director/Coordinator: Peggy Mavers

143

Conflict Management/Mediation Program
University of Missouri System/Missouri Dept. of Health
3166 Santiago Drive, Florissant (Univ. of Missouri)
600 E. Monroe Street, Jefferson City (Dept. of Health)
Florissant/Jefferson City, MO 63033/65102
Phone 314-837-1038/314-75 Fax
Program Director/Coordinator: Steve Jenkins
Cherie Krowe

NEW JERSEY**144**

Jersey Battered Women's Services
P.O. Box 363
Morris Plains, NJ 07950
Phone 201-455-1910 Fax
Program Director/Coordinator: Regina Braham

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**NEW JERSEY CONTINUED****145**

Abuse Ceases Today (ACT)
Jersey Battered Women's Services
P.O. Box 363
Morris Plains, NJ 07950
Phone 201-539-7801 Fax
Program Director/Coordinator: Marshall Krugman

146

National Concerned Officers Organization On Gang Activities
(CO3GA)
44 Ocean Boulevard N. Ste. 192
Long Branch, NJ 07748-7500
Phone 908-775-1439 Fax 908-462-8007
Program Director/Coordinator: Christopher Hill

149

MCH Violence Prevention Activities
New Mexico Department of Health
P.O. Box 26110
Sante Fe, NM 87502
Phone 505-827-2320 Fax 505-827-2329
Program Director/Coordinator: Victor LaCerva

150

Bernalillo Violence Prevention Project
New Mexico EMS-C Project
UNM Emergency Medicine Department
ACC 4West
Albuquerque, NM 87131
Phone 505-272-5062, Fax 505-272-6503
Program Director/Coordinator: Lenora Olson

NEW MEXICO**147**

Mediation in the Schools
New Mexico Center for Dispute Resolution
620 Roma, N.W., Suite B
Albuquerque, NM 87102
Phone 505-247-0571 Fax 505-242-5966
Program Director/Coordinator: Sara Keeney

151

Gang Intervention Program
Youth Development, Inc. (YDI)
1710 Centro Familiar, S.W.
Albuquerque, NM 87105
Phone 505-873-1604 Fax 505-877-3533
Program Director/Coordinator: Ruben Chavez

148

Violence Intervention Program
New Mexico Center for Dispute Resolution
620 Roma, N.W., Suite B
Albuquerque, NM 87102
Phone 505-247-0571 Fax 505-242-5966
Program Director/Coordinator: Melinda Smith

NEW YORK**152**

Alternatives to Violence Project
15 Rutherford Place
New York, NY 10003
Phone 212-477-1067 Fax 212-529-4603
Program Director/Coordinator: Paddy Lane

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**NEW YORK CONTINUED****153**

Andrew Glover Youth Program, Inc.
100 Center Street
Manhattan Criminal Court, Room 1541
New York, NY 10013
Phone 212-349-6381 Fax 212-349-6388
Program Director/Coordinator: Angel Rodriguez

154

Reaching At-Risk Youth in Public Housing
Boys and Girls Clubs of America
771 First Avenue
New York, NY 10017
Phone 212-351-5906 Fax 212-351-5940
Program Director/Coordinator: Roxanne Spillet
William Kearney

155

Targeted Outreach: Gang Prevention/Intervention
Boys and Girls Clubs of America
771 First Avenue
New York, NY 10017
Phone 212-351-5911 Fax 212-351-5940
Program Director/Coordinator: William Kearney

156

Children's Creative Response to Conflict
523 W. Broadway, Box 271
Nyack, NY 10960
Phone 914-358-4601 Fax
Program Director/Coordinator: Priscilla Prutzman

157

Harlem Hospital Pediatric Injury Prevention Program
Harlem Hospital Center
506 Lenox Avenue, MLKP 17102
New York, NY 10037
Phone 212-939-4150 Fax
Program Director/Coordinator: Dr. Barbara Barlow

158

Injury Community Demonstration Projects for
the Evaluation of Youth Violence Prevention Programs
Metropolitan Assistance Corporation
2 Lafayette Street 3rd FL
New York, NY 10007
Phone 212-577-7700 Fax
Program Director/Coordinator: Ellen Brickman

159

Mothers Against Violence Coalition of New York
154 Christopher Street Suite 2A
New York, NY 10025
Phone 212-255-8484 Fax 212-255-8785
Program Director/Coordinator: Barbara A. Lowe

160

Stop the Violence Clearinghouse
National Urban League, Inc
500 East 62nd Street
New York, NY 10021
Phone 212-310-9076 Fax
Program Director/Coordinator: Shawndra Lleulyn

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**NEW YORK CONTINUED****161**

New Justice Conflict Resolution Services
210 East Fayette Street
Lafayette Boulevard Suite 700
Syracuse, NY 13202
Phone 315-471-4676 Fax
Program Director/Coordinator: Terry Coffin

162

Safe Routes to School
New York City Department of Health
Injury Prevention Program
311 Broadway, Box 76B, 2nd fl.
New York, NY 10007
Phone 212-285-4616 Fax 212-233-3968
Program Director/Coordinator: Roger Hayes

163

Resolving Conflict Creatively Program (RCCP)
163 Third Avenue, #239
New York, NY 10003
Phone 212-260-6290 Fax 212-388-9259
Program Director/Coordinator: Linda Lantieri

164

School Mediators' Alternative Resolution Team (SMART)
50 Court Street 8th Fl.
Brooklyn, NY 11201
Phone 718-858-9070 x220 Fax 718-624-3405
Program Director/Coordinator: Linda Lausell

NORTH CAROLINA**165**

West Charlotte Fighting Back Project
910 N. Alexander Street Center
Charlotte, NC 28206
Phone 704-336-2030 Fax
Program Director/Coordinator: Ahmad Daniels

166

Preventing Domestic Violence
Gaston County Health Department
991 West Hudson Boulevard
Gastonia, NC 28052
Phone 704-853-5104 Fax 704-853-5252
Program Director/Coordinator: Peggy Helm-Quest

167

Youth Gang/Drug Prevention Program
Mecklenburg County Health Department
249 Billingsley Road
Charlotte, NC 28211
Phone 704-336-4700 Fax 704-336-6894
Program Director/Coordinator: N/A

168

National Alliance for Nonviolent Programming
1846 Banking Street
Greensboro, NC 27408
Phone 919-282-8312 Fax 919-545-1402
Program Director/Coordinator: Suzanne Plihcik

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**NORTH CAROLINA CONTINUED**

169

Injury Community Demonstration Projects for the Evaluation of
Youth Violence Prevention Programs
Research Triangle Institute
P.O. Box 12194
Research Triangle Park, NC 27709
Phone 919-541-6252 Fax
Program Director/Coordinator: Chris Ringwalt

170

Students Against Violence Everywhere (SAVE)
c/o West Charlotte Senior High School
2219 Senior Drive
Charlotte, NC 28216
Phone 704-343-6060 Fax 704-343-6049
Program Director/Coordinator: Gary R. Weart

171

Violence Intervention Project
University of North Carolina School of Public Health
Maternal and Child Health
406 Rosenau Hall, CB7400
Chapel Hill, NC 27599-7400
Phone 919-966-5980 Fax 919-966-7141
Program Director/Coordinator: Dorothy Brown

172

Women-in-Action for the Prevention of Violence
112 North Queen Street, Box F
Durham, NC 27701
Phone 919-682-1431 Fax
Program Director/Coordinator: Donna Smith

NORTH DAKOTA

173

Network Against Teenage Violence
Family Crisis Shelter
P.O. Box 1893
Williston, ND 58801
Phone 701-572-0757 Fax
Program Director/Coordinator: Paula Miller

OHIO

174

Ohio Commission on Minority Health
77 South High Street, Suite 745
Columbus, OH 43266-0377
Phone 614-466-4000 Fax 614-644-8112
Program Director/Coordinator: Cheryl A. Boyce

175

Alternatives to Violence
PEACE GROWS, Inc.
283 Crestwood Avenue
Wadsworth, OH 44281
Phone 216-336-7043 Fax 216-336-4774
Program Director/Coordinator: Adele Loony

176

Alternatives to Violence
PEACE GROWS, Inc.
184 E. Oakland Avenue
Columbus, OH 43201
Phone 614-267-6851 Fax 614-267-6850
Program Director/Coordinator: Kezia Sproat

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**OHIO CONTINUED****177**

Alternatives to Violence
PEACE GROWS, Inc.
513 West Exchange Street
Akron, OH 44302
Phone 216-864-5442 Fax
Program Director/Coordinator: Danene M. Bender

178

Social Skills Training
Society for the Prevention of Violence (SPV)
3109 Mayfield Road
Cleveland Heights, OH 44118
Phone 216-371-5545 Fax 216-371-9584
Program Director/Coordinator: Frank Huml

179

Positive Adolescent Choices Training (PACT) Program
Wright State University
School of Professional Psychology
110 Health Sciences Building
Dayton, OH 45435
Phone 513-873-3490 Fax 513-873-3434
Program Director/Coordinator: Dr. Michelle Hassell, Dr. Rodney
Hammond

OREGON**180**

Trauma Nurses Talk Tough (About Saving Your Life)
Oregon Research & Education Foundation
2801 North Gantenbein Avenue
Portland, OR 97227
Phone 503-280-4960 Fax 503-280-3756
Program Director/Coordinator: Joanne Fairchild, R.N.

181

Parent Management Training
Oregon Social Learning Center
207 E. Fifth Street, Suite 202
Eugene, OR 97401
Phone 503-485-2711 Fax 503-485-7087
Program Director/Coordinator: Gerald R. Patterson

PENNSYLVANIA**182**

House of Umoja (Unity) Boystown
1410 N. Frazier Street
Philadelphia, PA 19131
Phone 215-473-5893 Fax 215-473-3169
Program Director/Coordinator: Nasser Fattah

183

Philadelphia Anti-Drug/Anti-Violence Network
121 N. Broad Street 6th Fl.
Philadelphia, PA 19107
Phone 215-977-7980 Fax 215-977-2856
Program Director/Coordinator: James J. Mills

184

Operation Peace in Philly (OPP)
Philadelphia Department of Public Health
1600 Arch Street, 7th Floor
Philadelphia, PA 19102
Phone 215-686-5047 Fax
Program Director/Coordinator: Chukwudi Onwauchi-Saunders

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**PENNSYLVANIA CONTINUED****185**

Making Choices: A Program for Youth
Pittsburgh Peace Institute
116 S. Highland Avenue
Pittsburgh, PA 15206
Phone 412-361-5900 Fax
Program Director/Coordinator: Linda Shoyer

186

Bringing Black Males to Manhood
Urban League
1 Smithfield Street

Pittsburgh, PA 15222-2222
Phone 412-261-1130 Fax
Program Director/Coordinator: John Mitchell

RHODE ISLAND**187**

Sexual Assault Peer Education (SAPE)
Brown University
c/o Toby Simon, Associate Dean of Student Life
Office of Student Life, Box P
Providence, RI 02912
Phone 401-863-3145 Fax
Program Director/Coordinator: Toby B. Simon

SOUTH CAROLINA**188**

Five-Point Youth Violence Prevention Program
University of South Carolina
College of Criminal Justice
Columbia, SC 29208
Phone 803-777-5709 Fax 803-777-9600
Program Director/Coordinator: Dr. Andrew J. Chishom

TEXAS**189**

Texas Women's University College of Nursing
1130 M.D. Anderson Boulevard
Houston, TX 77030
Phone 713-794-2138 Fax
Program Director/Coordinator: Judith McFarlane

190

Teen Dating Violence Project
Austin Center for Battered Women
P.O. Box 19454
Austin, TX 78760
Phone 512-385-5181 Fax 512-385-0662
Program Director/Coordinator: Barri Rosenbluth

191

Injury Community Demonstration Projects for the
Evaluation of Youth Violence Prevention Programs
Houston Department of Health and Human Services
8000 N. Stadium Drive, 5th Fl.
Houston, TX 77054
Phone 713-794-9181 Fax
Program Director/Coordinator: Bill Wiist

192

Texas Council on Family Violence
8701 N. MoPac Expressway, Suite 450
Austin, TX 78759
Phone 512-794-1133 Fax
Program Director/Coordinator: Debby Tucker

VIOLENCE PREVENTION PROGRAMS/ORGANIZATIONS**VIRGINIA****193**State Interagency Task Force on the Prevention
of Youth Violence

Department of MH/MR/SA Services

Office of Prevention

P.O. Box 1797

Richmond, VA 23214

Phone 804-786-1530 Fax 804-371-6179

Program Director/Coordinator: Derius D. Swinton**WASHINGTON****194**

Alternatives to Fear

2811 East Madison, Suite 208

Seattle, WA 98112

Phone 206-328-5347 Fax

Program Director/Coordinator: Nora Kostelnik**197**

Seattle Team for Youth

Division of Family and Youth Services

618 2nd Avenue

Seattle, WA 98104

Phone 206-386-1009 Fax 206-386-1138

Program Director/Coordinator: Eric Anderson**198**

Families And Schools Together (FAST) Track

c/o Mark Greenberg

146 N. Canal Street

Seattle, WA 98103

Phone 206-685-3927 Fax 206-685-3944

Program Director/Coordinator: Dr. Mark Greenberg**195**

Center for Prevention of Sexual and Domestic Violence

1914 North 34th, Suite 105

Seattle, WA 98103

Phone 206-634-1903 Fax

Program Director/Coordinator: Rev. Marie Fortune**199**

King County Sexual Assault Resource Center

P.O. Box 300

Renton, WA 98057

Phone 206-226-5062 Fax

Program Director/Coordinator: Nancy O'Mara (education)
Deanne Yamamoto (client svc.)**196**Second Step: A Violence Prevention Curriculum
Committee for Children (CFC)

172 20th Avenue

Seattle, WA 98122

Phone 206-322-5050 Fax 206-322-7133

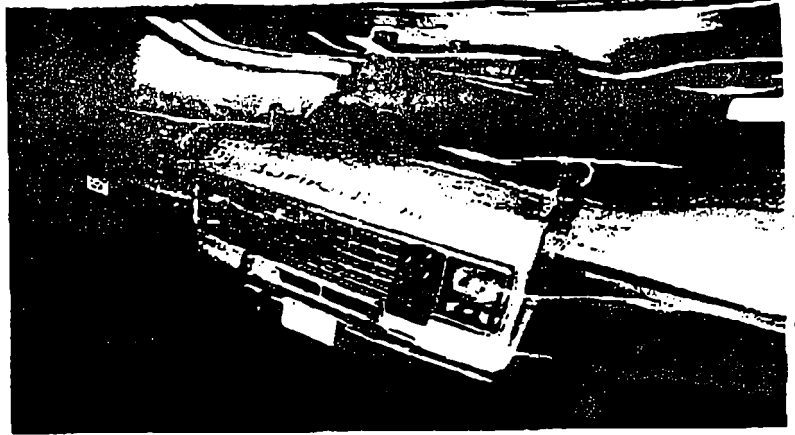
Program Director/Coordinator: Karen Bachelder**WISCONSIN****200**Centro de la Comunidad Unida; Delinquency Prevention/
Gang Intervention

1028 South 9th Street

Milwaukee, WI 53204

Phone 414-384-3100 Fax 414-649-4411

Program Director/Coordinator: Dr. Walter Sava



Jerry Berndt

The Center for Violence Prevention and Control at Education Development Center, Inc. (EDC) was created to unite multiple perspectives on violence. Our mission is to reduce violence in the home, the school, the community, and society at large. To this end, we draw upon the best theory and practice of each discipline to fashion a truly interdisciplinary approach to violence prevention—across the lifecycle and from the community to the policymaker.

*Violence is a major cause
of death and disability
in the United States.*

Traditionally, addressing violence has meant different things to different disciplines and agencies:

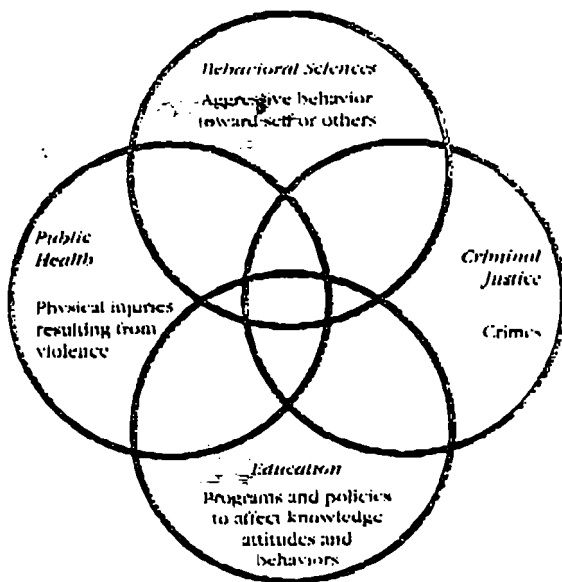
- ▶ For Criminal Justice, violence can be the beginning of a process of arrest, prosecution, and incarceration of offenders, and, more recently, of new strategies, such as community policing.
- ▶ For Health Care, violence is a cause of individual morbidity and mortality and system overload.
- ▶ For Public Health, violence is a society-wide problem that can be understood and influenced through the tools of epidemiology, and which can be addressed through the development, implementation, and evaluation of interventions.
- ▶ For the Behavioral Sciences, violence is one of the most prevalent, stable, socially transmittable, and personally destructive—yet at the same time alterable—of human behavioral patterns.
- ▶ For Education, violence is a cause of disruption, of thwarted student achievement and fear among staff, but also a problem that schools are uniquely positioned to help address.
- ▶ And, for the victims of violence and their communities, it is the trauma of sudden death and injury and the steady erosion of the quality of life, of a sense of community, and of a belief in the future.

At EDC, we draw on all of these perspectives.

Who We Are

The interdisciplinary perspective of the Center for Violence Prevention and Control is built on and reflects the diverse backgrounds and expertise of our staff. Researchers and analysts have come from backgrounds in criminal justice research, practice, and policy (including work with police departments, prosecutor's offices, the judiciary, and correctional institutions); public health (including all aspects of injury prevention and control); education; developmental psychology; health services research; victim's services; alcohol, drug, and other substance abuse prevention; and research and evaluation methodology.

Our expertise in these areas of theory and practice is complemented by EDC's efforts in child and adolescent health, school reform and restructuring, school-to-work transition, and cultural diversity and gender equity. EDC has long been recognized nationally and internationally for the development of state-of-the-art curricula and other learning materials and the development of video-based and other advanced learning technologies.



The chart at left is taken from *Injury Prevention: Meeting the Challenge* (1989), by the National Committee for Injury Prevention and Control and EDC.

"This is a book for people who are concerned about injuries and who want to do something about them. If you are not already concerned or motivated to act, I predict that you will be before you have finished Injury Prevention: Meeting the Challenge."

*Former Surgeon General
C. Everett Koop, M.D., Sc.D.*

What We Do

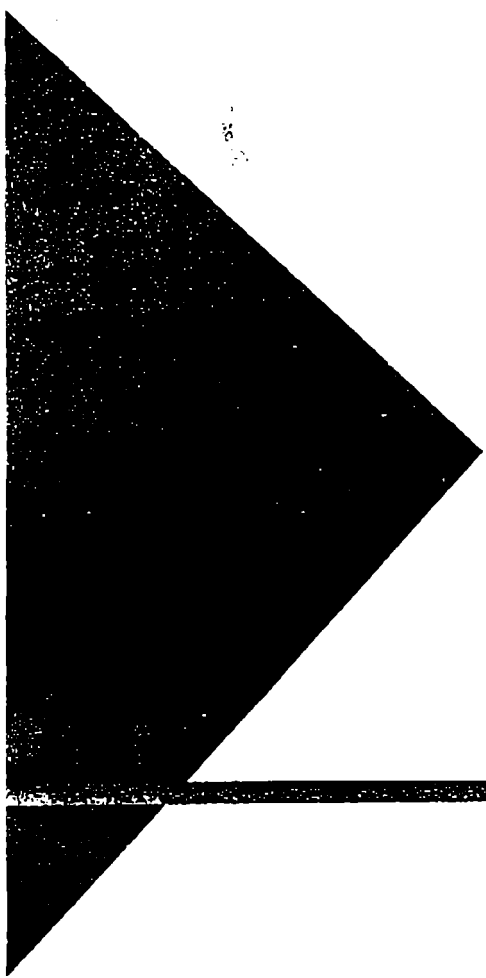
Meeting the Challenge

*A Forum on
Setting the Agenda
for Prevention*

The National Committee for
Injury Prevention and Control

Since the early 1980s, EDC has been widely recognized as a major contributor to the field of violence prevention and control because of our

- ▶ development, implementation, and evaluation of innovative violence prevention interventions.
- ▶ research to enhance the understanding of violence and its prevention.
- ▶ creation and broad dissemination of educational curricula and training materials.
- ▶ policy analysis and other contributions to institutional reform and the diffusion of new practices.
- ▶ dedication to facilitating collaborations across disciplines, agencies, and communities.
- ▶ efforts to make research findings and theory accessible and useful to policymakers, practitioners, and the public.



We Believe That . . .

► *Violent behavior can be changed.*

We develop tools and strategies to assist professionals who work directly with the victims, perpetrators, and witnesses of violence.

► *Violence prevention is complex and requires multiple strategies. Therefore,*

- On an individual level and family level, we help people learn to recognize and use non-violent behavior as a viable choice for resolving conflict.
- On an institutional level, we help schools, health care institutions, community agencies, and the courts find ways to intervene more effectively to prevent and curtail violence.
- On a societal level, we address factors that contribute to violence: alcohol and other drugs, poverty, racism, sexism, access to weapons, and media portrayals of violence.

► *Violence prevention can best be achieved through early intervention.*

We concentrate on educating young people about alternatives to violence before they arrive at the hospital or in court.

► *Violence prevention requires a lifecycle perspective.*

Victims, perpetrators, and bystanders are of all ages. Our work seeks to identify and interrupt the cycle of violence early, because it can persist within families and communities and repeat itself across generations.

► *Violence prevention is multidisciplinary.*

Cross-cutting initiatives involve many fields on which we draw, and across which we foster collaboration.

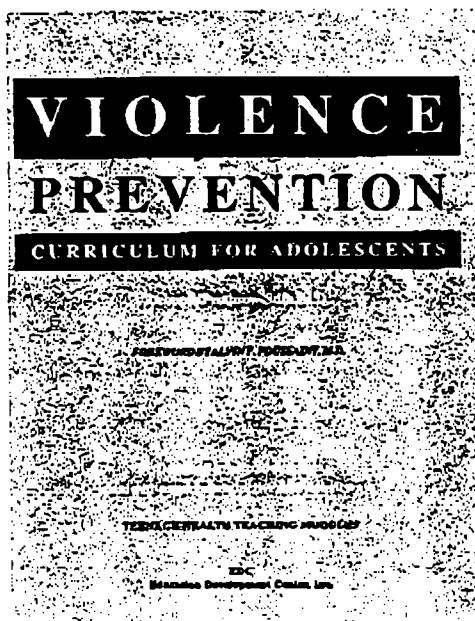
Where We Work

In the Schools

The Center for Violence Prevention and Control is at the vanguard of efforts to develop and evaluate curricula that teach youngsters alternatives to violent behavior and that foster a safe learning environment.

A study of Aggressors, Victims, and Bystanders began with groundbreaking research on how children think about violence. Victims and bystanders, as well as aggressors, have distinct and consistent ways of thinking about and addressing conflict and violence that put them at risk for involvement with violence. Based on this research, EDC developed and evaluated a curriculum to teach high-risk, middle school students cognitive skills and beliefs to help them solve problems effectively and without violence. *Funder: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention*

EDC documented and evaluated *Violence Prevention Curriculum for Adolescents (grades 10-12)* pioneered by Dr. Deborah Prothrow-Stith in the Boston schools. The national evaluation documented reductions in students' reports of violent behavior. More than 8,000 copies of the teacher's guide have been purchased by high schools and youth-serving agencies across the country. *Funders: Florence V. Burden Foundation; U.S. Department of Justice, National Institute of Justice*





Marlene Nelson

*Education Development Center
"is a national leader in identifying
and creating effective violence
prevention curriculums."*

*The Boston Globe
June 21, 1992*

Written by EDC and based on current research findings, the *Violence Prevention Handbook for Teachers of Young Children* offers practical strategies to manage, reduce, and help prevent aggressive behavior in preschool, kindergarten, and Head Start classrooms. *Funders: Florence V. Burden Foundation; A.L. Mailman Family Foundation*

Straight Talk About Risks (STAR): A Pre-K-12 Curriculum for Preventing Gun Violence is a curriculum to reduce the potential for children and teens to be injured or killed by gunfire. The program is designed to increase students' awareness of the risks associated with guns and gun violence; to teach them what to do if they encounter guns or gunfire; and to enable them to reflect on their emotional responses and coping styles. EDC is evaluating this program in New York City and Los Angeles, where it is being implemented. *Funder: Center to Prevent Handgun Violence*

In the Criminal Justice System

In criminal justice, as in other fields, we bring the best theory and practice of education to bear on problems that can only be addressed by many disciplines together. We work with police, prosecutors, judges, victims' advocates, and others to foster programs for prevention. We have concerned ourselves especially with improving the system's interventions on behalf of young victims.

The Child Victim as Witness Research and Development Program brought together criminal justice and human service professionals in four communities to implement and test new policies and procedures for making the court system less traumatic for sexually abused children. We also identified factors that determine how the mother's support affects her sexually abused child and decisions made by the social service and criminal justice systems. Findings will inform the design of new approaches to assist children in courts across the country. *Funders:* U.S. Department of Justice; Office of Juvenile Justice and Delinquency Prevention; U.S. Department of Health and Human Services; National Center on Child Abuse and Neglect.

When the Victim Is a Child, 2nd Edition is a book for prosecutors, judges, legislators, and policymakers that summarizes advances in research, law, and practice. More than 14,000 copies have been distributed by the National Institute of Justice. The first edition of this book, published in 1985, has been cited in numerous state task force reports and in an opinion of the U.S.





Marlene Nelson

"Whenever a new prosecutor comes into our sexual assault unit, I give him a copy of When the Victim Is a Child. It is an excellent review of the research, which prosecutors need to know to effectively deal with courtroom issues involving children as witnesses."

Paul Stern, Senior Deputy
Prosecuting Attorney,
Special Assault Unit,
Snohomish County, Washington

Supreme Court, which set the stage for increased use of techniques to alleviate children's fears when testifying. *Funder: U.S. Department of Justice, National Institute of Justice*

The *Child Victim as Witness Series* comprises five "research briefs" and a monograph for a general multidisciplinary audience synthesizing psychological research on the capabilities of child sexual abuse victims to testify in court. *Funder: U.S. Department of Health and Human Services, National Center on Child Abuse and Neglect*

Under the Program to Increase Understanding of Child Sexual Exploitation, EDC is learning more about children and youth who are involved in prostitution and pornography, the circumstances that lead to their involvement, and the response of the criminal justice and social service systems. The study will recommend ways to improve the systems' response to victimized youth and the adults who exploit them. *Funder: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention*

EDC is conducting a national assessment of the problem of Coordinating Criminal and Juvenile Court Proceedings in Child Maltreatment Cases to generate new ideas for streamlining court actions and improving outcomes for abused children and their families. *Funder: U.S. Department of Justice, National Institute of Justice*



In Health Care Settings

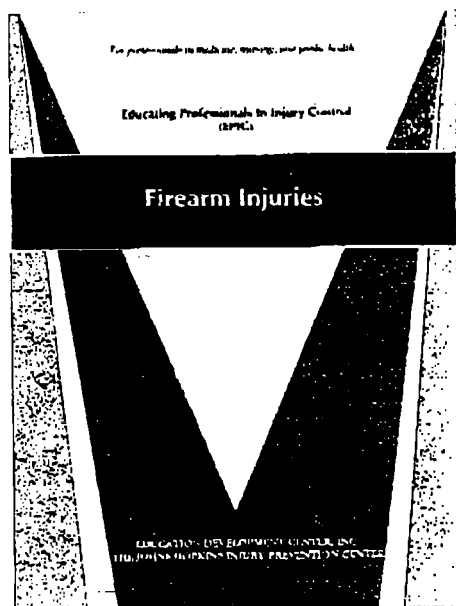
Health care institutions are often the first and frequently the only agencies to which victims of violence turn. Thus we work with health and mental health professionals to enhance their understanding of violence and their capacity to intervene effectively. A special focus has been on documenting and overcoming the barriers to the identification, treatment, and referral of family violence cases.

In the Health Care and Family Violence Field Project, EDC examined the health care system's response to family violence in five communities across the country. Our report contains recommendations for overcoming obstacles to improving services to families who experience violence. *Funder: Robert Wood Johnson Foundation*

With staff at Boston City Hospital, EDC developed a *Protocol for Health Care Providers* to identify and prevent violent behavior among youth. The protocol, which includes posters, a slide presentation, and a user's guide, enables providers to ask youngsters about fighting and weapon-carrying, and to discuss risks and prevention strategies. *Funder: U.S. Department of Health and Human Services, Bureau of Health Care Delivery and Assistance*

EDC, in collaboration with the Johns Hopkins Injury Prevention Research Center, developed a curriculum for schools of medicine, nursing, and public health, *Educating Professionals in Injury Control (EPIC)*, which includes a module on preventing firearm injuries. This curriculum has enabled many health professional schools to include violence and injury prevention in their teaching for the first time. *Funder: Pew Charitable Trusts*

Injury Prevention: Meeting the Challenge is a book for public health policymakers and practitioners, published by Oxford University Press. In collaboration with three federal agencies and a panel of 30 injury prevention experts, EDC staff synthesized current research about injury prevention strategies, including interventions related to assaultive injuries, child abuse, domestic violence, elder abuse, rape and sexual assault, and suicide. *Funders: U.S. Department of Health and Human Services, Maternal and Child Health Bureau; Centers for Disease Control and Prevention; U.S. Department of Transportation, National Highway Traffic Safety Administration (NHTSA)*



"[Violence] does more than expose the weakness in social relationships; it undermines the social order itself, by destroying the assumptions on which it is based."

Charles E. Silberman,
Criminal Violence, Criminal Justice (1978)

In the Community

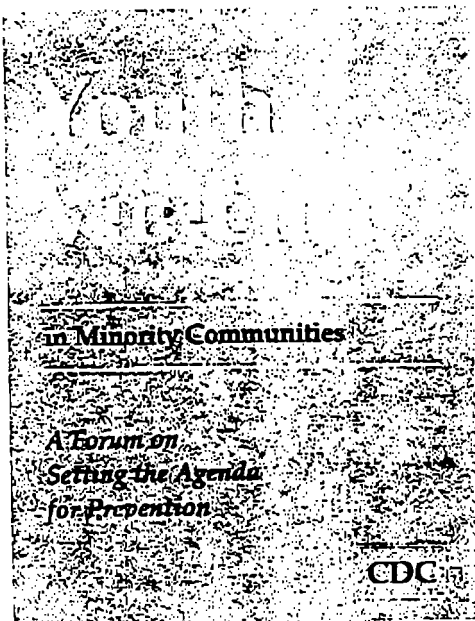
We work with communities that have identified violence prevention as a high priority. We help equip community agencies with the tools and strategies they need to prevent violence, to protect and support people who are exposed to violence, whether as victims or witnesses, and to help them advocate for local and national efforts to address the problem.

EDC summarized what is known about strategies for preventing violence, particularly in minority communities, in six background papers that are incorporated in *Guidelines for the Prevention of Youth Violence*, a publication of the *Centers for Disease Control and Prevention*.

EDC is designing a *Training Curriculum on Bias Crimes* for police officers and victim assistance workers. *Funder: U.S. Department of Justice, Office for Victims of Crime and Bureau of Justice Assistance*

EDC is collaborating with Howard University to develop *Children as Witness to Community Violence* to reduce the risk factors and increase resiliency among African American children exposed to constant community violence. A culturally appropriate training program and manual will encourage replication of the project, which includes a therapeutic after-school program for children, a parent group, and other school and community links. *Funder: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention*

Working with Fitchburg social service agencies, *Neighborhood Employment Training (NET)* is a program to prevent youth at risk from joining gangs by attacking some of the underlying causes and contributing factors, such as unemployment and racism. The project trains Hispanic youth ages 15 to 19 to serve as medical interpreters in major medical facilities, while enhancing leadership and other skills. *Funder: U.S. Department of Health and Human Services, Administration for Children and Families*



Across Institutional Boundaries

Violence prevention is a powerful but still emerging field. Many practitioners work in their localities, cut off from peers in other areas and from specialists in violence prevention theory and evaluation. By coordinating networks and multidisciplinary teams, we seek to build on the strengths of existing efforts, while helping to stimulate and shape the next generation of successful, well-documented interventions.

EDC co-sponsored *Adolescent Violence: The Skills-Building Conference* to enhance the capacity of agencies to implement violence prevention strategies. With: the Boston Violence Prevention Project, Northeastern University College of Criminal Justice, Community Coalition to Prevent Black Homicide, Citizens for Safety, and the Medical Foundation.

EDC manages a National Network of Violence Prevention Practitioners to link program personnel with evaluators and researchers from a range of disciplines. The network aims to advance violence prevention as a field and infuse current practice with the best theoretical and practical contributions of researchers and other experts. *Funder: Carnegie Corporation of New York*

The nation's first Adolescent Violence Prevention Resource Center, operated by EDC through the Children's Safety Network, aims to improve the science and practice of youth violence prevention. We provide technical assistance, training, and resource materials to build the violence prevention capacity of state and community maternal and child health agencies. *Funder: U.S. Department of Health and Human Services, Maternal and Child Health Bureau*

CONNECTIONS

Newsletter of the National Network of Violence Prevention Practitioners

Submission Development Center, Inc.

Vol. 1 Winter 1993

Welcome to Your Network:
A Letter from the Director

Violence Prevention:
A Network of Knowledge

Children's Safety Network

CapSULES

Submission Development Center

January 1993

In This Issue:
Focus on Domestic Violence

This is the first newsletter of the National Network of Violence Prevention Practitioners. It is published by the Submission Development Center, Inc. The newsletter is published quarterly and is available to all members of the network. The newsletter is published by the Submission Development Center, Inc. The newsletter is published quarterly and is available to all members of the network.

Domestic Violence
This is the first newsletter of the National Network of Violence Prevention Practitioners. It is published by the Submission Development Center, Inc. The newsletter is published quarterly and is available to all members of the network.

Children's Safety Network
This is the first newsletter of the National Network of Violence Prevention Practitioners. It is published by the Submission Development Center, Inc. The newsletter is published quarterly and is available to all members of the network.

Violence Prevention
This is the first newsletter of the National Network of Violence Prevention Practitioners. It is published by the Submission Development Center, Inc. The newsletter is published quarterly and is available to all members of the network.

Collaborators

American Bar Association
 American Hospital Association
 American Medical Association
 American Prosecutors Research Institute
 American Public Health Association
 Boston Children's Hospital
 Harvard University Injury Control Center
 Harvard University Medical School
 Harvard University School of Public Health
 Howard University
 Johns Hopkins Injury Prevention Research Center
 Massachusetts Criminal Justice Training Council
 Massachusetts Office for Victim Assistance
 Northeastern University College of
 Criminal Justice
 University of North Carolina-Chapel Hill

Sponsors to Date

Florence V. Burden Foundation
 Carnegie Corporation of New York
 Center to Prevent Handgun Violence
 Ittleson Foundation
 Robert Wood Johnson Foundation
 A.L. Mailman Family Foundation
 Minority Health Professions Foundation
 Pew Charitable Trusts
 State Justice Institute
 U.S. Department of Health and Human Services
 Administration for Children and Families
 Bureau of Health Care Delivery
 and Assistance
 Maternal and Child Health Bureau
 Centers for Disease Control and Prevention
 National Center on Child Abuse and Neglect
 National Institutes of Health
 U.S. Department of Justice
 Bureau of Justice Assistance
 National Institute of Justice
 Office for Victims of Crime
 Office of Juvenile Justice and
 Delinquency Prevention
 U.S. Department of Transportation
 National Highway Traffic Safety
 Administration (NHTSA)

Selected Publications

- | | |
|--|---|
| F
o
r
e
h
c
o
m
i
n
g | Cohen S. (forthcoming) Violence in Schools: Current Status and Prevention. In School Health: A Guide for Health Professionals (5th edition). Elk Grove, Illinois: American Academy of Pediatrics. |
| 1992 | Cross TP, De Vos E, & Whitcomb D. Prosecution of Child Sexual Abuse: Which Cases are Accepted? Child Abuse & Neglect (accepted).
De Vos E, Newberger EN, & Cohen S. Family Violence and the Health Care System: Lessons from Five Communities. A report to the Robert Wood Johnson Foundation by the EDC/Children's Hospital Health Care and Family Violence Field Project (in process).
Whitcomb D. When the Victim Is a Child (Second Edition). Washington, D.C.: National Institute of Justice, U.S. Department of Justice. |
| 1991 | Cohen S, & Wilson-Brewer R. Violence Prevention for Young Adolescents: The State of the Art of Program Evaluation. New York: Carnegie Council on Adolescent Development.
Wilson-Brewer R, Cohen S, O'Donnell L, & Goodman L. Violence Prevention for Young Adolescents: A Survey of the State of the Art. New York: Carnegie Council on Adolescent Development.
Northrop D, Jacklin B, Cohen S, & Wilson-Brewer R. Violence Prevention Strategies Targeted Toward High-Risk Minority Youth. Public Health Reports;106(3):272-274. |
| 1990 | Guerra NG & Slaby RG. Cognitive Mediators of Aggression in Adolescent Offenders: 2. Intervention. Developmental Psychology, 26:269-277. |
| 1989 | National Committee for Injury Prevention and Control (with EDC). Injury Prevention: Meeting the Challenge. Oxford University Press. |
| 1988 | Slaby RG & Guerra NG. Cognitive Mediators of Aggression in Adolescent Offenders: I. Assessment. Developmental Psychology, 24:580-588. |

*For further information about
the Center for Violence Prevention
and Control at EDC, please call
Yvonne Herring at 617-969-7100, Ext. 2301.*

EDC's Division of Health and Human Development Programs, the administrative umbrella for the Center for Violence Prevention and Control, focuses on preventing AIDS and other sexually transmitted diseases; violence and injury; and behaviors that lead to chronic disease. Our projects aim not only to provide education for individual behavior change, but also to foster policies and organizational change in schools, community agencies, health care settings, and the criminal justice system, and to create environments that support healthy human development.

The Center for Violence Prevention and Control is a program of Education Development Center, Inc. (EDC), a nonprofit research and development organization based in Newton, Massachusetts. Founded in 1958, EDC has successfully addressed many of the major health, educational, and social challenges of our times. More than 100 EDC projects are currently in progress throughout the United States and around the world.

Promising Approaches to Promote Youth Development and Prevent Youth Crime

Under both the Senate and House versions of the Crime Bill, there are several initiatives that would fund programs to prevent youth violence. The programs might be housed in schools or in the community; however, they would all be similarly designed to include such activities as mentoring, tutoring, counseling, recreation, and social and cultural enrichment after school, on weekends, and in the summer. These types of programs exist in communities across the country; below are some examples of those that could be expanded or replicated under the prevention provisions of the Crime Bill:

THE BEACONS SCHOOLS, New York, NY

- Thirty-seven separate Beacons programs are operating across all five boroughs of New York City. There is at least one Beacon in every community school district in the city.
- Beacons are school-based community centers managed by non-profit community-based organizations that provide activities and services to young people and their families after school, on weekends, and during the summer.
- Activities for youth include mediation/conflict resolution; volleyball, aerobics, martial arts, and basketball; creative writing, dance, choral singing, and multi-cultural music and dance programs; youth entrepreneurship and career counseling; community service and inter-generational projects; and young parent workshops.
- A strong emphasis is placed on families. Family meals and family night activities are organized to bring families together. Activities such as aerobics, GED and adult literacy, and other fun courses such as creative writing are also offered to adults.
- Beacons also serve as venues for community meetings and social activities and as organizing centers for neighborhood safety and revitalization.

CHALLENGERS BOYS AND GIRLS CLUB, Los Angeles, CA

- Located in South Central Los Angeles, this program has served children and their parents since 1968.

- Challengers is open from 7 AM to 7 PM seven days a week and serves more than 2200 young people between the ages of 6 and 17 each year.
- As one measure of the respect for the program in the community, the building was left untouched in the April 1992 riots in South Central Los Angeles.
- The key to the success of the program is the involvement of parents. Parents help according to their talents and interests: they may staff the after-school snack bar, chaperone field trips, run fundraising events, or help with homework.
- Parents are required to volunteer for eight hours per month as long as they have a child enrolled at Challengers. Between 35 and 40 parents can be found at the club on any given day.

CITY STREETS, Phoenix, AZ

- City Streets began in 1985 when city leaders offered young people a chance to advise the Mayor on youth issues as part of a day-long Teens in Living Color Contest.
- The program now operates seven days a week in recreation centers, shopping malls, and high schools throughout the city and includes active youth participation in planning and implementation.
- Activities include rap sessions on teen issues, career fairs, health fairs, drug education, dance troupes, talent shows, and Midnight Madness, a program for older teens that runs from 10:00 PM to 1:00 AM during the summer.
- A mobile teen center visits ten neighborhoods that have been identified as having high rates of gang violence, substance abuse, and truancy. The program offers recreation and limited computer skills programs and will eventually offer job training and assessment and bilingual health education.

THE DOOR, New York, NY

- Started in 1975, the Door is the largest comprehensive health, education, and cultural services center for disadvantaged youth in New York City and the nation.

- The program uses a comprehensive, integrative approach to involve the whole of a young person's needs and circumstances.
- 300 young people between the ages of 12 and 21 are served daily.
- The Door is based on the premises that youth need a sense of belonging as much as they need adequate nutrition, that they need a concerned adult in their lives as much as they need to master basic language skills, and that they need to be able to laugh and celebrate their lives as much as they need to develop the skills to hold a responsible job.
- Services and activities include primary health care, on-site vocational training, drug and alcohol abuse treatment, and workshops in the arts, poetry, theater, gymnastics, and dance.
- A Youth Leadership Action Committee plans activities and events with staff, and each youth has a counselor who oversees his or her progress.

EL PUENTE, Brooklyn, NY

- El Puente was established in 1982 by Luis Garden-Acosta in response to community dissatisfaction with health, education, and social services.
- The name captures its goal: "el puente" means "bridge" in Spanish, and the center attempts to create a bridge from youth to adulthood for its participants.
- Participants are ages 12 to 21; approximately 500 persons per year enroll in the program. 95% of the participants are Latino; the same number are from low-income families.
- The program's philosophy is to respect participants as members and contributors to the center, rather than treating them as clients who need help.
- Program components include academic enrichment (GED, ESL and other classes); cultural and recreational activities; access to medical and other social services; and community service projects in which youth participate (e.g., "Toxic Avengers", a group working to eliminate radon from the community, and "Young Latinos for Peace", which advocates for social justice).

FIFTH WARD ENRICHMENT PROGRAM, Houston, TX

- The program was established in 1984 in Houston's fifth ward, the city's most economically depressed area, to empower young black males who are at risk of dropping out of school, criminal involvement, substance abuse, or becoming teen fathers.
- Approximately 300 African-American males between the ages of 11 and 17 are served each year.
- The program is community-based with an all male staff who serve as role models to the young men.
- Activities include homework help; conflict resolution training; physical health and development including drug and alcohol awareness, health education, male responsibility, and sex education; field trips; peer counseling; service activities; and organized sports.

JESSE WHITE TUMBLING TEAM, Chicago, IL

- Over 1750 young people have been members of the Jesse White Tumbling Team since 1959, and the team currently has a waiting list of 4000 young people.
- Today, approximately 75 primarily low-income, African-American youth between the ages of 6 and 26 travel around the Chicago area and the world to display their unique talents to cheering audiences.
- About half of the team members live or have lived in the Cabrini Green housing development.
- In addition to tumbling skills, the participants have an opportunity to develop an appreciation of education and the rewards of dedication.
- Team members are exposed to different environments and cultures while being involved in a positive activity.

LATIN AMERICAN YOUTH CENTER, Washington, DC

- The program offers bilingual and bicultural programs to over 3000 low-income, Latino and other minority youth in the Adams Morgan and Mount Pleasant neighborhoods.
- The Center seeks to empower youth both socially and economically.

- Core activities include a drop-in center, employment readiness and job training, drug treatment, and health promotion.
- The Gang Prevention Project for High-Risk Central American and Caribbean Immigrant Youth is one part of the program. Activities include weekend retreats away from the city for youth and their families; a Challenge program based on the Outward Bound model; a youth-police planning group; and GED, literacy, and ESL classes.

LEMMON AVENUE BRIDGE, Dallas, TX

- The mission of Lemmon Avenue BRIDGE is to improve all aspects of young peoples' physical, social, and emotional health and well-being.
- The program serves 350 youth between the ages of 12 and 18 in the Oak Lawn neighborhood of East Dallas. Approximately half of the youth are Latino, and another 27 percent are African-American.
- Twenty-four youth service agencies have agreed to provide on-site services that range from primary health care and pregnancy prevention to employment readiness and probation-related services.
- Young people can also participate in dance, fine arts, and music; camping, physical fitness, and other athletic activities; decision making and parenting skills; tutoring; and service activities.

NEW CONCEPT SELF DEVELOPMENT CENTER, Milwaukee, WI

- Operating since 1975, New Concept operates in three sites and serves 7,500 predominantly low-income African-American youth.
- New Concept was developed to bridge the gap of high quality, comprehensive human services and therapeutic treatment in the inner-city areas of Milwaukee.
- Programs focus on the entire family and are geared toward empowering families to achieve self-sufficiency and increase their ability to contribute to the community.
- The program has established 35 youth directed drug abuse prevention and education clubs called "Hang Tough" clubs.

- Other activities include conflict resolution and values clarification; formal youth involvement in program decision-making; employment readiness, job training, and job placement; family planning; and family preservation and support services.

NEW FUTURES, Savannah, GA

- New Futures was started in 1988 by Otis Johnson, a civil rights leader and former alderman, as an attempt to bring together youth services that had been fragmented, reactive, and largely irrelevant to the urgent needs of disadvantaged young people.
- One of their greatest achievements has been helping the community to accept collective responsibility for the problems of their children.
- Started as a program for at-risk, middle-school students, services and activities are now geared toward the developmental needs of children from conception to age 18.
- Many of the activities are school-based, including the Adolescent Health Clinic which provides health appraisals, prenatal services, family planning, and evaluation and treatment of STDs and the Comprehensive Competency Program Labs which are special learning centers that provide individualized, self-paced instruction.
- Project SPIRIT is an after-school and Saturday program at six churches that enhances self-esteem in young people, improves their academic performance, and helps their parents become more involved and more effective with their children.
- The Savannah Compact, a partnership between the school system and the business community, works to provide job-ready graduates and future employment for at-risk youth.

OMEGA BOYS CLUB, Oakland, CA

- Omega Boys Club was founded in 1987 by Joe Marshall and Jack Jacqua, both high school teachers.
- Participants are young men ages 13 to 21; most live in public housing projects and have been involved in drugs and/or gang violence.
- Funding is raised from foundations, corporations, and individuals. Most of the funds go to college scholarships. All club members are

eligible for college scholarships if they stay off drugs and maintain passing grades.

- As of last year, Omega had sent a total of 118 young men to college. Their success rate is high; only 10 of the 118 have dropped out.
- Academic enrichment is provided in the form of weekly tutorials and college prep classes.
- "Family meetings," similar to African rites of passage in which fathers pass on wisdom to their sons, are held daily. The focus is on providing adult male role models for participants. Leaders use the works of Malcolm X, Martin Luther King, and Jesus, among others.
- Older participants are encouraged to act as role models and public spokespeople for the club, a system which the directors say creates a strong motivation for the older members to stay out of trouble.
- With both the participants who come to the centers and others who are in local juvenile detention centers, a lot of time is spent keeping in touch with the club members, letting them know someone is looking out for them, advocating on their behalf before judges and officials at group homes and detention centers, and working with family members of club participants.
- The two directors, along with several other adults and youth, host a 4-hour radio show each week called "Street Soldiers". The purpose is to provide a forum for talking about the consequences of violence.

OUR CHILDREN'S FOUNDATION, INC., New York, NY

- Our Children's Foundation was founded in 1968 and is located on the main thoroughfare of Harlem, at 125th Street and Amsterdam Avenue.
- The program is open every day of the year, including holidays, and is currently serving 365 young people between the ages of 6 and 21 and over 500 parents or legal guardians.
- The program is funded through the New York State Division of Substance Abuse. Although substance abuse prevention is one emphasis of the program, the overall mission is more broadly focused on the positive development of youth.

- Young people become members of the foundation by agreeing to follow the rules and regulations, being drug-free, and having a parent or guardian who is actively involved in Foundation activities.
- In order to prepare members for the decision-making required within college and university settings, each young person must chose a "major" and "minor" from the Foundation's selection of activities.
- Youth activities include homework sessions; tutoring; required computer skills courses; SAT preparation; debate team; art, dance, music, drama, and writing classes; rites of passage birthday parties; visits to colleges and universities including Howard, Princeton, Spelman and Yale; cultural trips to the Martin Luther King Center for Non-Violent Change, the Lincoln Memorial, and Disney World-Epcot Center as well as sites in New York City; group discussions and group therapy; guest speakers such as Congressman Rangel and Muhammed Ali; and community service.
- The focus of the program is on the whole family. Parent activities include GED and ESL classes, computer literacy, weight training, aerobics, counseling, and parent support groups.

YOUTH DEVELOPMENT, INC., Albuquerque, NM

- The program was started in 1971 as an outreach program for youth "drop-outs." They now serve 18,000 youth per year through a holistic approach to meeting the total needs of young people.
- The program serves the Albuquerque metro area and four surrounding counties; 66% of the youth are Hispanic or Latino.
- Programs include:
 - a drop-in center and latchkey program;
 - businesses run by youth (Youth Enterprise Systems Painting Company, a commercial painting service that took off from a project to paint over graffiti and Nuevo Mexico Si Cafe, a restaurant in a downtown shopping center);
 - summer youth employment;
 - gang intervention;
 - transitional living programs; and
 - housing taken over from the Resolution Trust Corporation that is rented to young people and young families who have graduated from the transitional living programs.

- Youth are attracted to the program because of their strong relationships with the caring and committed staff.

Youth Crime Watch - Miami, Florida
(School-Based Violence Prevention Program)

In an effort to prevent crime and violence in schools, the Youth Crime Watch was established in 1984. This school-based prevention program is led by students who work with other students to promote awareness of the problems of crime and address ways to prevent it.

In the Youth Crime Watch program, each participating school forms a core group, consisting of an advisor, a Youth Crime Watch representative, students selected by the principal or staff, and other program organizers. Core group members in turn serve as representatives of the program to the rest of the school. The group tries to recruit students, define the school's needs, enhance the school climate, develop action plans, and sponsor activities for reducing campus crime.

School groups work hard to form collaborative arrangements between local businesses, law enforcement officials and other community members, who serve as guest speakers and provide materials and personnel to the participating schools.

John D. ...

Portland Public Schools - Portland, Oregon
(Reducing Gang Violence)

The Portland Public Schools has a comprehensive gang violence reduction plan in place. One part of their strategy includes having all students who were suspended for fighting, weapons violations, gang violence, and assault attend special classes before returning to their regular schools.

The classes are small and have specially trained teachers who specialize in non-violence training, including conflict resolution and mediation. The district has reported positive results when the students return to their regular classroom.

Gang Violence Prevention

Gilmore Elementary School - Racine, Wisconsin
(Student Mediation)

Located in an inner-city neighborhood in Racine, Gilmore Middle School's student body is composed of disadvantaged students from the neighborhood and bused-in rural and affluent suburban students. Administrators believed that the student mix had the potential to be "a recipe for disaster," but have been pleasantly surprised by the way Gilmore has turned many everyday conflicts into constructive learning experiences.

The credit for the positive school climate is attributed to a program called Mediated Dispute Resolution (MDR). MDR uses mediation sessions handled by a trained student mediator who sits down along with the two antagonists in a specially designated area. The mediator explains the rules to each party and in about twenty minutes the parties in conflict work through their problem to find a viable solution and generally come to some form of written agreement.

The program is very popular among both students and staff. By implementing Mediated Dispute Resolution, staff intervention in student disputes has declined dramatically. Also teachers and administrators are very pleased with the way that the participants in the program learn to resolve their differences, and the student mediators learn increased leadership skills.

Peer Mediation

San Diego Unified School District - San Diego, California
(Increased Security)

The San Diego Unified School District has tried two innovative security measures over the years. One is that they have been gradually replacing chain link fences with ornamental wrought iron ones. According to Security Chief Rascon "Ornamental iron fencing beautifies the campus. Since it doesn't give you the prison look, you can make the fence higher and people don't care. We've gone from 10 feet to 15 feet. You can't cut holes in ornamental iron--you'd have to bring a torch--and you can't climb those fences as easily as chain link fences."

The other innovative idea for increased security was also suggested by Rascon in 1974. He believes that all the schools' lights be turned out at night as a deterrent to crime. Rascon recounts, "It was a radical move because we had been brainwashed by the electric companies for years that the more lights you have, the less crime. We have proven that's wrong. To the contrary, I think lights help a burglar to see so he knows where the equipment is. We've told the community, if you see a light come on, call the police. And it clicks, it really does. A dark and silent school is effective against crimes of property." Crime has been reduced and the District has saved over \$2 million in utility bills.

Seamus H

Amir

**The Resolving Conflict Creatively Program (RCCP) - New York City
Public Schools
New York, New York**

Purpose: The Resolving Conflict Creatively Program (RCCP) provides instruction for teachers and students in creative conflict resolution and intergroup relations. The operating premise of the program is aptly summed up by it's coordinator, Linda Lantieri, who believes: "The program shows students that they have many choices for dealing with conflict besides passivity or aggression. . . We show them the futility of violence while replacing it with concrete skills."

Description: Focusing on conflict resolution and intergroup relations, the Resolving Conflict Creatively Program (RCCP) began in 1985 with 20 teachers from three schools in District 15 in New York City. The RCCP is a collaborative effort of the New York City Board of Education and Educators for Social Responsibility Metropolitan Area (ESR Metro). By 1991, the program involved over 1,200 teachers and more than 35,000 students from 120 schools throughout New York City. Today over 4,000 teachers and more than 120,000 students are involved in RCCP nationwide. In addition, RCCP is being modeled in 4 pilot sites: The Anchorage School District, The New Orleans Public Schools, The South Orange-Maplewood School District in New Jersey, and the Vista Unified School District in Southern California.

While the curriculum focuses on showing young people alternatives to violent behavior, and increasing their understanding and appreciation of their own and other cultures, it is unique in that it has been developed for use by teachers. It's design is flexible so that it can be adapted for grade levels from K through 12. Also, there are provisions for staff development and training. The program includes:

- 20-hour training courses for teachers;
- regular classroom instruction in creative conflict resolution and intergroup relations based on a ten-unit curriculum;
- classroom visits by an expert consultant (10 visits per teacher); and
- monthly two-hour follow-up sessions with teachers in each school.

Another dimension to the program is the training provided to "peer mediators." Training for peer mediators include conflict resolution, handling fights and interracial taunts and threats, and

other potentially dangerous incidents that may occur on the playground. In an evaluation of five elementary schools using the RCCP, it was found that peer mediators prevented arguments from escalating into fights in an average of 103 schoolyard incidents.

Evaluation: In May 1989, Metis Associates, assessed the impact of the program during the 1988-89 school year. In a survey of 200 teachers and school administrators who had used the program, the evaluation found that the program had an overwhelming positive impact on participants. It indicated that:

- 71 percent of responding teachers said that as a result of their participation in the program there was less physical violence among children in their classrooms;
- 66 percent observed less name-calling and fewer put-downs;
- 78 percent observed more caring behavior among their students;
- 69 percent found children more willing to cooperate; and
- 72 percent said children were better able to understand other's points of view.

Contact: Ms. Linda Lantieri
Coordinator of the Resolving Conflict Creatively Program
153 Third Avenue #239
New York, New York 10003
(212) 260-6290

A Brief Description of FAST Track

FAST Track (Families and Schools Together) is a program designed to promote the social and educational development of elementary school-aged children. It is a model program of prevention funded by the Department of Education, The National Institute of Mental Health, and the Center for Substance Abuse Prevention. FAST Track is being implemented in approximately 30 elementary schools in Durham, North Carolina, Nashville, Tennessee; Rural Central Pennsylvania; and Seattle, Washington. These schools serve a wide diversity of children and provide a national test of the value of this program.

One reason FAST Track is being supported and evaluated at this time is that there is a growing realization that our nation's children are being exposed to increasing rates of violence, substance abuse and school failure or drop-out. Some children are at greater risk for these problems, but the pressure of these problems in our schools represents a threat to the quality of education for all children. FAST Track involves the integration of a number of innovative curricula and is intended to serve a protective role for both normal and at-risk children. The program has three levels of prevention activity:

The first level is a basic prevention curriculum (PATHS) for all children, designed to promote self control, communication skills, positive peer relations, responsible decision making, good work habits, and effective problem solving skills. The PATHS curriculum is taught several times a week by classroom teachers who have attended a summer training workshop and who receive regular support from a FAST Track Educational Coordinator. PATHS will be taught at all five elementary grade levels, with a new grade level added each year. This year we have begun the third grade program. The goal is for children to build their skills cumulatively and allow teachers to have a common set of terms and methods for helping children achieve self-control at school.

The second level is an extracurricular program for children who can benefit from additional support in the development of these skills, and for families who desire information and opportunities to discuss parenting issues.

The third is an individualized set of more in-depth support services (including academic tutoring, social support, and home visiting) that can be extended on an as-needed basis for children or families who have particular needs for such services.

Levels two and three of FAST Track components are for children who have been reported by parents and kindergarten teachers to have high rates of behavior problems and non-compliance at home and at school. These include:

1) A two-hour Saturday enrichment program each week from late September to early April. This program is for the first and second grade children. It involves:

- a) Individualized reading tutored by a trained tutor using a field-tested program.
- b) Social and self-control skills training groups for children

Community Schools

Office of Prevention

c) Parent groups which combine discussions of ways to help children succeed in school and with training in general parenting skills. Teachers occasionally attend the parent groups to discuss classroom and homework procedures and to develop good working relationships with parents.

d) Parent-child activity time (e.g. practice in reading, etc.).

2) Coordination and supervision of in-school or after-school services for children, such as academic tutoring and skills practice. This is done by our Educational Coordinators who run the Saturday children's groups and meet with teachers about PATHS and academic needs of the children.

3) Home visiting to support the family's positive relationship to school and the child's development is provided by the Family Coordinator who runs the parent group program. Family and Educational Coordinators work in teams to improve communication and service delivery for the children and their families.

In the third through the sixth grade years, there will be monthly groups for parents and children. Services to children and families continue on an as-needed basis. During the spring and summer of the year before the transition to middle school, and the fall of the first year in middle school a series of after-school groups will be conducted with the children to prepare them with skills for making the transition to middle-school. Parent groups will be held in the evenings to discuss issues that parents need to consider in order to see their children make this transition successfully.

The program includes a broad and comprehensive evaluation plan. Yearly evaluations allow us to track the impact of the PATHS curriculum on all children who receive it. Teacher ratings, school observations, and home visits allow us to evaluate the effectiveness of the program for children and families who receive extracurricular services. One of the conditions for getting the funding for FAST Track was that some schools and children be a control for the schools receiving the intervention. In Durham the 13 elementary schools of the former City Schools system were divided into two sets of schools matched carefully according to overall composition (e.g. free and reduced lunch participants, CAT score levels). A drawing was held in the superintendent's office to determine which set of schools received the intervention. All 13 schools have continued to participate in the program evaluation activities. Eventually, comparisons will be made on the progress of all the children in the two sets of schools, so that the effectiveness of the program can be evaluated for children who vary in risk status.

At the time we presented the program opportunity to each school, and then again when the drawing was held, we promised to seek funding for a full implementation of the program in all schools, once we had all three cohorts underway and had data to support this move. We are now close to the point for planning this full-scale implementation. Preliminary data looks promising and we have been contacted by several foundations who have interest in helping us disseminate the program to more schools.

FAX TRANSMITTAL FORM

DATE 12/9/93

TO: Dr. William Madzelski

FAX NO. (202) 401-1069

FROM: John D. Coie, Ph.D

COMMENTS: At Irene Ecksell's request I am sending you this brief
description of the FAST Track program. If you would like to receive a
longer discussion of the program and its conceptual framework, please FAX
your mailing address to me and I will send you a copy of a publication
on FAST Track.

Total number of pages 3 **including this cover sheet.**

***Duke University
FAST Track Project
P.O. Box 90539
Durham, NC 27708-0539
Phone: 286-2008
FAX: 286-3221***

**"SAFEGUARDING OUR YOUTH:
VIOLENCE PREVENTION FOR OUR
NATION'S CHILDREN"**

PROGRAM FAIR DESCRIPTIONS

Samples Macked Up

Individually - -

In Crime Bill
As Boys &
Girls Clubs
Program

Boys and Girls Club of America

Robbie Callaway
Boys & Girls Clubs of America
Government Relations Office
611 Rockville Pike, Suite 230
Rockville, MD 20852
301/251-6676

The Boys & Girls Clubs of America is a national nonprofit youth organization providing support services to 1,460 Boys & Girls Club facilities. Through these local clubs, more than 1.84 million young people are provided with opportunities for personal growth and achievement. Boys & Girls Clubs of America is the only nationwide youth agency with a primary mission of service to young people from disadvantaged circumstances. Approximately 71 percent of club members live in urban areas, and 66 percent come from families with annual incomes under \$15,000.

Boys & Girls Clubs of America provides the following services to local clubs:

- Program research and development;
- Personnel recruitment and training;
- Training in fund raising, marketing and communications;
- Building design, construction and maintenance assistance;
- Evaluation of club effectiveness and compliance with national standards; and
- Assistance to volunteer leaders interested in establishing new clubs.

Every club is a professionally staffed, fully equipped facility with daily programs that promote the health as well as the social, educational and character development of boys and girls ages six to 18. Programs are designed to make a positive impact on young lives by building self-esteem and encouraging the development of values and skills during critical periods of childhood growth. Each club is a private, nonprofit agency with policy set by a volunteer board whose members are local residents.

Robbie Callaway is the assistant national director for Government Relations for Boys & Girls Clubs of America. He served on the Maryland Governor's Juvenile Justice and Delinquency Advisory Committee from 1976 to 1988. In addition, Callaway played a key role in creating and developing the National Center for Missing and Exploited Children and currently serves on the board of directors as vice chairman.

Keys to Excellence, Inc.

Ronald G. Kuhn
Phyllis R. Antonelli
Keys to Excellence, Inc.
26550 North Wrangler Road
Scottsdale, AZ 85255
602/585-3535

Since 1980, thousands of teenagers and adults across the United States, Canada and Australia have been empowered to create positive changes in their lives through **Keys to Excellence, Inc.** programs. Working with the belief that self-concept is at the core of human behavior and motivation, Keys to Excellence, Inc. has developed processes that enable individuals and groups to positively alter their self-concepts. These processes are presented in the curriculum, *Keys to Innervision*.

The *Keys to Innervision* curriculum includes an adolescent video series, participant and facilitator manuals, a separate adult video series and a parenting component. The curriculum is specifically designed for at-risk adolescents and adults in juvenile and adult corrections agencies, school systems, drug treatment organizations and other groups that work with at-risk individuals. The curriculum is designed to change beliefs and behaviors that lead to drug use, dependency and criminal behavior.

Results of the program show that violence in institutions is reduced, student academic performances increase as students monitor their own behavior, staff turnover and use of sick leave are reduced, and staff training rises to a new standard of participation, enthusiasm and subsequent program implementation.

Ronald G. Kuhn, DMA, is founder and president, and Phyllis R. Antonelli, M.Ed., is vice president and training director of Keys to Excellence, Inc. They are the co-authors of and featured teachers on the *Keys to Innervisions* video curriculum. Since 1990, they have implemented the curriculum in hundreds of agencies across the United States. Together they wrote and produced the series, *Focus on Alcohol*, and the adult curriculum, *Unlocking your Natural Resources*.

Office of Prevention
Can promote this
type of activity

Office of Violence Prevention

Selena M. Respass
Office of Violence Prevention
Massachusetts Department of Public Health
150 Tremont Street
Boston, MA 02111
617/727-1246, ext. 30

The Massachusetts Department of Public Health's **Office of Violence Prevention** was established to coordinate and expand violence prevention programs and activities designed to reduce interpersonal violence and intentional injury. The objectives of the office include:

- To coordinate and strengthen existing violence prevention activities within the department and other state agencies;
- To promote and support the development of comprehensive community-based violence prevention initiatives with Massachusetts cities and towns;
- To disseminate information about violence prevention initiatives to the general public, schools, public health and public safety professionals, and health care providers on national and local levels; and
- To increase the capacity of the department and other state agencies to address violence and intentional injury as a public health issue through existing programs and grant writing activities.

The Office of Violence Prevention has recently produced three products to assist Massachusetts communities in developing violence prevention programs: *Violence Prevention Program Guidelines*; *Statewide Violence Prevention Program Directory*; and *Update of the Violence in Massachusetts: The Epidemiology of Weapons in Massachusetts*.

Planned for Spring 1994, the "Words Not Weapons" campaign will encourage high school students throughout the state to pledge to not bring weapons to school. Students will also receive training in conflict resolution, mediation and peer leadership and will then share these skills with middle and elementary school students.

Selena Respass is director of the Massachusetts Department of Public Health's Office of Violence Prevention. In this position, Ms. Respass coordinates and promotes violence prevention activities throughout the state, keeping communities and local, state, federal and national agencies informed about the department's violence prevention initiatives.

Conflict Resolution

Resolving Conflict Creatively Program

Tom Roderick
Educators for Social Responsibility
Metropolitan Area
475 Riverside Drive, Room 450
New York, NY 10115
212/870-3318

A unique partnership between Educators for Social Responsibility Metropolitan Area and the New York City Public schools, the **Resolving Conflict Creatively Program** reaches tens of thousands of young people throughout New York City. Working collaboratively with students, school staff and parents, the program seeks to incorporate the knowledge and skills of conflict resolution, an appreciation for diversity, and attitudes for countering bias into every aspect of campus life.

One of four programs offered by ESR Metro, Resolving Conflict Creatively Program's core components include:

- Twenty-five-hour introductory training for staff;
- Regular classroom instruction in creative conflict resolution;
- Classroom visits by expert consultants; and
- Two-hour monthly follow-up sessions with teachers.

The Resolving Conflict Creatively Program also offers peer mediation training to selected groups of students who then serve their schools as playground mediators. RCCP's professional development sessions for school administrators help them create school climates that honor diversity and cooperative approaches to solving conflict. The parent component trains parents in conflict resolution and intergroup relations, preparing them to lead workshops for other parents.

The positive impact of the RCCP has been documented in assessments conducted by Metis Associates. Teachers report fewer fights, less verbal abuse and more caring behavior on the part of their students.

Mr. Tom Roderick serves as executive director of Educators for Social Responsibility Metropolitan Area. ESR Metro seeks to make social responsibility an integral part of education by fostering new ways of teaching and learning that help young people participate in shaping a better world. He co-founded and co-directs RCCP.

School-Community
Program /
Office of Prevention

Trenton Safe Havens Program

John T. Bailey
Trenton Safe Havens Program
Department of Recreation, Natural Resources and Culture
319 East State Street
Trenton, NJ 08608
609/989-3154

Weed and Seed is a pilot program aimed to reduce illegal crimes and drugs and revitalize communities through alternatives and opportunities for education, recreation, cultural, social and economic programs. This approach unites community organizations, social service providers and the criminal justice system in partnership with people in the community to remove crime and violence and rebuild social institutions and family life.

Through the Department of Recreation, Natural Resources and Culture, the Trenton Weed and Seed program operates four **Safe Haven** sites. Each of the Safe Havens sites provide children and young adults alike opportunities to discover new hobbies and activities. The sites are open daily after school, evenings and Saturdays. Arts and crafts, basketball, tutoring and homework assistance, dance and swimming are just a sample of the activities offered. Safe Haven staff often arrange special events including the Mayor's Earth Day Clean-Up program, a poster contest sponsored by the Mercer County Prosecutor's Office and a trip to a professional basketball game. These opportunities provide experiences that enrich and expand youngsters' horizons and help build their self-confidence.

The Safe Haven sites also serve as meeting places for numerous community meetings and activities. Future goals for the Safe Havens include active involvement in neighborhood development activities and building partnerships with area businesses and community organizations.

John T. Bailey is project director for the Trenton Weed and Seed program, a federally-funded, community-based strategy for fighting crime, drug abuse and gang activities. Mr. Bailey serves as the Weed and Seed program liaison with state and federal agencies. He previously served in Denver, Colorado, as executive director of the Salvation Army Red Shield Community Center, public relations director for the Girl Scouts Mile Hi Council and executive director of the Joint Effort Youth Foundation. Mr. Bailey also played professional basketball in the American Basketball Association.

Farrell Area School District

"A tradition of care and education for all"

Prescription for America

The Farrell Area School District
1600 Roemer Boulevard
Farrell, PA 16121
(412) 346-6585

Contact:

John G. Sava
Superintendent of Schools

Nancy Hromyak
Community Outreach Specialist

Copyrighted: 1993

Example of "After-School"
Program: _____

Profile of the Farrell Area School District

The Farrell Area School District (FASD), comprised of the urban communities of Farrell and Wheatland, is located on the Pennsylvania side of the Ohio border, equidistant between the cities of Pittsburgh and Erie. The FASD is the 5th poorest of the Commonwealth's 501 school districts, according to AFDC, with 60%-65% of the students qualifying for free and reduced breakfast/lunch. The community is struggling with decreasing population, commercial bankruptcies, building and neighborhood decay, decreasing market values and high unemployment. The 1280 student population (age 4 kindergarten through grade 12) is 65% African-American with 66% of those households headed by a single parent.

The FASD has established itself as the hub of the community and has gained national recognition by successfully implementing a comprehensive system of interagency collaboratives that act as a safety net of family support for the entire community from the *cradle to the grave*. As a family center, the FASD provides on site primary and mental health clinics, prenatal and parenting education, day care and preschool that is coordinated with early intervention starting at 6 weeks old, intergenerational and community service programs, and over forty other family support programs, all developmentally appropriate and child centered.

The Family Center concept serves to promote the following results:

- * 100% graduation rate
- * 65% graduates continue to post secondary education
- * Students rank in the 99th percentile for self esteem
- * Buildings are open from 6:30 am to 10:30 pm with no guards

On-site evaluations and endorsements of the FASD Family Support Programs include: Dr. Edward Zigler, director, Bush Center for Child Development and Social Policy, Yale University and author, *School of the 21st Century*; Dr. T. Berry Brazelton, Harvard Medical School professor and author, *What Every Baby Knows*; Robert P. Casey, Governor of Pennsylvania; Donald Carroll, Pennsylvania Secretary of Education; Joseph Bard, Pennsylvania Commissioner of Education; and Dr. Sharon Lynn Kagan, Early Childhood Specialist, Yale University.

The FASD superintendent made a presentation of the districts programs to the National Governors Association sponsored by then Governor of Arkansas, William Clinton. The district motto of *"Care and education for all"* may be a prescription for America. The district has received extensive media attention for its community school commitment. This attention includes: a cover story in USA Today, feature articles in The Washington Post, National School Board News, Leadership News (AASA), and Front Line (Pennsylvania Department of Education). The school district has also been featured on KDKA, Pittsburgh; the Pennsylvania Public Television Network; and the CBS Charles Kuralt series. Students representing four of the family support programs were invited to present testimony to the Congress of the United States on National Children's Day, 1990. Many educational experts have pronounced the FASD as Pennsylvania's School of the Twenty-first Century.

Philosophy

A child centered approach across all aspects of the educational program

Intense interagency cooperation for the establishment of a comprehensive array of cradle to grave family support programs

The school as the community's human service facilitator for total service coordination

The school as a promoter of the most current technological advances to promote instructional support and curriculum

*For school puposes
The Farrell Area School District defines Family as...*

Family

***Any person
or persons
who have
a common bond
of
shared responsibility for each other
and /or
a child or children
in their care.***

THE SIX NATIONAL EDUCATION GOALS :

READINESS FOR SCHOOL

By the year 2000, all children in America will start school ready to learn

HIGH SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in English, mathematics, science, history and geography.

SCIENCE AND MATHEMATICS

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Prescription for America

The Farrell Area Program, if implemented nationally in all elementary schools, would serve to decrease the following:

Crime and Violence
Drug and Alcohol Abuse
Cardiovascular Problems
Academic Failures(Dropouts)
Family Structure Decay
Infant Mortality Rate

National Association of State Directors of Special Education (NASDE) Commitment for the 90's

The needs of ALL children are identified and met without reference to assigned labels or categories of severity of disability.

School become community learning and resource centers that provide educational support services for ALL citizens.

Federal, state, and local governments provide adequate funding to meet the needs of ALL students.

Schools will provide family focused, one stop support, that includes multi agency responsibility for:

- * information, referral and follow-up systems
- * comprehensive health-care, child care, and intervention services
- * effective preschool learning opportunities to support ALL infants, toddlers, young children, and their families.

Schools will provide comprehensive preparation for adult life, which includes:

- * internship and mentorship programs
- * multi-levels of school-exit points that are outcomes-based
- * educational attendance options, e.g., unlimited educational leave to prepare ALL students for existing and potential post-secondary options.

Schools will treat diversity as a strength by including:

- * parents as full partners in the education of their children
- * mastery learning in outcomes-based curricula
- * full range of technology support so that instruction is adapted to the natural variability of ALL learners.

Schools will provide learning that is never ending, including:

- * community volunteer programs
- * lifelong learning options
- * cross-generational learning environments that make education a lifelong experience for ALL learners.

Schools will provide multi-agency community-based services, including:

- * counseling
- * recreation
- * rehabilitation so that the learning environment will be a safe place for ALL learners.

Farrell Area School District

"A tradition of care and education for all"

School-Community Special Programs

Preschool Education

Infant-Toddler Child Care
County Child Care Management
Parent Education Center
Headstart: Four Year Old Kindergarten
Before & after school child care
Flexible Kindergarten
Developmental Screening
Early Intervention (PL 99-457)
Pregnant Parenting Education
Writing To Read
Free Breakfast & Lunch Program
Primary Health Clinic
Mental Health Services
Intergenerational Program
Family Center for Child Development

Adult Education

Adult Basic Education
General Education Development
Continuing Education
Alumni Association
Steering Committee
Parenting and Family Support
Intergenerational Program
Community Family Center
Career Counseling

Regular Education

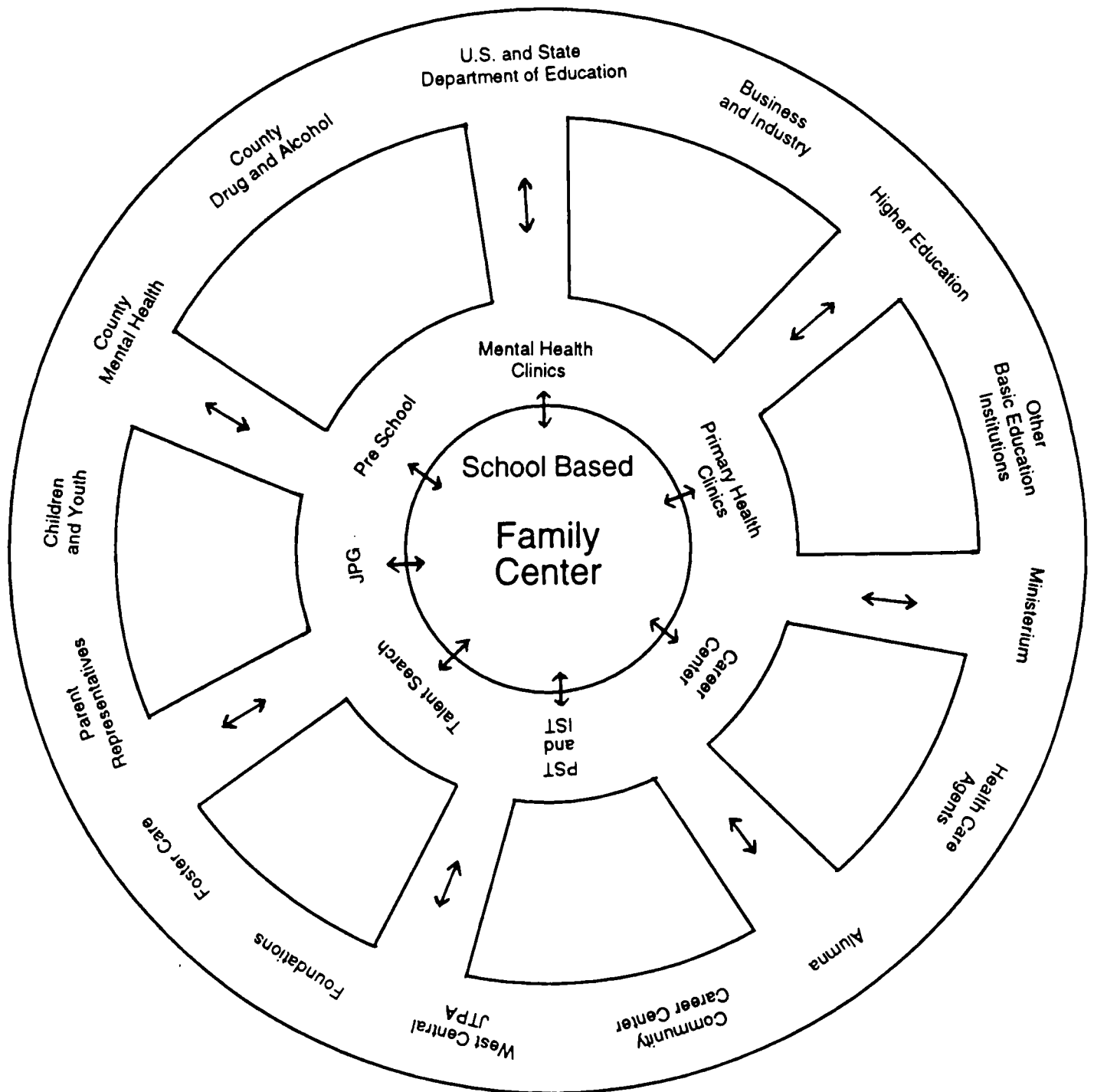
Instructional Support Team (K-6)
Pupil Support Team (7-12)
Specialized Career Centers
Talent Search
Latchkey Child Care
At Risk Counseling Centers (K-12)
Jobs for Pennsylvania Graduates
PennServe Natural Helpers
Mental Health Clinic
Primary Health Clinic
Free Breakfast & Lunch (K-12)
Alternative Education
Chapter I, II
Chapter I Parent Liaison Service
Parent Resource/Training Center
School Business Partnership
Community Family Center
County Human Service Partnership
Neighborhood Family Center
Family Counselors

University Partnerships

Penn State University
Slippery Rock University
Youngstown State University
University of Pittsburgh
Clarion University
Edinboro University

Community Outreach Plan

Farrell Area School District



A Tradition of Care and Education for All

Source
John G. Sava
Farrell, PA

The Farrell Area School District

A tradition of care and education for all

Steering Committee

COMMUNITY

Bank Manager
City Mayor
City Manager
City Recreation Director
City Council Member
City Economic Development Director
City Human Relations Officer
Ministerium
Borough Mayor
Borough Council Member
City Treasurer
Community At Large
Urban League
Business
PA Economy League
Regional Planning Commission
Hospital
Economic Development Corporation
Primary Health Care Center
Community Action Agency
Jobs for PA Grads (JTPA)
Drug & Alcohol Commission
Higher Education
Chamber of Commerce

BOARD OF EDUCATION

Board President
Board Policy Committee

PARENTS

Secondary School Parent Group
Elementary School Parent Group
Head Start Policy Committee
Alumni Association

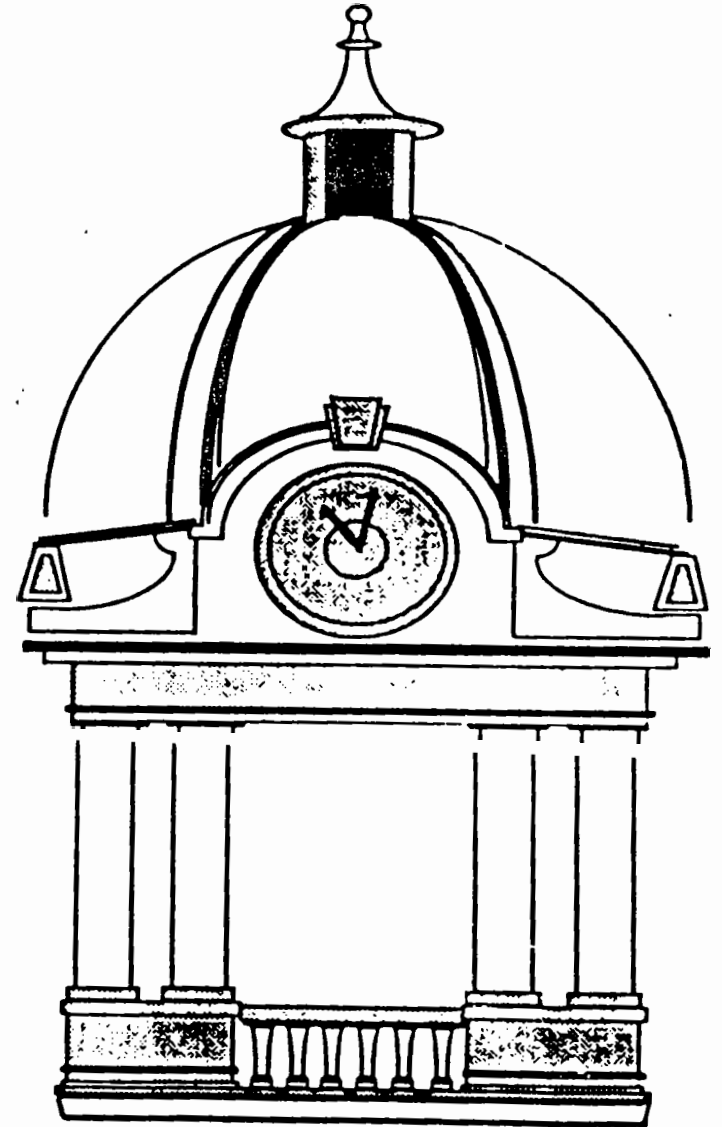
ADMINISTRATION

Superintendent
Assistant Superintendent
Business Administrator
Building Principals
Assistant Principal

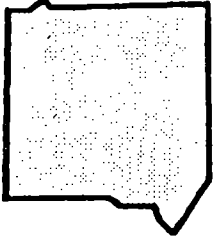
DEPARTMENTAL

Athletic Director
Custodial/Maintenance Director
Preschool Director
Special Education Coordinator
Technical Director
Fine Arts Coordinator
Lead Teacher
Food Service Director
Instructional Support Team
PSEA President
Elementary & Secondary Counselors
Talent Search Counselor
School Nurse
School Psychologist
School Relations
Local Management Agency
Children & Youth Service Case Manager
Health Shoppe Nurse
Class Officers (7-12)
Transportation Director

Mercer County Strategic Plan 1991



Prepared by the Pennsylvania Economy League, Inc., Western Division



Partnerships

Mission

*To create and maintain a partnership
between employers, education, and
social agencies whose purpose is to
develop and retain a quality
work force within Mercer County.*

Partnerships

Mission

To create and maintain a partnership between employers, education, and social agencies whose purpose is to develop and retain a quality work force within Mercer County.

Objective 1 *To establish a partnership between the Private Sector, the Education Sector and the Human Services Sector based upon the existing Mercer County School and Business Partnership.*

Strategy: Mercer County Commissioners, Penn-Northwest Development Corporation, representatives of the Mercer County School and Business Partnership, representatives from the human services agencies and representatives from the education services should initiate planning sessions by late 1991 to determine how a partnership could be created in Mercer County. During this process, planners should define the purpose, goals and tasks of the new partnership. This process should entail the following:

- *Definition of the target population for the partnership* - define the boundaries of the partnership and help determine what courses of action will be needed in the present and future. The definition will also lend itself as a performance indicator and help determine whether or not the partnership is working.
- *Identification of the current and future needs of employers and employees (current and potential) in Mercer County* - determining current needs and anticipating future needs can be used as the guiding principles for the partnership. An annual survey of these needs could be conducted by the partnership to determine whether the partnership's goals are being fulfilled.
- *Data gathering, analysis, planning, implementation and marketing* - continuous monitoring of activities will be needed to determine whether partnership programs are working. A survey, with analysis, should be conducted annually. Between surveys, the partnership should review funding strategies for the continuing operation of the program and to promote the partnership through special functions. In addition, the employee/student database should be updated and maintained. This third requirement should be the responsibility of a task force, appointed by the County Commissioners, consisting of two members of the private sector, two members of the education sector, and two members of the human services sector.

Partnerships

Mission

To create and maintain a partnership between employers, education, and social agencies whose purpose is to develop and retain a quality work force within Mercer County.

Participants: Mercer County School Superintendents; College Presidents; Business Leaders; Social Agency Executives; Labor Leaders; County Government Leaders.

Performance Indicators: Planning session by late 1991; Establishment of a formalized partnership by mid-1992; Annual analysis of program; Number of joint programs established through the partnership.

Objective 2 *To coordinate the County educational system with the private sector to determine curriculum for a better work force.*

Strategy: As part of the process outlined in the previous objective, representatives from the private sector should survey local employers for the types of employees that are needed in the present and future. At the same time, representatives from the education system should survey current programs. This survey should consist of a complete inventory of all available programs and a critique of each program. Reports by both groups should be given in the latter part of the planning process (Nov./Dec. 1991). The reports should be used as policy guidelines for the new partnership. After the partnership is formed, this survey should be repeated annually to determine future policies and guidelines for the partnership.

Participants: Partnership Task Force; School Superintendents; College Presidents; Business Leaders.

Performance Indicators: Education and Employer Needs Report completed by late 1991; Number of programs that are developed as result of surveys and the partnership; Annual surveys.

Partnerships

Mission

To create and maintain a partnership between employers, education, and social agencies whose purpose is to develop and retain a quality work force within Mercer County.

Objective 3 *To integrate the human services agencies into the partnership.*

Strategy:

Similar to the previous strategy, representatives of the social services agencies should conduct a survey of all the available programs in Mercer County. This survey should be a comprehensive inventory with a critique of each program. A report of the survey should be presented with that of the education and private sectors. The analysis should also be used as a guideline for partnership decisions. Annual surveys of current programs and results should also be conducted once the partnership is formed.

Participants:

Partnership Task Force; Social Agency Executives; County Government Leaders; State Representatives; School Districts; School Superintendents.

Performance Indicators:

Human Services Inventory and Status Report by late 1991; Number of programs that are developed as result of surveys and the partnership; Annual surveys.

VIOLENCE PREVENTION: CURRICULUM FOR ADOLESCENTS - Deborah Prothrow-Stith, M.D., Education Development Center, Inc., Newton, Massachusetts, 617/969-7100.

PROGRAM DESCRIPTION

This curriculum tries to show high school students the extent to which they are at risk of homicide, what factors usually attend a homicide, and positive ways to deal with anger and arguments, the major causes of homicide. Although the curriculum was originally developed for tenth grade health education classes, it has a broader audience. The curriculum encourages students to examine carefully the risks and rewards of all the possible choices. The goals are:

- Increase students' awareness of the causes and effects of violence
- Increase students' awareness of their own risk of becoming victims of homicide
- Enable students to identify the factors that lead to violence
- Help students realize that violent behavior is a choice, with negative short- and long-term consequences
- Illustrate to students that violence is preventable
- Assist students in learning that anger is a normal part of life and that anger can be expressed and channeled in healthy, constructive ways
- Help students understand that controlling anger and violence is part of maturing
- Enable students to identify positive ways to express anger
- Encourage students to think about alternatives to violence in conflict situations

Conflict Resolution

CONFLICT MANAGEMENT PROGRAM - Robert Tafoya, Dynamic Training & Seminars, Inc., Roseville, California 95661-9612, 800/262-4387.

PROGRAM DESCRIPTION

The Conflict Management Program helps students to resolve their own conflicts. The training involves 12 to 16 hours of presentations during 6 to 10 sessions. The following areas are incorporated into the training sessions:

- communication skills
- peer pressure
- student/teacher conflict
- defusion of rage
- rumor control
- sex-role bias
- how to deal with outsiders
- intergroup conflict
- the nature of change/conflict
- the do's and don'ts of dealing with the school system and action plan

Project S.M.A.R.T.
Victim Services Agency
50 Court Street
Brooklyn, New York 11201
718/858-9070, extension 220

Background and objectives

The School Mediators' Alternative Resolution Team Program — better known as Project S.M.A.R.T. — trains students, parents and school personnel to mediate disputes between students, students and parents, and students and teachers. Sponsored by the Victim Services Agency, the program began in 1983 at William Cullen Bryant High School. Other New York City schools now in the program are Horace Greeley Junior High School, Taft High School, Eastern District High School and Prospect Heights High School.

Students are taught skills such as listening, critical thinking and problem-solving that can be used in resolving their own conflicts or those of their peers. Mediation provides the entire school community — students, faculty and parents — with a forum for constructive dialogue and problem-solving.

Program description

Project S.M.A.R.T. consists of four basic service components:

- classroom seminars designed to generate campuswide interest in mediation and to recruit mediators and cases;
- the training of students, parents and faculty interested in becoming mediators;
- the mediation of intra-student, intra-family and student-teacher conflicts by those who successfully complete the training; and
- follow-up on all mediated cases to discuss ongoing problems.

Since the program began, more than 230 students and 64 adults have completed S.M.A.R.T.'s 24-hour training course, and more than 6,300 students have attended classroom seminars on mediation and non-violent problem-solving. S.M.A.R.T. mediators have helped resolve more than 775 disputes.

Suspensions for fighting have dropped dramatically at each of the schools. The schools' disciplinary deans now refer all student disputes not involving weapons, drugs or injuries to mediation.

Interagency collaboration

Each school has a project coordinator employed by Victim Services Agency, a non-profit human service agency. Other program funding is provided by the New York City Youth Bureau and the New York City Board of Education.

Straight Talk About Risks (STAR): A Pre-K-12 Curriculum for Preventing Gun Violence
(Center to Prevent Handgun Violence)
Washington, DC

Purpose: The Center to Prevent Handgun Violence developed, Straight Talk About Risks (STAR), a gun violence prevention curriculum for students (grades Pre-K-12) and their parents. STAR is designed to help youth understand the realities and tragic consequences of gunplay. Consider that each day some ten American children die in handgun accidents, suicides and homicides, accounting for 12 percent of all childhood deaths. Gunshot wounds to children living in cities have doubled since 1986. Teenage suicide has tripled since 1970, with handguns as the leading weapon. And each day a child is killed in a handgun accident.

Description: Straight Talk About Risks (STAR) was developed by the Center to Prevent Handgun Violence in 1992, and is an outgrowth of a curriculum the Center originally developed for use in Dade County, Florida, called Kids + Guns: A Deadly Equation, which was the first gun prevention curriculum used in the country.

The STAR program teaches students decision-making skills, refusal skills, and conflict resolution. Students are taught how to react when they find guns, how to resist peer pressure to play with or carry guns, and how to distinguish between gun violence in real life and what they see in the media. The curriculum uses a flexible format so that subjects such as health, social studies, language arts, mathematics, science and the performing arts can be integrated.

Because parents play a major role in protecting their children from gun violence, the Center's program provides basic safety information to help parents keep guns out of their children's hands. Parents are given the facts about the impact of gun violence and guidelines for preventing gun related tragedies.

Evaluation:

Contact: Ms. Nancy Gannon
Director of Education
Center to Prevent Handgun Violence
1225 Eye Street, N.W.
Suite 1150
Washington, DC
(202) 289-7319

Annika

SANE/GANG CURRICULUM

**Los Angeles County Sheriff's Department
(Substance Abuse and Narcotics Education Program)**

The SANE/Gang Curriculum was developed by the Los Angeles County Sheriff's Department to augment without overloading the existing SANE drug-abuse prevention curriculum. It is designed to be team-taught by a teacher and a deputy sheriff and is currently offered for grades 4, 5, and 6.

The curriculum package begins with an overview of the gang problem that highlights key factors to be addressed in the gang prevention lessons. Five new lessons specifically addressing gang issues have been developed to augment the SANE curriculum. These address the following topics: developing a positive self-identity apart from the gang, counteracting violence, resolving conflicts, taking pride in ones' heritage, and contrasting materialism with more esoteric values.

The basic premise of the curriculum is that learning should be interactive, with less emphasis on lecture or film, and more time devoted to engaging the students in active discussion. The lessons are structured to address three specific attitudinal areas: cognitive, emotional, and behavioral. The instructors attempt to help their students realize that gang violence is not necessary, fulfilling, or inevitable. They also pursue the development of productive behavioral strategies for avoiding gangs.

The SANE/Gang curriculum includes before and after student attitudinal surveys, outlines for teacher training and parent education, and a listing of media resources.

Long Beach

PROJECT YES!

Orange County Department of Education

Project YES! is intended to deter youth in grades 2 through 7 from involvement in drugs and gangs. There are five lessons for each grade. The lessons center on five themes: responsible citizenship, dynamics of cultural diversity, refusal skills, choices and consequences, success and achievement.

Project YES! is designed to be taught by the classroom teacher and can be integrated into current English, history, and social science curricula. Each grade packet contains a wealth of materials: a curriculum notebook, with transparencies, worksheets, list of references, and a full description; three 15-minute videotapes with a demonstration of a teacher conducting one of the grade-level lessons and an orientation to gangs; and two audiotapes, one on the impact of the gang presence on local neighborhoods, and another on the problems and obstacles of America's war on drugs.

Teachers are provided a collection of 29 essays for their own background reading and two prepared speeches on drug abuse and gang violence to help teachers present information to the general public. The packet also contains four Macintosh computer diskettes to provide an interactive learning opportunity for students and a description of the electronic bulletin board operated by the Orange County Department of Education, through which many related curricula and resources can be accessed.

If this isn't enough, the Orange County Department of Education offers training within the State of California on the implementation of the curriculum.

If this isn't enough, the Orange County Department of Education offers training within the State of California on the implementation of the curriculum.

A handwritten signature in cursive script, likely belonging to John P. ... The signature is written in dark ink and is positioned in the lower right quadrant of the page.

**MISSION SOAR:
SET OBJECTIVES, ACHIEVE RESULTS
Los Angeles Unified School District**

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.

"The desired outcome is for students to feel that they have unconditional acceptance for being who they are," explains Lilia Lopez, director of the Youth Gang Prevention Program, in the curriculum's preface. "They will be listened to without judgment and will learn techniques that will enable them to make positive choices and take appropriate risks in achieving their goals."

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 acknowledgement ceremony.

The Mission SOAR instructional methods allow for variety in the learning experience. Students work in small groups to benefit from cooperative learning. They engage in role playing, games, and journal writing. Teachers are encouraged to use multimodal approaches including auditory, visual, and kinesthetic. They are also encouraged to modify the curriculum to meet the specific needs of their individual classes.

Jane Greer

Violence Prevention Curriculum for Adolescents
Deborah Prothrow-Stith, MD
1987
Education Development Center

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:

- o Homicide and the factors associated with it.
- o Positive way to deal with anger and arguments, the leading precipitants of homicide.
- o How fights begin and how they escalate.
- o The choices, other than fighting, that are available to young people in conflict situations.

This 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.

How to Use this Curriculum

Curriculum

This Violence Prevention Curriculum for Adolescents deals almost exclusively with violence between peers. Such incidents are referred to throughout the course as "fighting," meaning physical violence or an interaction likely to lead to physical violence. The decision to limit the focus in this way was made primarily because this is the type of violence that most frequently affects young people. In addition, violence is such a pervasive phenomenon, touching so many aspects of life, that it could easily become the subject of a year-long course of study. Rather than touch lightly on many aspects of violence, this curriculum explores just one type of violence in depth. Sessions 1, 2, and 3 are grouped together as introductory, statistical, and stage-setting sessions. Sessions 4, 5, and 6 focus on discussions of anger and how to respond to it. The last group of sessions specifically relate to fighting and how to prevent it.

— Even with such a narrow focus, violence is not a topic that lends itself to easy answers or concrete facts and figures. Although this curriculum does contain such "hard information" as statistics and new vocabulary and

concepts, its substance comes from the students--their experiences, their opinions, and their values. This can place teachers in an awkward position. Students may ask questions that teachers don't feel prepared to answer. "Uncomfortable" issues, like poverty or child abuse, may come up. Such teaching strategies as brainstorming and role playing may be unfamiliar to teachers and students.

To assist you in making the best possible use of this curriculum, the following guidelines and suggestions have been prepared, based on feedback and interviews with pilot-test and field teachers.

What is the focus of this curriculum?

This curriculum tries to show high school students the extent to which they are at risk of homicide, what factors usually attend a homicide, and positive ways to deal with anger and arguments, the major causes of homicide. Although the curriculum was originally developed for tenth grade health education classes, it has a broader audience. It has been used with younger and older adolescents, and experience with middle school students suggests that the curriculum may need to be adapted for use in these earlier grades. For example, percentages may need to be converted to fractions, and younger students may be less comfortable with role plays and the large amount of brainstorming that is required. It is important to emphasize, both for yourself and for your students, that Violence Prevention Curriculum for Adolescents is not a course in pacifism. Although nonviolence is discussed frequently, at no point in the curriculum are students told they should never, under any circumstances, fight. Instead, the curriculum treats fighting as one choice among many, and it encourages students to examine carefully the risks and rewards of all the possible choices. The goals, then, are:

- o Increase students' awareness of the causes and effects of violence
- o Increase students' awareness of their own risk of becoming victims of homicide
- o Enable students to identify the factors that lead to violence
- o Help students realize that violent behavior is a choice, with negative short-and long-term consequences
- o Illustrate to students that violence is preventable

- o Assist students in learning that anger is a normal part of life, and that anger can be expressed and channeled in healthy, constructive ways
- o Enable students to identify positive ways to express anger
- o Encourage students to think about alternatives to violence in conflict situations

**Ebony Knights: Intervention for Minority Boys - Apopka, Florida
(After-School Safe Haven Program)**

The Ebony Knights is an after-school mentoring program designed for black males between the ages of 11- to 14- years old. Funding for the program is provided by the U.S. Department of Justice and the Florida Department of Health and Rehabilitative Services.

The mentors work to keep the boys in the program by offering diverse activities like reciting poetry and community service. According to the program director, "It's more than education; it's more than sitting in a classroom. You've got to give them life skills. We're showing a group of black boys with promise where their promise is."

Participants in the program do home work for several hours after school and also take part in a group session called a "brothers conference," where they discuss their school problems and try to find viable solutions to them. Another facet of the program has members performing dramatic poetry readings such as "I Am What You Call A Statistic."

According to the program's mentors, the youth apply their improved self-discipline skills to learning the poems, completing their schoolwork, and successfully interacting with others. The mentors also work with the boys on increased respect and loyalty to their family and friends, as well as encouraging their participation in community service activities.

Safe Haven

Kids and Guns: A Deadly Equation - Dade County Public Schools,
Florida

(Gun Safety Awareness Curriculum)

The implementation of the "Gun Safety Awareness" curriculum resulted from a campaign of the same name which began in November of 1988. The purpose of the campaign was to educate all Dade County Public School students of the dangers of guns--Guns Kill! Don't Play With Guns! This message was delivered by the principal of each Dade County school every morning. In the elementary schools, the teachers discussed the dangers of playing with guns. Schools also scheduled a Youth Crime Watch representative or a police officer to address the school, presenting gun safety tips. In secondary schools (grades 6-12), some of the principals announced the details on the 43 children who were killed by handguns in 1988. In April of 1989, three focus group sessions were held with Dade County residents who were parents of teenage children attending school. The parent groups wanted their children to discredit the "glamorized" view of gun violence.

Based on the campaign and findings from the focus groups, in January 1993, Dade County became the nation's first school district to have a mandatory "gun awareness" program for all of its K-12 students. The purpose of the curriculum is to let students know that guns can injury and kill. The topic for the lessons include:

- sharpening decision-making and conflict resolution skills;
- understanding anger;
- recognizing dangerous situations; and
- understanding media violence.

The program is also supported by local law enforcement agencies and by community members.

James P. Timility Middle, School - Roxbury, Massachusetts
(Coordination of School-Based Activities and Conflict Resolution)

In 1984, Timility Middle School was considered to be one of the worst schools in Boston. The school which is located in an inner-city Boston neighborhood, was beset with problems typical to the immediate neighborhood: gang violence, drugs, and apathy. But in 1985, Timility turned itself around. In that year, the school was selected as a pilot for "Project Promise" and declared itself to be in a "violence-free zone."

With the majority of students coming from crime-plagued neighborhoods, becoming a violence-free school was no easy task. A group of Timility students organized themselves and had their school sponsor a forum that brought together young people from eight of the district's schools to discuss strategies to end the violence among teenagers. The students proposed that conflict mediation and non-violence instruction be offered as part of the curriculum. In addition, the students sponsor poster and essay contests. All students and faculty sign a proclamation which declares that drug use and violent behavior will not be tolerated. Speakers are brought into the school to discuss alternatives to violent actions.

Today, Timility hosts anti-violence forums at least three times a year. Participants include all 8 district middle schools, the Mayor of Boston, officials from the justice system, social services representatives, and some leading non-violence curriculum specialists, who serve as guest speakers.

The goal at Timility is to make the school the safest in Boston. The students at Timility are credited as the only school to offer possible solutions to gang violence. Other middle schools in the Boston area are using their approaches as a model to end the violence.



This was handed out
at Satellite Town Hall
Meeting. Outlines some
good programs.

***Safe, Disciplined,
Drug-Free Schools***

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

A BACKGROUND PAPER FOR THE GOALS 2000: EDUCATE AMERICA SATELLITE TOWN MEETING JULY 20, 1993

By the year 2000, every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning.

Chaos in classrooms, growing violence, and access to drugs are a regular part of the school day for an increasing number of students. Consider some of the obstacles that are facing our schools. Gunshot wounds are a leading cause of death among high school aged children in the United States, second only to motor vehicle deaths. Fifteen percent of all students report the presence of gangs in their schools. At least 30 percent of students nationwide find it easy to obtain alcohol or marijuana at or near their school; 11 percent find it easy to obtain cocaine. Forty-four percent of all teachers report that student misconduct interferes substantially with their teaching.

Often the violence in a community spills into the schools. While the situation in some schools and neighborhoods is more urgent than others, creating a supportive and drug-free learning environment is a challenge for all schools. Raising the graduation rate, improving student achievement in challenging subject matter, and ensuring the ability of our students to compete in a world economy and carry out their responsibilities as citizens will be much more difficult to achieve if our schools and neighborhoods are unsafe for our children.

It is difficult to determine the effect the atmosphere of violence has upon the learning of each student. Certainly when one is afraid of being shot, reading, writing, and arithmetic lose some of their importance. Even though a child may not be physically affected by violence, if he/she is forced to deal with the constant specter of violence, it can interfere with his/her education.

Student behavior and attitudes, though less serious, can be impediments to learning and to responsible personal and civic behavior. A substantial number have failed to learn the difference between appropriate and inappropriate actions. According to a national study, between 25 and 40 percent of students see nothing wrong with cheating on tests, stealing from employers or keeping money that does not belong to them.

Whether urban, suburban, or rural, each community must ask itself, "What can we do to make our school a drug-free, violence-free, disciplined environment conducive to learning?" Several questions can be asked to help understand how the school may be affected by drugs

and violence. How many students feel unsafe at school? Are acts of violence frequent? Are student disruptions of class perceived to be a problem by teachers and students? Answers to these questions can provide valuable clues to what kinds of discipline problems exist in your school.

Sources of Information to Help Define the Problem	
Health Outcome Information	
Health department	
Medical examiner	
Hospital or emergency room records	
Outpatient records from public and private clinics	
Emergency medical service (ambulance) records	
School records	
Information that Describes Violent Events or Its Causes	
School records - attendance, truancy, suspensions, expulsions, failures	
Substance abuse clinics	
Police and legal system - assaults, domestic violence calls	
Firearm sales	
Opinion Information	
Discussions with community leaders (political, religious)	
Discussions with school personnel, legal, police personnel, health workers, parents	
Discussions with all types of youth in the community, including those who are imprisoned, expelled from school, or otherwise in trouble	
Opinion surveys of the general population	
Focus groups	
Community Background Information	
U.S. Census	
Department of Labor	
Department of Housing and Urban Development	
Schools	
Churches	
Community businesses	

Engaging the Community

It has been proven that efforts that extend far beyond school personnel and boundaries are the efforts that work best. Many communities are creating strategies that have a multi-faceted approach aimed at bringing together school, home, and community to address this complex issue.

Wichita, Kansas found it necessary to battle gangs and illegal drug use and enlisted business, law enforcement, media, medicine, religion, schools, social service, government, and community to help overcome the problem. Through Project Freedom, Wichita is creating

programs to help with aftercare, education, intervention, law enforcement, prevention, and treatment surrounding drugs and gangs. In programs, children are learning about the dangers of gangs and drugs, and parents are learning more successful parenting strategies. Neighborhoods have become active in Project Freedom by providing Neighborhood Watch Programs and role models for all students. Communities are key in the success of this program. The project is encouraging community service programs, supporting activities when kids are not in school, providing job training programs for at-risk youth, and keeping the streets adequately lit. Together, all members of the Wichita community have a chance to learn about and prevent gangs and drug use. One of the special projects they undertake is to relocate gang members (and their families) who have decided to come clean.

The Community Youth Gang Services (CYGS) of Los Angeles has an aggressive outreach effort that works continually in the community to discourage gang membership and redirect youth already in gangs to other activities. CYGS has crisis intervention teams that negotiate disputes among gangs in the target area and try to convince youth not to join gangs. The program also has activities to reclaim areas of the community from gangs, areas such as parks or playgrounds that are not considered safe because of gang activity. Volunteers work with program staff and local agencies and community groups to develop cultural, recreational, and other activities that are alternatives to gang involvement. Educational programs in the schools are complemented with parent education and teacher education. In the job development section of the program, staff work with youth to prepare them for employment and also encourage local employers to hire youth. One other active part of the program is the removal of graffiti from community landmarks. Staff hire youth in the community to do this task under professional supervision.

Rethinking School Curricula And Instruction

Based on experience as well as a growing body of research, schools in many communities are rethinking their curriculum and considering its impact on student behavior.

Only now are anti-violence curricula being instituted in school systems. Children need to learn at an early age how to deal with their emotions without hurting others. Administrators and teachers are beginning to show children nonviolent methods of solving problems. Hopefully, these curricula will help mold a generation that turns to nonviolence to solve problems.

The Boston Conflict Resolution Program (BCRP) is a violence prevention program that helps elementary school teachers and students understand and deal with conflicts frequently encountered in schools. These conflicts often result from prejudice, competition, miscommunication, an inability to constructively express feelings, and a lack of respect and concern for others. Teachers participate in an intensive training program in conflict resolution, cooperation, and communication skills, dealing with cross-cultural conflict, anger management, and encouraging caring and empathy. They then receive in-class support from a multi-ethnic team of trained staff developers who help them implement what they have

learned in the training. In addition, the BCRP staff provide teacher training, implement peer mediation programs, and develop curricula and instructional resources.

Elementary School Crime Awareness, Prevention and Education Program (ESCAPE) is a program that was developed by law enforcers and educators in 1982 in response to increased juvenile delinquency in Virginia Beach. In the program, specially trained uniformed police officers present the ESCAPE program to every fourth-grade class in the city. Six lessons are presented over a three-week period and cover law and crime, home security, shoplifting, vandalism, and personal safety.

In Baltimore, Maryland, the county police department is working with schools and with gun owners in a three-phase pilot initiative to reduce gun violence. The first two phases present information to gun owners on safety precautions and on the risks of gun ownership. The third phase involves working with schools using a K-12 instructional program that teaches conflict resolution skills and attempts to counter popular perceptions of guns that might appeal to children.

One of the major difficulties in violence prevention is that very few activities have been proven to work. Although some appear promising, thorough scientific evaluations of these programs are badly needed. However, such evaluations are complicated, expensive, and often too difficult for a community to do alone. Communities with a local university have a good opportunity to develop a community/academic partnership. In this type of relationship, the university could help design and carry out a detailed evaluation of the community's violence prevention program. Even communities with limited resources must monitor and evaluate their progress. The specific evaluation activities undertaken and data collected are determined by the goals and objectives of the program.

According to Reaching the Goals: Goal 6, published by the U.S. Department of Education, several factors related to curriculum and instruction support a disciplined environment for learning. Among these are:

- A clear academic mission for the school based on high expectations for learning. This mission must apply to all children, including disadvantaged students which have often been diverted into tracks with watered-down curricula.
- Effective teaching and classroom management techniques that engage students in learning challenging material as well as basic skills.
- School support for teachers' instructional and disciplinary responsibilities.

Sharon Nakagawa of Waialu Elementary in Hawaii, argues forcefully for a comprehensive approach to drug prevention and development of an environment that supports learning. "If you think that because you have drug education, you're going to prevent drug use, you're mistaken. A lot of children have information," she points out, "but when that moment comes, that's not what makes them decide what to do. It's how they feel about themselves that influences whether they say yes or no to drugs."

Waialu focused first on developing academic achievement as a source of self-worth for children. "Phenomenal" is the word she uses to describe the results. Children who entered kindergarten scoring at the lowest levels on pre-tests now score above the national norm on standardized tests.

Waialu's "Renaissance Program" allows children to explore ceramics, hula, electronic keyboarding, and acrylic painting. In addition, the school staff make a special effort to watch out for children who might be encountering difficulties "fitting in" with peers.

One type of preventative curriculum being tested in many schools and communities involves teaching students to solve disagreements through training in conflict resolution rather than violence.

An increasing number of states and communities are changing the school curricula to directly teach core aspects of character. According to Thomas Lickona, an education professor at the State University of New York-Cortland, "there's a growing consensus that there are core values" that should be reinforced in schools. Values that are typically identified include personal and civic responsibility, respect, self-control, caring, trustworthiness, fairness, honesty, and similar formulations.

In Helping Your Child Learn Responsible Behavior, Edwin and Alice Delattre explain that "teaching" ethics partly means becoming more conscious of the lessons we are constantly transmitting. "We are always teaching our children **something** by our words and our actions...They learn from us, from each other, from other adults, and by themselves." In addition, we can engage in special activities to assist children in appreciating the importance of acting appropriately. For example, we can "help our children develop good [ethical] judgment by talking through complicated situations with them. One way is to help them understand the long-term consequences of different choices. If they tell us about a story they have read, we might ask them to imagine what the result might have been if a favorite character had acted differently."

Another area schools might address is ensuring that teachers are supported in their instructional roles. Psychologist Harold Stevenson has found that classrooms in Japan suffer far fewer interruptions--such as loudspeaker announcements during lessons--than American classrooms. Such interruptions can break up the rhythm of a class and may require taking valuable time to reestablish order or review earlier material. Similarly, research has shown that the beginning of a school year is also a critical time for establishing rules and procedures that can lay the groundwork for the rest of the year. Disruptions caused by scheduling changes often create chaos and disorder.

Involving Students

Students are critical to any successful effort to improve safety and reduce drug use. As many educators and parents know, peer expectations are a major motivating force when it comes to drug use or standards of behavior. These expectations need to be addressed as part of any strategy to change that behavior. In addition, students often possess valuable information regarding the scope of a disciplinary problem or the particular students who are the main cause.

While there is a need for more research and evaluation on effective violence prevention programs, we know that there are some models that hold promise, such as conflict resolution, peer mediation, interpersonal skills enhancement, mentoring programs, and afterschool program.

A student mediator program at Gifford Elementary School in Racine, Wisconsin trains children to mediate disagreements among their peers. Students spend 17 to 20 hours in training where they learn the necessary skills to become mediators. According to Assistant Principal Suzanne Miller, both the mediators and the disputants benefit from the program. "The mediators' self-esteem goes up as they perform a valuable service for their classmates and their school. Their grades go up and they walk taller. As disputants go through the mediation process, their self-esteem also improves because they have been empowered to shape their own destinies." Because the solutions were developed by participating students, students tend to abide by them.

The American Bar Association (ABA), through their state and local organizations, promotes school-based peer mediation programs. The ABA identifies law firms in particular areas and facilitates partnerships between the law firm and local schools. The ABA then provides training and materials to lawyers who are interested in training students in dispute resolution. By using students to mediate kids before the conflict erupts, not only does it reduce the level of violence in schools, but it also teaches kids valuable life skills. In Baltimore, students have found that they can take the skills they have learned in mediation training and use them at home and in their neighborhood. People are beginning to look to settle disputes at the neighborhood level without reverting to violence or the courts. The effort is just a small piece of a much broader effort by the ABA to get lawyers and judges involved in anti-drug coalitions across the country.

In 1988, Project RAISE in Baltimore, Maryland recruited mentors for more than 400 sixth-grade students. The mentors contact the students weekly and meet with them face to face every other week. The mentors serve as role models, provide academic support, and strive to boost the youth's self-confidence. Mentors are recruited from churches, businesses, and colleges that serve as sponsors of the project. A Project RAISE staff member coordinates the project with the schools, matching mentors with students after informal contacts and information exchanges with mentors and students. A private foundation is funding the project.

The Atlanta "Go to High School, Go to College" project has paired 100 successful older men with African-American males at four Atlanta area high schools and one middle school. Each mentor meets twice a week with a student who is struggling academically, has discipline problems, or is at risk of dropping out of high school. The mentors are provided with a 40-page curriculum of instructions and ideas. Mentors strive to increase the students' self-esteem and improve their grades. A local fraternity chapter provides scholarships to students who qualify and want to attend college.

When it comes to eliminating dangerous weapons from school grounds, Arthur Jefferson, former superintendent of the Detroit Public Schools, believes students are the key. "We use portable metal detectors, and sweep schools, but we don't believe that it's the most effective way to secure the weapons. It is better to use intelligence from kids." To encourage students to come forward with such information, he suggests that "hot lines" be set up so that students can report weapons on campus.

Donald McElroy, executive deputy superintendent of the Portland Public Schools in Oregon, emphasizes the importance of changing student perceptions that reporting weapons is akin to "tattling" on classmates. In Portland, teachers use the homeroom period to encourage students to think of reporting weapons as doing themselves, others, and even the perpetrators a favor by reducing the likelihood of serious injury.

Recreational activities offer young people opportunities to spend time in a structured and purposeful environment. Recreational interventions cannot be considered a sole answer to youth violence. However, activities that provide outlets for tension, stress, or anger and opportunities for social interactions and constructive problem-solving are important parts of a program with other violence prevention components. Many recreational activities are conducted with these goals across the nation in Boys and Girls Clubs, Girl Scouts and Boy Scouts, YMCAs and YWCAs, and local recreational departments.

In an effort to combat a growing violence problem, Columbia, South Carolina established the Mid-night Hoops Program. Mid-night Hoops is one part of the Five-Point Youth Violence Prevention Program. More than two-hundred youths, both boys and girls, 12-18 years of age, participate in evening and late night basketball leagues. Officials are trained and employed by the city and the county recreation departments. On Fridays, games are played between 10 p.m. and 1:30 a.m.

Improving School Security and Discipline Policies

A study of over 600 high schools by Johns Hopkins University researchers Gary and Denise Gottfredson found that a number of factors tended to be present in schools with discipline problems:

- rules were unclear or perceived as unfairly or inconsistently enforced;
- students did not believe in the rules;

- teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct;
- teacher-administration cooperation was poor or the administration inactive;
- teachers tended to have punitive attitudes;
- misconduct was ignored;
- and schools were large or lacked adequate resources for teaching.

The Duval County School Board in Jacksonville, Florida has divided disciplinary infractions into three categories-- with "Class I" serving as the least serious to "Class III" for the most serious--and tailored penalties for each. Class I misbehavior includes class disruptions and tardiness to class. Class II includes fighting and petty theft. Class III involves use of drugs, weapon possession, and grand theft. A conference with the parents is used in deciding on penalties, such as suspension or assignment to a special program. Students are provided information on the disciplinary code in writing and at assemblies. In addition, they are required to pass a test that assesses their understanding of the rules. Those who fail receive additional instruction.

The idea that school norms are likely to be more effective if they are developed jointly by parents, students, and school staff, led four schools in Chicago to establish a committee with representatives of each group to create a code of conduct. The schools serve a disadvantaged population of students in grades K-8. Working with researchers from the University of Illinois at Chicago, the committee developed a draft set of standards which were then approved by parents and school staff. The new code appears to have resulted in more appropriate disciplinary actions as well as improvements in classroom order and school safety.

In Fairfax County, Virginia, the police department instituted a policy of assigning liaison officers to each high school to improve communication and allow for a proactive approach to dealing with community issues which impact on the school environment.

Research indicates that effective discipline policies must:

- ▲ Reflect the community's values and adapt to the needs of the school.
- ▲ Define misbehavior. Students must know what behavior is acceptable and what is not.
- ▲ Be consistently reinforced. Students must know the consequences of misbehavior, and they must believe they will be treated fairly.
- ▲ Have a readable, well-designed handbook used to inform parents and students of the school's discipline policy.

Schools and communities may want to reconsider "disciplinary" policies that focus solely on penalizing misbehavior. Instead of just punishing bad behavior on the playground, the James Conger Elementary School developed a range of ways to reward good behavior as well. Calling it the Positively Outstanding Playground Students (POPS) Plan, Principal Patricia Bohmer recognizes deserving students at the end of each month with a special program (a video, magic show, performance), a ribbon, and some kind of "pop" (popcorn, popsicle, Tootsie Pop).

Students with only one minor instance of misbehavior over the course of the month can "work off" their demerit through service to the school community. Service may include activities such as helping to clean the lunchroom or dusting shelves in the library. Students who don't achieve POPS status are counseled on improving their behavior.

With the program fully implemented, 95 percent of students each month are recognized as POPS. Principal Bohmer reports that the program is very popular among students, parents, and teachers. "My time is now spent planning and carrying out exciting events for our deserving students," she says, "and the incidents of discipline problems have decreased substantially."

States and communities can play a range of important roles in fostering environments conducive to learning, from curriculum reform proposals to changes in disciplinary practices. They can also have an effect through plans for new school construction as well as policies regarding the design or the size of schools.

In planning for new school buildings, communities are paying increased attention to issues of school safety. Changes in school construction are intended to improve safety and discipline without making the school building resemble a fortress. Six percent of all students report that they avoided areas in or around the school property because they thought someone might attack or harm them. Some of the innovations being tried in various parts of the country include: moving bathrooms from the end of hallways where they tend to seem isolated to well-travelled areas or near offices that are usually occupied; arranging space so that every area appears associated with a certain "territory" so people feel a sense of ownership and, thus, responsibility for its upkeep.

When Leon County in Florida was planning to build several new schools in the late 1980s, they talked with local police officials in addition to architects and educators. The attention to safety led to a design that placed all vehicular entrances in plain sight from the administration office.

School size is also being rethought. Through much of this century "bigger schools were thought to be better." However, large schools are often impersonal and keep many students disconnected. Education researcher, John Goodlad, suggests junior high schools of 600 students and high schools of 900 students. Career Academies in Philadelphia are being used to break down big high schools into more focused and smaller units. Beacon Schools in New York are also extending the hours schools are open and involving more adults and agencies in the schools.

Federal, State, and Local Policies

To support local efforts aimed at achieving safe and orderly school environments, President Clinton has proposed the "Safe Schools Act of 1993". If enacted by Congress, this initiative would authorize \$75 million in fiscal year 1994, the bulk of which would support efforts by local school districts to combat high rates of crime and violence. Districts receiving assistance could use funds to support violence prevention measures such as peer mediation, adult counseling, and afterschool programs and to improve security, such as hiring guards or installing metal detectors. Federal administration of the "Safe Schools Act of 1993" would be coordinated with efforts already authorized under the federal "Drug-Free Schools and Communities Act".

The "Weed and Seed" federal program combats violent crime, drug use, and gang activity in high-crime neighborhoods by creating partnerships between public agencies, community organizations, and individual citizens. First, law enforcement "weeds out" violent criminals and drug traffickers. Then, community groups and public agencies move in to "seed" the neighborhood-- revitalize it with new economic educational and social opportunities. Weed and Seed relies on community involvement and empowers residents to find solutions to the crime problems in their neighborhoods. In 1992, seventeen cities received funding from the U.S. Department of Justice.

The Miami Coalition against drugs, strongly supported by U.S. Attorney General Janet Reno, has established treatment drug courts for non-violent drug offenders. Instead of being convicted and sent to prison, offenders are placed under the control of the courts for one year. The Court will defer prosecution as long as the offenders complete a rigorous drug rehabilitation program. If they complete the program successfully, the charges are dropped and the offenders' record is cleared. Failure to comply with the program at any stage results in prompt prosecution. The "diversionary drug court" keeps offenders who are not deemed to be a threat to society out of prison and gets them the help they desperately need.

It's Elementary, California's new blueprint for reform of elementary education, supports character education for all youngsters. The report, developed by a 38-member state task force over two years, maintains that the old aversion to teaching values in the public schools was "based on the incorrect assumption that diversity in our society meant that a common set of values did not exist among us. As a matter of fact, however, just the opposite is true. ...Beginning in the elementary years, schools have a special obligation to encourage children to adopt as their own the highest ethical standards of the community."

By developing clear and firm policies on bringing weapons to school, some communities and states aim to deter such activity. In St. Louis, possessing or using a weapon on school grounds results in the immediate removal of a student from the school, followed by a hearing and a recommendation for expulsion. A student caught with a weapon in Providence, Rhode Island, is automatically suspended for 60 days. In California, any student using a weapon in school is barred from attending any public school in the state until it can be demonstrated at a hearing that the student no longer poses a threat.

Expulsion and suspension policies, however, are often controversial. Critics, such as San Bernardino's John Burton, charge that "to remove students who have weapons from school and put them on the street with their weapon is to put out the fire at school but in the process to spread it to the street." Proponents of such policies, on the other hand, argue that dangerous students must not be allowed to threaten other students or interfere with their education.

Increasingly, states and communities are experimenting with alternative schools, including ones tailored to the special needs of students at a higher risk of disciplinary problems. Alternative schools often provide a smaller, more personal environment while maintaining relatively high expectations and motivating students.

In Fairfax County, Virginia, the juvenile court initiated an alternative school to address the educational needs of those students with serious criminal behavior. The school board is now considering the establishment of four more alternative schools for students who chronically violate school rules and are at risk for expulsion.

Students and teachers at alternative schools seem to feel safer, teachers are victimized less, and attendance and teacher morale are improved. The Metro School in Chicago, the St. Paul Open School in Minnesota, and the Alternative Learning Center in Vancouver, Washington provide alternative models for at-risk youth. Students at alternative schools often praise the quality of education and the individualized attention. According to one student at the Alternative Learning Center, "when you choose to be here, you will work hard and get involved in the school's activities and within the community."

Conclusion

Violence in our schools has reached alarming proportions. American society has traditionally looked to the criminal justice system to deal with problems related to drugs and violence. We must now view the problem as one that faces the entire community. Creating safe, drug-free schools is a long-term process that requires commitment across community lines. Safe schools and neighborhoods are prerequisites for ensuring the success of our students. It may be helpful to keep in mind some of the principles successful communities have followed in addition to those we mentioned.

- ▲ Assess the nature and extent of the problem in your community
- ▲ Assess the effects of your school prevention program on students' knowledge of, attitudes toward, and use of illegal drugs, alcohol, and tobacco. Also measure other problems related to discipline or academic performance.
- ▲ Develop and enforce school policies that convey a consistent no-use message.
- ▲ Begin anti-drug programs in kindergarten to get an early jump on the drug program.
- ▲ Get the support of the entire community, and coordinate school policies and other prevention, treatment, and enforcement efforts in the community.

- ▲ Teach students to resolve conflicts non-violently .
- ▲ Set high standards for behavior and academic achievement.
- ▲ Discipline disruptive students by practicing good classroom management.
- ▲ Modify the program depending on the needs of the community.
- ▲ Offer prevention activities that extend beyond the school day-- for example, safe, drug-free recreational activities-- to meet the needs of students and their families.

In the pages that follow, you'll find:

- ▲ Examples of what other communities are doing
- ▲ Organizations communities can enlist in setting-up drug and violence prevention programs
- ▲ Sources for further information
- ▲ Sources for further reading

WHAT OTHER COMMUNITIES ARE DOING

Eastmoor Middle School, Columbus, Ohio

In the early 1980's, Eastmoor Middle School faced heavy drug use, gangs, graffiti, and vandalism. Located in a low-income neighborhood, as many as two-thirds of the students come from single-parents households. But a remarkable change began in the mid-1980's after a new principal, Phillip Hobbs, took the helm.

Mr. Hobbs and a committed group of faculty accomplished their feat through a variety of means. First, they took back control of the school by banning the wearing of gang colors and by expelling 20 of the worst offenders. In what seems to have been a key move, they used a program called Youth to Youth to create peer pressure against drug use and provide opportunities for healthy interaction among students. The program requires participants to take a pledge to remain drug-free. It encourages open and supportive discussions as well as sponsoring parties and trips that are only open to club members. Joining Youth to Youth, according to students, "kind of started to be the cool thing to do."

While still not completely free of drugs, Eastmoor is a substantially better place to go to school now than it was a decade ago. By 1991, the school had been recognized by the U.S. Department of Education as a "drug-free school." Drug use had dropped by at least 50 percent compared to the early 1980s. Vandalism became less common and the number of fights between students was cut in half. In turn, the school's achievement ranking on test scores improved from 26th among schools in the area to 15th.

Coachella Valley 2000, La Quinta, California

Coachella Valley is the home to some of the richest and poorest people in America. The three school districts range from 39% to 93% minority school populations. In Palm Springs Unified, forty-one different languages are spoken by the student population.

Throughout the 1980s, a number of groups existed in Coachella Valley to provide youth support activities. The idea was that keeping young people involved in various activities would keep them from getting involved in the wrong path. And while these groups were doing the best they could, people realized that the problems were not getting solved. Gang activities and youth involvement in illegal drugs and alcohol were prevalent in the Valley.

As Janeil Esmeralda describes it, "our kids were screaming out for help." Severe budget cutbacks eliminated many athletic and artistic programs in the schools, placing increased pressure on these organizations to provide activities. Some larger organization was needed to step in to provide for the Valley's young people lest another generation lost to drugs and violence. So the existing youth organizations decided to band together, to network their resources and pool together funds.

Coachella Valley 2000 began with a community wide service project. Six non-profit youth organizations networked to pull off "Say No To Drugs - Have a Spooktacular Halloween," a Valley wide event. The success of "Spooktacular" generated so much enthusiasm among the parents and kids, the organizers thought, "Okay, what can we do next?"

In 1990, they created the Public Education Foundation. The group, having been aware of the Governors summit in 1989, agreed to embrace the national education goals. For their kickoff event in May of 1992, they presented fifteen drug prevention strategies based on the volunteer efforts of Drug-Free Schools and Communities. They also recognized exceptional education leaders, and introduced plans to downlink the satellite town meeting. Plans were also devised to develop a youth leadership team and plan for a walk to unite the Valley.

Coachella Valley 2000, in an effort to bring kids together, established monthly youth leadership meetings for youths ages 13-21. Targeting kids on probation, in gangs, or from dysfunctional families, early participants are now taking the lead as staff members. Programs are planned and carried out by the youths. Adults serve as advisors only. "It is amazing to see the friendships that emerge from the leadership meetings," says Esmeralda. "When you take kids out of their element and place them in neutral turf, the barriers start breaking down. There is a great deal of mutual understanding among young people. And that's what this whole effort is about -- the kids."

"Building coalitions and resource networking are the key," continues Ms. Esmeralda. "You have to have somebody who is not afraid to take leadership. Before we organized, we were helping only small, isolated groups of people. Now we are serving networks of people."

Social Development Department

Tim Shriver
Social Development Department
New Haven Public Schools
c/o Hillhouse High School
480 Sherman Parkway
New Haven, CT 06511
203/772-7443

The **Social Development Department** of New Haven Public Schools is responsible for planning, implementing and evaluating a comprehensive primary prevention program for all in the district. The department was created in an effort to address the social, economic and health concerns of the community and no longer considering them as tangential to the challenge of education. Because children are at risk of engaging in multiple problem behaviors, the focus is less on the specific dimensions of an individual risk factor and more on the developmentally appropriate protective needs of all children. The department oversees prevention efforts toward substance abuse, dropouts, AIDS, pregnancy and violence.

The Social Development Department emphasizes three significant areas of concentration:

- Developing, implementing and evaluating a K-12 social competence promotion curriculum that teaches core skills, attitudes and content. This curriculum is designed to promote positive and healthy development while reducing the chances of problem behaviors.
- Designing diverse school and community activities that reinforce the curriculum, channel the energy of both children and adults into pro-social, structured activities and maintain underlying theoretical consistency with other prevention efforts.
- Building school-based planning teams which include parents, teachers and administrators to promote collaborative ownership of prevention programs and to strengthen the trust, climate and relationships surrounding the school and the community.

Tim Shriver is the supervisor for the Social Development Department of New Haven Public Schools. Prior to joining New Haven Public Schools, he was a Fellow in Education at The Yale Child Study Center's School Development Program. Mr. Shriver has been actively involved in the Special Olympics movement in Connecticut for nine years and chaired the Board of Directors of Connecticut Special Olympics from 1990-1992.

Organizations communities can enlist in setting-up drug and violence prevention programs

Government and Community Agencies and Organizations

- Health Department
- Social Service Agencies
- Mental Health Agencies
- Police Department
- Judicial System
- Fire Department
- Housing Authority
- Secondary and Elementary Schools
- Alternative Schools
- Agricultural Extension Service
- Tribal Councils
- Neighborhood Associations
- Tenant Councils

Professional Groups

- Medical Associations, including Associations of Black Physicians
- Nursing Association
- Legal Association
- Social Workers Association

Volunteer Service Organizations

- Veteran's Organizations
- Salvation Army
- Goodwill Industries
- Fraternities/Sororities
- 100 Black Men/Women
- National Network of Runaway and Youth Services

Private Organizations

- Foundations
- NAACP
- Urban League
- Churches
- General and Specialty Hospitals including Mental Health Hospitals
- Colleges and Universities
- Chambers of Commerce
- Media Organizations; Radio Newspaper, and Television
- YMCA/YWCA
- Entertainers
- Professional Sports Organizations
- Local Businesses

Clubs

- Big Brother/Big Sister
- Boys Club/Girls Club
- Girl Scouts/Boy Scouts
- Other Youth Clubs

SOURCES FOR FURTHER INFORMATION

National Clearinghouse for Alcohol and Drug Information
Box 2345
Rockville, Maryland 20852
(800) SAY-NO-TO

National PTA Drug and Alcohol Abuse Prevention Project
700 North Rush Street
Chicago, Illinois 60611
(800) 225-5483

National Federation of Parents for Drug-Free Youth, Inc.
Communications Center
1423 North Jefferson
Springfield, Missouri 65802
(314) 968-1322

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

National Youth Gang Information Center
4301 North Fairfax Drive
Suite 730
Arlington, Virginia 22203
(800) 446-4264

American Bar Association
Robin Kimbrough
Special Committee on the Drug Crisis
1800 M Street, NW
Washington, DC 20036
(202) 331-2290

Community Anti-Drug Coalition of America
Jim Copple
701 N. Fairfax Street
Alexandria, Virginia 22314
(703) 706-0560

American Council for Drug Education
204 Monroe Street
Rockville, Maryland 20850
(301) 294-0600

Hazelden Foundation
Pleasant Valley Road
P.O.Box 176
Center City, Minnesota 50012-0176
(800) 328-9000

Just Say No Clubs
1777 North California Boulevard
Suite 200
Walnut Creek, California 94596
(800) 258-2766

Community Youth Gang Services Project
144 S. Fetterly Ave.
Los Angeles, California 90022
(213) 266-4264

The Boston Conflict Resolution Program
Boston Area Educators for Social Responsibility
11 Garden Street
Cambridge, Massachusetts 02138
(617) 492-8820

(ESCAPE) Elementary School Crime Awareness, Prevention and Education Program
Virginia Beach Police Department
Crime Prevention Unit
Public Safety Building
Municipal Center
Virginia Beach, Virginia 23456
(804) 463-3422

Duval County School Board
1701 Prudential Drive
Jacksonville, Florida 32207
(404) 390-2000

Project RAISE
605 N. Eutaw Street
Baltimore, Maryland 21201
(410) 685-8316

Go to High School, Go to College
1286 East Washington Street
East Point, Georgia 30344
(404) 766-5744

Janeil K. Esmeralda
COACHELLA VALLEY 2000
Coachella Valley Public Education Foundation
Post Office Box 138
La Quinta, California 92253
(619) 342-3518

Project Freedom
428 S. Broadway
Wichita, Kansas 67202
(316) 833-4630

Mid-night Hoops Program
Columbia, South Carolina
(803) 777-5709

(POPS) Positively Outstanding Playground Student
Patricia Bohmer, Principal
James Conger Elementary School
Delaware, Ohio 43015
(614) 363-7731

Regional Centers for Drug-Free Schools and Communities

Northeast Regional Center
12 Overton Avenue
Sayville, New York 11782
(516) 589-7022

Southeast Regional Center
Spencerian Office Plaza
University of Louisville
Louisville, Kentucky 40292
(502) 588-0052

Midwest Regional Center
1900 Spring Road
Oak Brook, Illinois 60521
(708) 571-4710

Southwest Regional Center
The University of Oklahoma
555 Constitution, Suite 138
Norman, Oklahoma 73037-0005
(405) 325-1711

Western Regional Center
101 Southwest Main Street, Suite 500
Portland, Oregon 97204
(503) 275-9489

SOURCES FOR READING

Success Stories From Drug-Free Schools, published by the U.S. Department of Education, is filled with examples of school and communities that are making progress toward National Education Goal 6. To order a copy, call 1-800-SAY-NO-TO

The Prevention of Youth Violence: A Framework for Community Action, recently published by the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, Atlanta, GA provides examples and a summary of programs throughout the nation that focus on violence prevention and education. To order a free copy, call (404) 488-4400

National School Safety Center. School Crime and Violence Statistical Review. March, 1993.

National School Safety Center. Weapons In Schools. October, 1992.

Delattre, Edwin J. and Alice B. Helping Your Child Learn Responsible Behavior. U.S. Department of Education. June, 1993.

Stout, Hillary. "Determined Principal and Faculty Use Discipline and Peer Pressure to Make a School 'Drug-Free'". The Wall Street Journal. October 1, 1991.

Miller, Suzanne. "Kids Learning About Justice by Mediating the Disputes of Other Kids". Update on Law-Related Education. American Bar Association Special Committee on Youth Education for Citizenship. Winter, 1993.

Aleem, Diane, and Moles, Oliver. Reaching The Goals: Goal 6. U.S. Department of Education, OERI. February, 1993.