

FAX

URGENT—Please Hand Deliver to the Following:

3

To: *Frank Porpotage 202-~~2~~53-9095*
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From: *Becky Ritchey, Eastern Kentucky University*
 606-622-6671 or 606-622-4397

RE: *Participant and Facilitator Guides*

I will fax each packet separately. The participant packet will have 27 pages and the facilitator packet has 17. Please call me if you do not get the entire fax.

Please provide your comments directly to Sarah Ingersol at OJJDP at 202-616-3650. Thank you.



PARTICIPANT PACKET

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



A Live National Satellite Broadcast

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

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

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

**Letter from the President
To be added**

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

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

-- President Clinton, July 20, 1998

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

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

The President Will Announce New Initiatives Promoting Discipline and Safety in Schools

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

Conference Participants

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

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

AGENDA October 15, 1998

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

- MTV Video (~~Perspectives of Young People about School Safety and Youth Violence~~)
- Welcoming Remarks by First Lady Hilary Rodham Clinton
- Remarks by Mrs. Tipper Gore
- Remarks by Vice President Al Gore
- Remarks by President William Jefferson Clinton
- Expert Panel

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

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

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

School Crime and Safety

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

During the 1996-7 school year, ten percent of public schools reported one or more serious violent crimes to the police. Although student victimization rates have remained relatively stable over the last few years, more students report feeling unsafe while they are at school or traveling to and from school.

Monitoring the number of violent and/or criminal incidents can help states, local organizations, and schools understand their school safety needs. Uniform data collection is critical for monitoring problems across locations and determining where the greatest need for resources exists.

gun/drug ← should we specify?

School and Community Collaboration

Schools are using a variety of tools to address crime and violence, including implementing zero tolerance policies, increasing school security, engaging youth in conflict resolution, or establishing other school violence prevention or reduction programs. Many communities are successfully reducing school crime and violence by adopting problem-solving strategies that take into account the specific safety problems experienced by the schools and then identifying appropriate intervention strategies. Whatever the approach, the most effective school safety initiatives systemically address the needs of students, their families, school personnel, and the community through a school-wide effort.

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

Action steps necessary to establish school/community partnerships include:

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

Families and Schools Together (FAST)

FAST is a two-year program that engages parents in providing social supports for children ages 4-8 and their families. Implemented by schools nationwide, this program seeks to improve student behavior and strengthen communities, schools, and families by reaching out to socially isolated families, creating support networks, and encouraging parents to take leadership roles in the program. It does this through a well-defined collaboration between parents, the school, a local mental health agency, a local provider of substance abuse prevention and intervention services, a youth advocate, and a youth partner.

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

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

- play therapy, in which parents spend at least 15 minutes per day playing with their children in a non-directive, non-judgmental manner;
- structured, interactive activities which involve the whole family but do not allow for any criticism (e.g., sharing a meal, discussing feelings, constructing a family flag);
- a parent self-help group which is encouraged to become cohesive and provide a network for social support;
- parent empowerment, in which parents are taught to become part of the program team and learn that they can be the primary prevention agents for their children; and
- school-community partnerships which evolve as parents of children attending the same school get to know each other and increase their involvement with the school.

Following the initial eight weeks, groups of families run their own meetings for two years while continuing to receive support from the FAST team as needed.

The FAST program has had a significant impact on students behaviors. Outcome evaluation data from statewide FAST replication in 30 Wisconsin schools and the California schools both showed parents reporting 25% improvement at home and teachers reporting 20% improvement at school after only eight sessions; reduced behavior problems, such as bullying, hitting, stealing, lying; reduced withdrawal and anxiety, such as insecure and socially isolated; and reduced attention span problems, such as lack of focus.

The FAST program has also had a great deal of success engaging hard-to-reach, low-income families. In evaluations of the program, teachers and parents have reported increases in family cohesion, and decreases in social isolation. Of the families that come to one FAST meeting, 88% remain at least to the end of the initial eight-week phase. Results after 10 weeks show statistically significant improvements in classroom behaviors, home behaviors, and self-

esteem of the youth and also in family closeness. After six months, these gains are maintained and there is increased parent involvement in school, increased parent self-sufficiency, and decreased social isolation. Over the following two years, schools report dramatic sustained increases in parental involvement (75%) and self-referral to family counseling (26%) and substance abuse treatment (8%). Two to four years after FAST, 92% of the FAST parent graduates report an increase of their involvement with community activities, including further education for themselves (44%), church (35%), and employment (55%).

The Resolving Conflict Creatively Program (RCCP)

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

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

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

In addition to the school-based components, RCCP focuses on the parent training component as one means of positively impacting the community. Two to three parents per year are trained for sixty hours to lead workshops for other parents on intergroup relations, family communication and conflict resolution. The hope is that this training will make parents better leaders in the school and community. Other opportunities for community involvement are seized as they arise. The program believes there is a need for cooperation among the school and community initiatives to create an environment in which children and youth learn how to think and act in a caring and socially responsible way toward one another and the community.

An evaluation by Metis Associates found that teachers saw an improvement in the behavior and attitudes of children involved with RCCP. This survey was conducted during the 1988-89 school year, in three community school districts. The study found:

71% of teachers said that the RCCP program lead to less physical violence in the classroom.

67% of teachers reported that name calling and verbal put-downs had decreased.

98% of respondents across the schools said the mediation component of RCCP helped children deal with conflicts.

Initial results from a rigorous evaluation from the Centers for Disease Control and Prevention reveal a significant positive impact on children who receive a substantial amount of instruction in the curriculum. Data from the second and third years of evaluation will be available early next year.

Baltimore Police Athletic League (PAL)

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

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

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

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

The program has four components: character development, home assistance and academic enrichment, arts and cultural activities, and physical activities. All four components must be present in the overall plan for every PAL center. Because PAL recognizes that each center exists within a community with its own needs and interests, each center has considerable latitude in developing programs and activities that will meet the needs of the particular community.

Collaborative partnerships with other organizations, businesses, and community groups strengthen PAL s programs and its learning environment. PAL works with a number of local groups which provide volunteers for training, mentoring, tutoring, and additional resources to the centers. In addition, PAL has established active partnerships with the Baltimore City Public

Schools and with the Maryland State Department of Education, and discussions are underway for PAL to host Super Camps, a program to help third graders who are not reading at grade level. Baltimore Police Department is also working to implement at least one PAL center in each of the City's 29 police sectors. Collectively, these centers will serve more than 10,000 youth, representing approximately 10 percent of the school-age population in Baltimore.

In neighborhoods where PAL centers are located, crime involving youngsters has dropped markedly. A study conducted by the Baltimore City [xx- ?] Planning and Research Department of the first PAL center (the Goodnow PAL) found that in the area immediately surrounding the center:

Between 1994 and 1997, juvenile victimization decreased 43.9%, nearly three times as much as the overall city-wide rate for all victimization.

Between 1996 and 1997, for the time periods during which PAL centers are open (2 p.m.-10 p.m.), juvenile arrests decreased by 9.8%, while juvenile arrest rates for the City rose 4.4%.

San Diego County's Comprehensive Approach

San Diego is the sixth largest county in the United States. Its diverse population of more than 2.5 million speaks 80 different languages. In the past decade, the county experienced high rates of unemployment, 50 percent higher than other southern California counties; and an increase in juvenile violence and crime with a 92 percent increase in Juvenile Hall admissions for violent crimes, and a 229 percent increase in admissions for weapons charges.

In response to these increases, San Diego County is implementing a successful comprehensive approach to reduce youth violence and crime. Building upon Federal and State support and a rich local history of collaborative ventures across agencies, members of the community, community based organizations (CBOs), the PTA, and key leaders from education, health, social services, law enforcement, juvenile court, probation, universities, and 43 school districts committed to work together towards the common goal of creating healthy and safe children and communities in San Diego County. The hallmark of this comprehensive approach is that schools and communities work together to respond to community identified needs. An interdisciplinary management team and six subcommittees meet regularly to advance the agenda. By sharing data and resources, and its commitment to children, the collaboration is identifying gaps in services; coordinating existing activities; leveraging federal, state, local and private funds; and offering a range of promising and effective programs and services for children and families in need.

San Diego's Comprehensive Approach is improving public safety through a number of approaches. Gang Free Zones [ed: operational?] and PRIDE, a gang intervention project operated by the YMCA, are allowing young people to learn and play in a safe and crime free environment, free from gang recruitment and intimidation. Last year, when the city discovered lunch time was the highest time for juvenile crime, San Diego implemented a day time curfew that resulted in a [ed: ##?] decrease in day time juvenile crime. San Diego has also recently begun to cite violence and alcohol, tobacco and drug violations occurring on [ed: secondary school?] campus using existing and local penal codes. Schools identify students committing specific infractions, initiate their citing by local law enforcement, and then the power of the local

courts is used to prescribe the attendance of the cited youth and their families in an appropriate intervention program.

The Life Skills curriculum is a key aspect of this initiative. There are few prevention programs that have been tested as thoroughly as this model. In studies involving more than 180 suburban and urban schools, grades 7-12, diverse populations of youth, various substance abuse issues—and with long-term follow-up for up to six years—the Life Skills program has generally documented initial reductions of 50 percent in youth alcohol, tobacco, and marijuana use, along with a sustained impact. San Diego has recently received a federal grant to implement this program in the Unified School District.

San Diego's comprehensive approach is creating safe and drug free schools. Using Federal Safe and Drug Free School monies, the school districts have developed an impressive alcohol and drug prevention education initiative. The Life Skills curriculum is a key aspect of this initiative. This model, which has shown x% reduction in youth drug use sustained over x years, is operating in xx San Diego schools. [ed: get numbers]

✓ w/ Bill M.

San Diego also has one of the oldest Zero Tolerance policies in the country for guns and drugs in schools. A student found with a gun on campus is automatically expelled and placed in an alternative school. A student in possession of drugs is suspended, arrested, and ordered by the court to participate in an intervention program. Police officers, the juvenile judge, and probation officers work with the schools to ensure that youth who break the law are held accountable, but also effectively diverted from leading a life of crime. Juvenile Court and Community Schools (JCCS) operate the alternative educational environments for students who have been expelled from home schools for violence, weapon possession, and drug and alcohol violations. JCCS programs prepare students for graduation and employment and provide a wide array of counseling and rehabilitation services. Nine of the school districts also employ probation officers to work directly with students to provide interventions, to thwart violence and drug and alcohol use, reduce truancy and improve attendance, and to provide referrals to students and families for special services from community-based agencies.

The comprehensive approach is also supporting healthy families and communities. Each of the 43 school districts has referral programs to a broad array of CBOs that provide family and individual counseling, conflict resolution, domestic violence prevention, substance abuse prevention and intervention programs, in-home family support services, community service projects, youth development, and recreational activities. Together, the school districts, probation department and local law enforcement work to access all available resources and to update local referral lists.

Programs include:

- Parenting classes, including in-home services provided to families.
- Family Stress Centers operated by the YMCA which treat families involved or impacted by abuse and violence.
- Healthy Start which provides health and school age services in 14 schools and communities for school age children and their families.
- The Healthy Kids Initiative which is immunizing children and expanding preschool, Head Start, child care and welfare to work services.

- Title V Community Prevention Grants from the Department of Justice's Office of Juvenile Justice and Delinquency Prevention, which provide special funding to existing collaboratives in San Diego County to focus on delinquency prevention. Projects have created teen centers that offer social, recreational and youth development programs for local young people.
- Critical Hours Programs which provide after school activities for young people in 38 sites.
- A Youth Council and Youth Agenda that involves young people in local government and has established several programs to reward young people for their positive contributions to the community.
- Critical Hours Program, which links CBOs, such as Boys and Girls Clubs, 4-H and YMCA, to provide 7,000 middle school youth with after-school activities in 27 sites. The Community Resource Centers in schools address needs of youth and families.
- OZ, a residential and educational program operated by the YMCA for troubled teens.

Because of these activities, in the San Diego school district there has been lower teen birth rates, dropout rates, possession of drugs and weapons on campus, and truancy rates. In addition, youth report feeling safer in schools. While San Diego experienced a dramatic increase in juvenile crime from the mid-1980's until the early 1990's, the effectiveness of the county's comprehensive approach is demonstrated by a significant decrease since 1994 in juvenile homicide and a decrease in juvenile crime overall. Now San Diego is primed to expand these accomplishments into a sustained, long term strategy by institutionalizing these multi-disciplinary relationships. In order to maximize the impact of this work, San Diego is partnering both with the State of California and the Federal Government through the Office of Juvenile Justice and Delinquency Prevention.

For Additional Information on these Programs Contact ...

Families and Schools Together (FAST)
University of Wisconsin—Madison
1025 West Johnson Street
Madison, WI 53706
Phone: 608-263-9476
Fax: 608-263-6488

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

Resolving Conflict Creatively Program
National Center
40 Exchange Place, Suite 111
New York, NY 10052
Phone: 212-509-0022
Fax: 212-509-1095
Email: esrrccp@aol.com

San Diego

First Annual Report on School Safety: 1998

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

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

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

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

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

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

Early Warning, Timely Response: A Guide to Safe Schools

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

When announcing the guide, Education Secretary Richard Riley said,

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

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

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

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

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

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

School and Youth Violence: A Statistical Snapshot

-- SCHOOL SAFETY AND VIOLENCE --

Violence In the 1996- 97 School Year:

43% of Schools Reported No Incidents of Crime -- And most schools (80%) reported 5 or fewer crimes.

47% of Schools Reported Less Serious Crimes Like Theft or Vandalism to Law Enforcement -- This includes an estimated 190,000 physical attacks or fights without a weapon, 116,000 incidents of thefts or larceny and 98,000 incidents of vandalism.

10% of Schools Reported One or More Serious Violent Crimes -- This includes an estimated 11,000 physical attacks or fights in which a weapon was used, 7,000 robberies and 4,000 rapes or other types of sexual assault.

Schools with Serious Discipline Problems Were More Likely to Experience Crime or Violence -- Principals rate absenteeism, tardiness, and fights as the three most common discipline problems among students.

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

School Crime in 1995 Compared to 1989:

Little or No Change in the Overall Level of School Crime -- The overall level of victimization in schools in 1995 was similar to that in 1989 -- 14.6% to 14.5%. Violent victimizations increased slightly from 3.4% to 4.2%, and property crimes decreased slightly from 12.2% to 11.6%.

Drug Availability Up Slightly -- The overall availability of drugs increased slightly from 63.2% to 65.5%, with marijuana remaining the most readily available drug -- and 6% more students reporting that it was easy to obtain from 30.5% to 36.4%.

Gangs in Schools Nearly Doubled -- The number of students reporting gangs in their schools increased dramatically from 15.3% to 28.4%. Increases were reported in central cities, suburbs and non-metropolitan areas. And where students reported the presence of gangs they were about 3 times more likely to be victims of violent crime.

Few Students Reported Guns in Schools -- in 1995, less than one half of one percent of students reported taking a gun to school. However, 5.3% reported seeing another student with a gun at school, and 12.7% reported knowing another student who brought a gun to school.

[Source: School Crime Supplement to the National Crime Victimization Survey, Student s Reports of School Crime: 1989 and 1995, Bureau of Justice Statistics and the National Center for Education Statistics, 4/12/98]

-- YOUTH VIOLENCE --**Young Victims of Violence:**

2,600 Juveniles Were Murdered in 1995 -- Between 1985 and 1995, nearly 25,000 juveniles were murdered in the United States -- 2,600 in 1995. [OJJDP, Juvenile Offenders and Victims: 1997 Update on Violence]

Nearly All of the Increase in the Murder of Juveniles Over the Past Decade was Firearm-Related. And between 1985 and 1995, while non-firearm murders of juveniles increased 9%, the number of juveniles murdered with firearms increased 153%. [OJJDP, Juvenile Offenders and Victims: 1997 Update on Violence]

Juveniles Are More Likely than Adults to Be the Victims of Violent Crime and Be Injured as a Result. [OJJDP, Juvenile Offenders and Victims: 1997 Update on Violence]

Crimes Committed by Young People:

The Rate of Juvenile Crime Is Down--Victims Reported a 25% Drop in Violent Crimes by Juveniles in 1995-- Between 1994 and 1995 violent victimizations by juveniles declined more than those by adults (25% for juveniles vs. 18% for adults). And the rate is decreasing for other crimes as well: robberies by juveniles decreased 15% in 1995 and juvenile aggravated assaults decreased 32%. [OJJDP, Juvenile Offenders and Victims: 1997 Update on Violence, 7/97]

Juvenile Arrests Rates Down Two Years in a Row -- While the juvenile violent crime arrest rate increased 62% between 1987 and 1993, it decreased 2.9% in 1995, the first decline in seven years. And in 1996, it dropped an additional 5.8% -- declining two years in a row. [FBI, Uniform Crime Report, 1997]

Murder Arrest Rate Have Decrease Significantly -- The decrease in the juvenile murder arrest rate is even more significant, declining 15.2% in 1995 -- the largest one-year drop in more than 10 years. And in 1996, it decreased an additional 14.4%. [FBI, Uniform Crime Report, 1997]

Murders by Individual Juveniles and Gangs are Down -- After more than a decade of increases, homicides by juveniles dropped 17% in 1995 - declines were found in both individual and gang crimes. And, compared with 1994, all of the decline in homicides by juveniles in 1995 were firearm-related homicides. Of the murders committed by juveniles in 1995, 79% of the victims were killed with a firearm. Ten percent of victims were family members, 54% were acquaintances, and 36% were strangers. [OJJDP 1997 Update on Violence]

Discussion Questions

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

Promoting School Safety, Preventing Youth Violence and Encouraging Learning

-- A Summary of the Federal Government's Actions --

Making Our Schools and Communities Safer and Drug-Free

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

Helping Teachers and Principals Respond to the Early Warning Signs of Troubled Youth.

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

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

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

Enforcing Zero Tolerance for Guns and Other Weapons in Schools. In October 1994, President Clinton signed into law the Gun-Free Schools Act, and issued a Presidential Directive later that month to enforce "zero tolerance" for guns in schools, a policy requiring the expulsion of students who bring guns to schools. In school year 1996-97, the U.S. Department of

Education estimates that, under zero tolerance policies, 6,093 students were expelled from public schools for bringing a firearm to school.

Preventing Youth Violence by Promoting Values. Recognizing the important role that civic, community, and faith-based organizations can play in reducing crime, the Administration launched a new Values-Based Violence Prevention Initiative to make \$2.2 million in grants available to 16 community-based collaboratives, including religiously-affiliated organizations, that target youth violence, gangs, truancy, and other juvenile problems by promoting common-sense values and responsibility.

Providing Safe After-School Opportunities for Up to Half a Million Children a Year. Last year (FY98), the 21st Century Community Learning Centers program received a \$40 million expansion. This funding will enable 315 rural and urban schools in 36 states to provide school-based after-school programs, including on weekends and during the summer. The President's FY99 budget includes a major expansion of this program to \$200 million, which will provide safe and educational after-school opportunities for up to 500,000 school-age children in rural and urban communities across the country. In addition, the Education Department released a report in June 1998, titled *Safe and Smart: Making the After-School Hours Work for Kids*. This report shows that after-school programs can lower juvenile crime and improve academic performance. *Safe and Smart* was sent to every school district in the country.

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

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

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

Put Forth the Comprehensive Anti-Gang and Youth Violence Strategy. The Clinton Administration has proposed this strategy that (1) targets gangs and violent youths (\$160 million a year), (2) cracks down on guns and gun traffickers (\$28 million per year) and (3) works to keep children in school, off drugs and out of trouble. The Strategy includes: (1) hiring new

prosecutors and expands anti-gang task forces; treats gangs like organized crime by expanding use of racketeering statutes (i.e., RICO) for gang-related offenses; adds probation officers; curbs gang witness intimidation by giving U.S. Attorneys new prosecutorial tools and allowing judges to hold gang members without bail pending trial; and establishes juvenile gun and drug courts; (2) prohibits juveniles convicted of violent crimes from buying guns on their 21st birthday; increases penalties for selling handguns to juveniles and juvenile handgun possession; and assists law enforcement in determining and responding to local gun trafficking patterns by tracing firearms recovered at crime scenes and hiring additional ATF agents to crackdown on illegal gun traffickers; (3) expands efforts to keep schools open from 3 to 8 PM and to promote anti-truancy initiatives and curfews; and increases penalties for using kids to sell drugs, selling drugs to kids or selling drugs in or near a schools.

Keeping Guns Out of the Hands of Children. A number of laws and initiatives are keeping guns out of the hands of children and away from criminals. For instance, since the Brady Law's enactment, 250,000 felons, fugitives and stalkers have been denied handguns and the 1994 Crime Bill banned 19 of the deadliest assault weapons and their copies, keeping assault weapons off America's streets. The Youth Crime Gun Interdiction Initiative (YCGII) is cracking down on the illegal gun markets that supply firearms to juveniles and criminals in 27 target cities. The YCGII has already traced more than 93,000 guns, providing law enforcement with crucial investigative leads about illegal gun trafficking. The Administration's FY99 budget proposal contains an expansion of YCGII. In addition to these programs, President Clinton signed a directive to every federal agency, requiring child safety locking devices with every handgun issued to federal law enforcement officers. And, in an historic agreement, eight major gun manufacturers have voluntarily agreed to provide child safety locking devices with all their handguns, helping to protect our children.

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

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

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

Strengthening Schools, Promoting Discipline & Supporting Learning

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

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

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

Teaching Every Child to Read by the 3rd Grade. More than 1000 colleges have committed work-study students to tutor children in reading, and thousands of AmeriCorps members and senior volunteers are organizing volunteer reading campaigns. In addition, a proposed early literacy bill, such as the America Reads Initiative, will provide more tutors after school, improve the teaching of reading in our schools, and help parents help their children learn to read.

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

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

References

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

National Crime Victimization Survey (NCVS), Bureau of Justice Statistics. Administered for the Bureau of Justice Statistics by the Bureau of the Census, this is the nation's primary source of information on crime victimization and victims of crime. The study was initiated in 1972 and redesigned in 1992, and collects detailed information on the nature and frequency of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures crimes reported as well as those not reported to police.

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

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

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

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

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

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

Previous Satellite Videoconferences

Produced by the
Office of Juvenile Justice and Delinquency Prevention

Conditions of Confinement in Juvenile Corrections and Detention Facilities

September 1993

Community Collaboration

June 1995

Effective Programs for Serious, Violent, and Chronic Juvenile Offenders

October 1995

Youth-Oriented Community Policing

December 1995

Juvenile Boot Camps

February 1996

Conflict Resolution for Youth

May 1996

Reducing Youth Gun Violence

August 1996

Youth Out of the Education Mainstream

October 1996

Has the Juvenile Court Outlived Its Usefulness?

December 1996

Youth Gangs in America

March 1997

Preventing Drug Abuse Among Youth

June 1997

Mentoring for Youth in Schools and Communities

September 1997

Comprehensive Juvenile Justice in State Legislatures

February 1998

Protecting Children Online

March 1998

Youth Courts: A National Movement

May 1998

***Risk Factors and Successful Interventions for
Serious and Violent Juvenile Offenders***

September 1998

For Further Information

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

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

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

Participant Videoconference Data and Evaluation Form

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

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

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

Part I: Participant Information

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

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

Table with 5 columns: Very Unsatisfactory, Unsatisfactory, Neutral, Satisfactory, Very Satisfactory. Rows include: 9. VIEWING SITE (comfort, etc.), 10. AUDIO PORTION OF CONFERENCE, 11. VIDEO PORTION OF CONFERENCE, 12. READABILITY/CLARITY OF VISUAL AIDS USED (charts, graphics, etc.), 13. USE OF PHONE FOR CALL-IN

Part III: Videoconference Evaluation-Nontechnical Aspects

Table with 5 columns: Very Unsatisfactory, Unsatisfactory, Neutral, Satisfactory, Very Satisfactory. Rows include: 14. LOCAL SITE FACILITATOR'S ASSISTANCE, 15. KNOWLEDGE OF PANELISTS ABOUT TOPIC, 16. CLARITY OF PANELISTS IN CONVEYING POINT, 17. QUANTITY OF PARTICIPANT-PANELIST INTERACTIONS, 18. QUALITY OF PARTICIPANT-PANELIST INTERACTIONS, 19. PACKET OF MATERIALS PROVIDED FOR PARTICIPANTS

(continued on next page)

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

Part IV: Additional Comments

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

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

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

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

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

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

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

36. Additional Comments? _____

Part V: Questions specific to the School Safety Videoconference

37. Prior to this videoconference, did you feel that violence in school was a major problem in your area? (Check one)

No Yes

38a. Does your agency or organization currently operate a program, or work with any other agencies or programs, which specifically target violence in the schools? (Check One)

No Yes (Please describe program and by whom it is operated): _____

38b. If Yes to 38a, do you think the program provides any innovative treatment interventions for the problem of serious and violent juvenile offenders in school which were not discussed in the videoconference? (Check One)

No Yes (Please describe any innovative treatment interventions not discussed): _____

38c. If No to 38a, are you aware of any interest in establishing such a program(s) in your area? (Check One)

No Yes (Please describe interests/initiatives, etc.): _____

39. From the standpoint of your agency, what was the most useful and practical intervention strategy suggested by this videoconference for addressing and preventing school violence? _____

40. How would you rate your level of understanding and knowledge about the issues surrounding crime and violence in the school setting prior to this videoconference, with 1 representing the least amount of knowledge and 5 representing the most? (Circle a number.)

LEAST 1 2 3 4 5 MOST

41. How would you rate your level of understanding and knowledge about the issues surrounding crime and violence in the school setting after this videoconference, with 1 representing the least amount of knowledge and 5 representing the most? (Circle a number.)

LEAST 1 2 3 4 5 MOST

42. Did you learn anything about school violence from this videoconference that you found surprising or different from what you expected? (Check one)

No Yes (Please specify): _____

43. What do you think is the most important step school officials and juvenile justice policy makers can take to address the issue of school violence? _____

44. Would you say you learned enough from this videoconference to begin implementing or modifying a program which targets school violence? (Check one)

Yes No (Please specify what the conference could have done to better prepare you): _____

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

FACILITATOR'S GUIDE

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

A Live National Satellite Broadcast
From the
White House—East Room

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

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

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

October 5, 1998

Dear Friend of America's Children:

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

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

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

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

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

Sincerely,

President Bill Clinton

SITE FACILITATOR GUIDE

Table of Contents

CONTENTS

White House Conference on School Safety	4
Broadcast Agenda	5
Responsibilities Before the Videoconference	6
Equipment Requirements	6
Other Considerations	7
Media Tips	8
Sample Press Release	9
Ideas for Being Part of the National Effort	10
Responsibilities the Day of the Videoconference	11
Facilitator Arrives	11
Test Equipment (Site Technician)	11
Participants Arrive	12
Facilitator Orients Participants	12
Videoconference Starts	12
Videoconference Broadcast Ends	12
Telephone Protocol	13
Videoconference Announcement	14
Site Facilitator Evaluation Form	15

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

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

-- President Clinton, July 20, 1998

White House Conference on School Safety

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

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

The President Will Announce New Initiatives Promoting Discipline and Safety in Schools

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

Conference Participants

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

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

AGENDA October 15, 1998

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

Welcoming Remarks by First Lady Hillary Rodham Clinton

Remarks by Mrs. Gore

Remarks by Vice President Al Gore

Remarks by President Bill Clinton

Expert Panel

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

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

First Lady Hillary Rodham Clinton

Paul Kingery, Director, Hamilton Fish National Institute on School & Community Violence

Families and Schools Together (FAST)

Resolving Conflict Creatively Program

Baltimore Police Athletic League (PAL)

San Diego County's Comprehensive Strategy

Audience Questions

SITE FACILITATOR'S CHECKLIST

Responsibilities Before The Videoconference

By now you, or your designee, should have made arrangements with a facility to provide a satellite dish and a room for viewing the videoconference. We have enclosed a **Videoconference Announcement (page 9)** that you can circulate to prospective participants to let them know when and where they should go to view the videoconference. Just fill in the time and place of your site, copy and circulate.

A satellite videoconference is less like watching TV at home and more like attending a local meeting; therefore, a videoconference has many of the same requirements as any other meeting. A group of people will come together on a local level and someone should make sure that the room is ready, that materials are there and other needs are met. In a satellite videoconference, however, someone also has to make sure that the technical aspects work correctly. The following pages provide critical information that will help you prepare for the OJJDP broadcast.

EQUIPMENT REQUIREMENTS:

1. Satellite Receiving Dish

The satellite dish you will be using for this videoconference will receive a "C" band or "Ku" band signal. Please refer to the *Technical Information Guide* for relevant and critical data needed to receive this broadcast.

2. Television

A television that has a channel selector (tuned to the channel on which you will be receiving the program) This broadcast will have closed captioning available. Please refer to the television owner's manual or on-site tech person to enable this feature.

Note: Ask for as large a screen as possible. If you expect more than 10-12 people at your site, ask if another TV set or a video projector can be provided.

3. VCR

If you wish to record the videoconference, additional equipment will be needed. Please inquire with your technical person to arrange for recording. You are encouraged and invited to record the videoconference.

4. Telephone

A telephone should be in the same room (located, if possible, at the opposite end from the TV) or adjacent to the meeting room. Refer to the "Telephone Protocol" (page 8) for instructions about the call-in segments of the videoconference. You may wish to tape the protocol by the telephone for easy reference during the videoconference.

OTHER CONSIDERATIONS:

1. **Meeting Space**
You will need a meeting space that assures each seat has a clear view of the TV(s) or projector screen and will also allow participants to form small discussion groups, if needed.
2. **Supplies**
Supplies you will need to provide: Name tags/pens, pencils, note paper
3. **Duplicating Materials**
You will be responsible for duplicating the enclosed *Participant's Packet* and materials for those attending the videoconference at your site.
4. **Food Service**
If you are in the Central or Mountain time zones, you may want to make some arrangements for lunch during the videoconference. For example, you could encourage participants to bring their lunches or you may choose to have food delivered.
5. **Facility Design**
If you are in an unfamiliar facility, you should find out where restrooms and vending machines are, so you can tell the participants.
6. **Evaluation**
You will be responsible for seeing that each participant completes the evaluation form found in the *Participant's Packet*. Following the videoconference, you will send the evaluation forms to Eastern Kentucky University in the enclosed envelope.
7. **Site Facilitator Evaluation**
You will be responsible for completing the **Site Facilitator Evaluation** located on Page 10 of this packet. Following the videoconference, you will send the evaluation form to Eastern Kentucky University (*see enclosed envelope*).

THANK YOU FOR SERVING AS A FACILITATOR FOR THE
NATIONAL SATELLITE VIDEOCONFERENCE:

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

Your Cooperation and Assistance is Greatly Appreciated!!

Please watch for future notifications of upcoming juvenile justice satellite videoconferences being coordinated by OJJDP and the Juvenile Justice Telecommunications Assistance Project at the Eastern Kentucky University Training Resource Center.

-- Media Tips --

Each local event site should issue its own press release (attached is a sample) notifying media in your community of your event and giving the specific logistical details, participants, and agenda of your particular event. This should be given to media shortly before your event, with a local contact making follow-up phone calls to key radio, television, and print reporters the day before the forum to ensure coverage. You can include any of the information in this packet and other written materials in your release.

Here are a few tips that might help with your local television and radio stations and newspapers:

Newspapers: Regional, local daily, and weekly newspapers should be your primary target for getting information about the local event to the public. Almost all daily newspapers have someone assigned to cover education and crime-- find out who it is and give them a call. Keep written materials brief and respect the deadlines of the newspapers. Names are news, so share with the newspaper all of the names of the people who are working with you, those who will be serving on your local panel, and other event participants. Many reporters seek opportunities to do feature stories on activists so encourage them to focus on your efforts to promote school safety and prevent youth violence.

Television: Remember, to some, it's just another local meeting, so the event has to have some "hook" to make it attractive to television producers. Are there VIPs involved in your effort? Is this event part of a larger community strategy to promote school safety and youth violence prevention? Many TV stations do local morning shows -- offer them your best local spokesperson.

Radio: Don't forget radio. Provide radio stations with notices about your event well in advance -- and don't just mail them in. Most radio and television station have Public Service Directors who look for opportunities to serve the community. Ask them to be on your planning committee; ask them to help do radio spots to promote your event. And don't forget local talk shows.

With all media, be persistent. And one more BIG TIP: If you can, find a way to involve the media early on as part of your planning team. When they have a stake in the success of the event, they will be more likely to publicize it.

SAMPLE PRESS RELEASE

Local Site Name _____
Press Office _____

For Immediate Release _____
Date _____

Contact: Name _____
Phone Number _____

(LOCAL SITE) TO HOLD SCHOOL SAFETY CONFERENCE ON OCTOBER 15

City Name, State--In response to the school shootings in Jonesboro and other acts of youth violence in communities around the nation, President Clinton will host the *White House Conference on School Safety: Causes and Prevention of Youth Violence* on October 15, 1998. The President will be joined by the Vice President, the First Lady, Mrs. Gore, members of the Cabinet, national leaders and local community representatives.

(Local Site) will hold a (conference/town hall/forum) that will bring together members of the community, including teachers, student leaders, parents, local leaders, and law enforcement officials to assess local school safety and youth violence issues and discuss effective community-wide solutions. The conference will be connected to the White House Conference via a satellite downlink.

The White House School Safety Conference will focus on violence in our schools and the broader problem of youth violence. It will include an important policy address by the President and panel discussions that will explore best practices and model school safety strategies.

The goals of the White House Conference are to build on the existing body of knowledge about aggressive or violent behavior among young people; learn more from experts about safety in our schools; examine programs that are working to combat youth violence; and explore new solutions and develop strategies to make America's schools and communities safer for all our nation's children. Similarly, the goal of the local conference is to focus attention on local problems, learn from efforts that are working in other communities, and highlight successful initiatives in (our area/local site) with hopes of building on them in the future.

(Local site) will receive live coverage of the morning panel with the President's remarks and expert panel discussions. We will also receive live coverage of an afternoon panel moderated by the First Lady that will cover strategies and programs that are family, community, and school-focused. The afternoon session will also include four video presentations of model approaches and programs.

###

Ideas for Being a Part of the National Effort

Communities across the country are planning their own events as the White House Conference on School Safety: Causes and Prevention of Youth Violence takes place on October 15th. Here are some ideas for how you can be a part of the national effort to create safe environments for America's children by taking part in a community discussion on school safety and discipline, the causes of youth violence and how to prevent it, and best practices and strategies for making our schools and communities safer for our nation's young people.

1) Define the local angle for your schools and community -- What are the needs that you face in your community? What efforts are on-going in your schools to address safety and discipline issues? What efforts already exist in your community that address these challenges that you face? What more can be done to help every student learn to his or her potential? How can we build on initiatives to keep our children safe?

2) Involve the Community and Local Media -- Invite the community to participate: business and community leaders, parents, teachers, students, principals, superintendents, mayors, other local elected officials, law enforcement, and state legislators. Develop suggestions for ways that the community can help address the problems that you highlight. *Also, alert the local newspapers, radio and television stations to broaden your audience.*

3) Highlight Needs and/or Successes -- There are many different ways that you can call attention to the challenges you face locally. Consider any one or more of the following:

Conduct a tour of a model school safety or violence prevention program.

Release estimates of the type and number of school and/or youth violence incidents in your schools and communities.

Hold a panel discussion, town meeting, or forum, with teachers, parents, administrators, students, law enforcement, and others relating their views and experiences with school safety/discipline and youth violence as well as community responses.

4) Link by Satellite with President Clinton and the White House Conference -- Arrange your activity so that your participants can link with the national address and panel discussion by satellite. President Clinton will address all of the sites from approximately 10:30 am to 12:15 pm eastern time (and will be re-broadcast from 12:15pm to 2:00pm). The Vice President, the First Lady, and Mrs. Gore will join the President in leading a panel with representatives from the fields of education, law enforcement, mental health, and youth violence prevention. If you do not have satellite downlink capability, ask your local community access television station to broadcast the President's address live.

5) Link by Satellite with the First Lady and Panel of Experts -- Your participants will also be able to link with a roundtable discussion led by the First Lady to highlight successful initiatives and strategies for creating safer schools and communities. This discussion will take place from approximately 2:00 pm to 3:45 pm eastern standard time.

6) Follow Up -- Keep track of who participated in your event, so that you can seek their advice, and keep them apprised of the progress that is being made in addressing your local needs.

SITE FACILITATOR'S CHECKLIST

Responsibilities The Day of The Videoconference

As with any conference or workshop, a satellite videoconference needs someone to make sure the event runs smoothly at each site and that is the function of the Site Facilitator, including:

1. making sure the phone works,
2. making sure the technical person has tuned in the satellite receiver and TV,
3. greeting participants and handing out materials,
4. explaining the videoconference format to the participants,
5. facilitating group discussion before and after the videoconference,
6. ensuring that evaluation forms are completed and returned to you,
7. ensuring that the Facilitator Evaluation Form is completed by you,
8. returning the evaluation forms to Eastern Kentucky University, and,
9. returning the Facilitator Evaluation Form to Eastern Kentucky University.

It would be a good idea for the Site Facilitator to bring someone to assist him/her.

Listed below are the specific tasks of the Site Facilitator on the day of the videoconference:

FACILITATORS ARRIVE:

1. You should arrive early enough to:
 - make sure the room is arranged where all can see,
 - make sure the phone is available and working,
 - arrange the handout materials,
 - make contact with the technician. Ask him/her to adjust the satellite dish and TV to receive the videoconference.

TEST EQUIPMENT: (Site Technician)

2. There will not be a test signal for this broadcast. As the producing agency, we were unable to purchase additional satellite time to offer the 30 minute test signal. **The White House Conference on School Safety will begin at 10:30 AM EDT**

If you do not see the above at this time, ask the technician to re-check the satellite receiver and TV channel tuner to make sure you are on the correct satellite coordinate and channel.

If, after checking, you still do not see the graphic, call **1-800-895-4584** and tell the person answering that you have a technical problem. Technical staff will try to assist you in solving the problem. Please be aware that EKU will be of limited assistance with your on-site technical questions. We highly recommend that you have a satellite technician present during the broadcast.

PARTICIPANTS ARRIVE:

3. Greet the participants and distribute the videoconference materials.

Familiarize them with the facility.

5. Encourage participants to review their information packets.

FACILITATOR ORIENTS PARTICIPANTS:

6. Introduce yourself to the group and welcome them.
7. If the group is small enough, you might ask them to introduce themselves and tell what organizations they represent.
8. Go over the format of the videoconference with them.
9. Go over the telephone protocol with them and explain that if they want to ask a question or make a comment, you would be happy to assist them in phoning in to the videoconference. Some participants may be reluctant to phone in so it would be helpful for you to announce that you would phone in questions if the participants wrote them down.
10. Explain that your local group will be having a short discussion of the issues following the videoconference.
11. If there is time before the videoconference starts, encourage participants to review their information packets.

VIDEOCONFERENCE STARTS:

12. Music will start two minutes before the videoconference begins. That is a good cue to start asking people to be seated. You might walk around the room and make sure that everyone can see and hear.

When you see the graphic to begin calling in questions and comments, please encourage your group to call in with a question.

VIDEOCONFERENCE ENDS:

At the conclusion of the broadcast, the Facilitator should complete the following three tasks:

Encourage the participants to stay in their seats a few moments to discuss the issues from the videoconference.

Encourage the participants to fill out the evaluation in their packet before leaving and return them to you. It is important that OJJDP have the information and ideas on the evaluation forms to assist in planning for future utilization of the technology.

16. Complete the Site Facilitator Data and Evaluation Form (see page 10 of this document).

TELEPHONE PROTOCOL

The telephone is a key component in allowing participants to communicate with the panelists in the television studios. The questions that are asked and comments that are made are generally reflective of what many others are thinking and provide perspective and depth to the videoconference.

Due to the unique nature of this broadcast, the JJTAP will be unable to put live callers on the air. Participants are encouraged to phone in and relay their questions to our operators who will record the questions and forward them on to the studio panel.

1. Dial the following number to ask a question or make a comment: 1-800-895-4584.
2. When your call is answered, please state your question to the operator succinctly and clearly. Please wait for the operator to record your question and repeat it back to you for accuracy.
3. Our operators will then forward your questions to the panel. Please know that due to time constraints it will be impossible for all questions to be answered on the air. It is our intention to present as many questions as possible to the studio panel.

Announcing an
NATIONAL SATELLITE VIDEOCONFERENCE

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

Thursday, October 15, 1998

The Office of Juvenile Justice and Delinquency Prevention (OJJDP), and the Juvenile Justice Telecommunications Assistance Project (JJTAP) announce the Satellite Videoconference "*White House Conference on School Safety: Causes and Prevention of Youth Violence*" to take place on Thursday, October 15, 1998. See below for local time listing. This broadcast will help bring community members together to:

- Promote and provide information concerning school safety and youth crime prevention issues.
- Review model approaches and programs.
- Discuss steps to comprehensive school safety planning.
- Explore ways of linking safe schools to broader community and family-based efforts.

If you would like to attend the videoconference, please arrive at the location listed below approximately 15 minutes before the broadcast begins to receive a packet of informational resource materials, meet your fellow participants and receive instructions about the videoconference.

During the broadcast, you will have the opportunity to participate in interactive question-and-answer segments with the broadcast presenters and panelists. At the end of the broadcast, you will be given the opportunity to discuss issues and ideas with others in your locality.

PLACE:

TIME:

HOST AGENCY:

RSVP TO:

PHONE:

NOTE:



EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

STATEMENT OF ADMINISTRATION POLICY

TO: RAHM EMANUEL
LARRY STEIN
JANET MURGUIA
JOHN PODESTA
SYLVIA MATHEWS
GENE SPERLING
BOB SHIREMAN
BRUCE REED
TANYA MARTIN 218
RON KLAIN
TRACY THORNTON
CHUCK BRAIN
BRODERICK JOHNSON
BILL MARSHALL
JASON GOLDBERG

CC: DEPUTY DIRECTOR LEW
CHARLES KIEFFER

DATE: April 28, 1998
FROM: Kate Donovan, OMB Legislative Affairs
RE: FOR YOUR CLEARANCE --
Draft SAP & Riley Letter on S. 1502 - District of Columbia Student Opportunity Scholarship Act

Attached is a draft SAP & Riley letter on S. 1502 - District of Columbia Student Opportunity Scholarship Act.

Position: SAP: Senior Advisers veto threat.

Riley Letter: Secretary veto threat. If the Senior Advisers veto threat is approved in the SAP -- we will ask Education to amend its letter to reflect the Senior Advisers veto threat.

Timing: Aiming to send prior to House Rules Committee action scheduled for tomorrow at 2pm.

Please contact Kate Donovan at 5-9136 with your comments/clearance by noon Wednesday (4/29).

April 27, 1998
(House Rules)

S. 1502 - District of Columbia Student Opportunity Scholarship Act
(Coats (R) Indiana and 4 cosponsors)

The Administration strongly opposes S. 1502 because it would appropriate Federal taxpayer funds to pay for private school vouchers. If this bill were presented to the President, the President's senior advisers would recommend that the bill be vetod.

S. 1502 would create a program of Federally funded vouchers for students from low-income families to use at public or private elementary and secondary schools, with little or no public accountability for how those funds are used. Instead of investing additional resources in public schools, vouchers would allow a few selected students to attend private schools, and would draw attention away from the hard work of reforming public schools that serve the overwhelming majority of D.C. students. Efforts should focus on approaches that will improve education for all children instead of draining much-needed resources from D.C. public schools.

Under S. 1502, Federal taxpayers would be asked to provide up to \$3,200 to each student with a voucher, nearly eight times the amount the Federal Government now makes available for public school children throughout the Nation. Establishing a private school voucher system in the Nation's Capital would set a dangerous precedent for using Federal taxpayer funds for schools that are not accountable to the public. This would be an extremely costly venture that could be a first step toward a nationalized voucher program at public expense. Choice among private schools should be paid for with private funds, with public funds used to provide choice among public schools.

Pay-As-You-Go Scoring

S. 1502 would increase direct spending; therefore it is subject to the pay-as-you-go requirement of the Omnibus Budget Reconciliation Act (OBRA) of 1990. The bill does not contain provisions to offset the increased direct spending. If the bill were enacted, it could contribute to a sequester of mandatory programs.

OMB's preliminary scoring estimate is that this bill would increase direct spending by a total of \$7 million in FYs 1998 and 1999. Final scoring of this legislation may deviate from this estimate. If S. 1502 were enacted, final OMB scoring estimates would be published within seven working days of enactment, as required by OBRA. The cumulative effects of all enacted legislation on direct spending and receipts will be reported to Congress at the end of the Congressional session, as required by OBRA.

(Do Not Distribute Outside Executive Office of the President)

This Statement of Administration Policy was developed by the Legislative Reference Division (Gibbons), in consultation with the Departments of Education (Riddle), Justice (Taylor), and the Treasury (Dorsey), OMB/DC Issue Coordinator (Jeffers), HR (Cassell), HTF (Ocoomy), OIRA (Chenok), and BRD (Balis).

WHC, DPC, WHLA, and OMB/GC did not respond to our request for views.

S. 1502 passed the Senate by unanimous consent on November 9, 1997.

Administration Position to Date

The Administration has not formally taken a position on S. 1502. S. 1502, however, is identical to the school voucher provisions of H.R. 2607, the FY 1998 appropriations bill for the District of Columbia (DC), as passed by the House last fall. These provisions were the subject of a senior advisers veto threat that was issued in an October 9, 1997, SAP sent to the House on H.R. 2607. The Senate subsequently deleted the voucher provisions from the DC appropriations bill and passed them as a free-standing bill (S. 1502).

Provisions of S. 1502

S. 1502 would authorize the establishment of the District of Columbia Scholarship Corporation (Corporation) as a private, nonprofit corporation to administer, publicize, and evaluate the DC scholarship program and to determine student and school eligibility for program participation.

S. 1502 would establish the District of Columbia Scholarship Fund (Fund), to be administered by the Secretary of the Treasury. The bill would authorize appropriations to the Fund for FY 1998 through 2002. Appropriated funds would be disbursed annually to the Fund to be used by the Corporation for scholarships, contracts, and administrative costs. S. 1502 would appropriate \$7 million as an initial Federal contribution to the Fund and this would result in pay-as-you-go scoring costs in FYs 1998 and 1999.

The Corporation would be authorized to award tuition scholarships and enhanced achievement scholarships to DC students in kindergarten through grade 12 with family incomes not exceeding 185 percent of the national poverty line. Priority would be given to students who are currently enrolled in a DC public school or preparing to enter a DC public kindergarten. The Corporation must implement a schedule and procedures for processing applications and awarding scholarships, including establishing deadlines for the scholarship application and award process and a list of certified eligible institutions.

A tuition scholarship may not exceed \$3,200 for FY 1998 for students whose family income is equal to or below the poverty line. A tuition scholarship may not exceed \$2,400 for FY 1998 for

students whose family income is greater than the poverty line but not more than 185 percent of the poverty line. Enhanced achievement scholarships may not exceed \$500 for FY 1998.

Each eligible institution participating in the scholarship program must annually report to the Corporation on student achievement, grade advancement, disciplinary actions taken, college admission rates, parental involvement, etc.

S. 1502 would require the Comptroller General to contract with an independent evaluation agency to perform a program appraisal. The bill would authorize appropriations of \$250,000 for such appraisal. The Corporation would be required to submit annual program progress reports to the appropriate congressional committees. The annual report must review how scholarship funds were expended and initial academic achievement levels of students who have participated in the program.

Pay-As-You-Go Scoring

Per HRD (Cassell) and BASD (Balis), S. 1502 is subject to the pay-as-you-go (PAYGO) requirement of OBRA because it increases direct spending. OMB preliminarily scores this bill as increasing direct spending by a total of \$7 million in FYs 1998 and 1999. There is no CBO position available at this time.

Legislative Reference Division
April 27, 1998

DRAFT
April 27, 1998
4:00 PM

Honorable _____
United States House of Representatives
Washington, DC 20515

Dear _____:

I am writing to express my strong opposition to S. 1502, the "District of Columbia Student Opportunity Scholarship Act of 1997", because it would authorize the use of Federal taxpayer funds to pay for private school vouchers. If this bill were presented to the President in its current form, I would recommend that he veto it.

S. 1502 would create a program of federally funded vouchers for students from low-income families to use at public or private elementary and secondary schools, with little or no public accountability for how those funds are used. While the President and I have long supported choice among public schools, including publicly accountable charter schools, we have repeatedly expressed our opposition to using taxpayer funds for private school vouchers, whether or not they are referred to in some other way, such as "scholarships." We need to focus on approaches that will improve education for all children instead of draining much-needed resources from the public schools, which will continue to serve the overwhelming majority of students.

I would therefore strongly support a substitute amendment, which I understand Congresswoman Norton will offer, to provide funds to the District for demonstrations of comprehensive school reform, along the lines of the ESEA, Title I program that the Congress initiated this year at the urging of Representatives Obey and Porter. As with the Obey-Porter initiative, Federal funds would be used to raise student achievement by assisting public schools to implement effective, comprehensive reforms that are based on reliable research and effective practices, and that include an emphasis on basic academics and parental involvement.

Unfortunately, instead of adopting an approach that will really make a difference for the children in the District's public schools, the bill passed by the Senate and now before the House would ask Federal taxpayers to provide up to \$3,200 to each student with a voucher, nearly eight times the average amount the Federal Government now makes available for public school children throughout the Nation. This is an extremely costly venture that could be a first step toward a nationalized voucher program at public expense that diverts funds from the critical task of improving America's public schools for all students. Choice among private schools should be paid for with private funds, with public funds used to provide choice among public schools.

I appreciate the genuine interest of the Congress in responding to the educational needs of the District's children, but I strongly oppose S. 1502 because it would permit Federal funds to be used for private school tuition. Accordingly, I would recommend that the President veto it.

The Office of Management and Budget advises that there is no objection to the submission of this report from the standpoint of the Administration's program and that enactment of S. 1502 would not be in accord with the President's program.

Yours sincerely,

Richard W. Riley

Gay teasing at root of violence

Bullied kids attack classmates

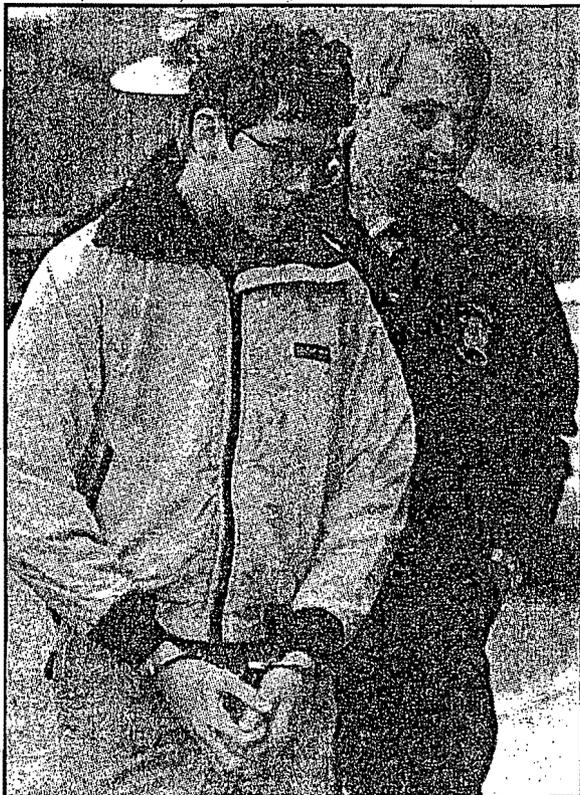
by Kai Wright

Michael Carneal, a 15-year-old high school student in Paducah, Kentucky, walked into school last December carrying a .22-caliber handgun in his backpack. He sat all morning, brooding over the endless taunts and jeers he had suffered from classmates who believed he is Gay.

According to psychologists who have since examined the young man, Carneal intended to use the gun to take over the principal's office that morning and force an evacuation of the school. This action, he reportedly told the psychologists, would teach the kids who taunted him that he was not weak. It would teach them to respect him and stop teasing him. But, as he thought that morning about the years of teasing he had endured, he became angry.

"More I thought about it, more I wanted to do them," the *Paducah Sun*, a local newspaper, reported Carneal telling his psychologists. The counselor examined Carneal earlier this year in preparation for his trial. Carneal's distress — "thinking about all the things done to me all morning, all the names they called me, putting that I was gay in the newspaper" — ulti-

Continued on page 18



by John Sommers II/Reuters

Michael Carneal of Paducah, Ky., endured years of anti-Gay teasing and harassment from classmates.

Gay teasing at root of student violence in schools

Chronic depression and low self-esteem cited as results of anti-Gay peer harassment

Continued from page 1

mately prompted him to open fire on a crowd of students. He was charged with three counts of murder and five counts of attempted murder.

The school newspaper reportedly ran a column in 1996 which said that Carneal had a crush on another male student. School officials told the *Sun* they have no record of such a column. But according to Carneal's psychologists, the column was the beginning of daily teasing about his perceived homosexuality that, combined with other factors, led to Carneal's "chronic depression" and low self-esteem. Ultimately, psychologists said, it led to his violent act. Carneal had intended only to wound the fellow members of his prayer group that morning, he said, but he murdered three female classmates. Carneal was sentenced to 25 years in jail without parole this week, according to news reports.

"What's the message here?" asked Kevin Jennings, executive director of the Gay, Lesbian and Straight Education Network. "That kids will kill other people rather than be called 'faggot'."

Both Reis, co-chair of the Safe Schools Coalition of Washington, which is in the final year of a five-year study on school violence and Gay youth, said Carneal's history more directly shows that anti-Gay teasing is probably the most common form of bullying in schools today — regardless of the actual sexual orientation of the target or conscious perceptions of the bully. It's not surprising, she explained, that it would be at the heart of some of the most violent episodes.

From 'faggot' to violence

Even the brightest and most accepting students apparently still bristle at the idea of homosexuality. In a survey released in November of more than 3,000 high school students featured in *Who's Who Among American High School Students*, which profiles students selected by school officials and community groups as top academic achievers and civic leaders, more than 47 percent of the respondents identified themselves as "prejudiced against homosexuals" to some degree. Asked if they were "prejudiced against" six other racial, ethnic, and religious groups of people, between 80 and 95 percent of the same respondents said "not at all" each time.

Meanwhile, a GLSEN survey of the nation's 42 largest public school districts, released in September, found that 32 of those districts provide no form of training opportunities for staff on Gay issues. Officials in only six of the 42 districts said they encourage curricula offering information about Gays, while officials in only 14 districts said they support extracurricular groups such as Gay-straight student alliances.

This reluctance to address Gay issues becomes doubly tragic, Gay youth advocates say, as evidence mounts that students who are Gay or perceived to be Gay are among the most likely to be involved — as victims or assailants — in most school violence. A groundbreaking U.S. Centers for

Disease Control study, conducted in Massachusetts high schools in 1995 and released this May, confirmed Gay youth advocates' worst fears. Self-identified Gay and bisexual students were five times as likely as other students to report having been threatened with a weapon at school in the previous month, almost twice as likely to report being involved in a physical altercation in the previous year, and around five times as likely to report having skipped school due to fear for their safety in the previous month.

David Buckel, staff attorney for school issues at Lambda Legal Defense and Education Fund, said that, judging from



David Buckel said male students asking schools for help are often told to "stand up for yourself like a man."

parent complaints coming into Lambda, the overwhelming response to male student pleas for help from administrators in this violent atmosphere is something akin to "stand up for yourself like a man."

Whether the student is Gay or straight, Jennings concludes, this attitude cultivates violence and devalues Gay students. Reis also stressed that adults' willingness to allow students to assault one another's dignity in the first place, often using anti-Gay terms like "faggot," is the heart of the problem. Indeed, the word "faggot" has sparked some gruesome incidents.

Carneal's is not the only example. In the disturbing series of violent student-on-student attacks which have made headlines during the last couple of years, at least three of the perpetrators are now believed to have been the target of sustained anti-Gay teasing due to the perception that they were Gay.

In one incident, in May, 15-year-old Matthew Santoni allegedly stabbed his Northampton, Mass., high school classmate. The assailant's friends and confidants recently told *Out* magazine that he was struggling to understand his sexual orientation at the time of the attack. The victim, they said, was a ringleader of the anti-Gay teasing targeted at Santoni.

In another incident, 14-year-old Barry Loukaitis shot two classmates and a teacher in his Moses Lake, Wash., junior high school in 1996. Again, the primary victim, Manuel Vela, was a leader in anti-Gay taunting of the assailant. Classmates

testified during Loukaitis's trial, portions of which were later shown on the cable television network Court TV, that he had pledged to kill Vela after the young man repeatedly taunted him as a "faggot" a month prior to the shooting.

"You thought being called a faggot was bad," Vela's father told Loukaitis during the sentencing stage of the trial. "maybe 'sweetie' will sound better now."

Gay youth advocates say these incidents, coupled with the recent killing of Wyoming Gay college student Matthew Shepard, represent the extremes of how verbal and physical Gay bashing in the nation's schools can end.

"They are the tip of a larger iceberg of lesser forms of violence and harassment throughout our schools," said Rea Carey, head of the National Youth Advocacy Coalition.

To Jennings, the incidents are "a direct result of the environment of intolerance in our schools that we have allowed to exist. ... And it's coming home to roost."

Pushing the legal envelope

With these tragic stories in mind, representatives from five organizations working with Gay youth, accompanied by two Gay youth, attended a White House conference of more than 100 educators and school safety advocates on Oct. 15.

White House Gay community liaison Richard Socarides said the conference was organized as a response to reports of violent attacks in schools, such as those involving Carneal, Santoni, and Loukaitis. It focused on combating violence in general, and none of the Gay groups made formal presentations as part of the daylong event's three panels. Socarides said the decision to invite the groups was made late — after Shepard's Oct. 12 death — and thus they were not scheduled to make presentations.

In addition to Jennings and Carey, those in attendance represented Parents, Families and Friends of Lesbians and Gays; Lambda Legal Defense and Education Fund; and New York's Hetrick-Martin Institute.

But most of the Gay representatives said they were disappointed that there was not more conversation about anti-Gay harassment and how it relates to school violence.

"It wasn't surprising, but it was disappointing," said Carey, who said Gay issues did not seem to be "on the radar screen" of any of the other school safety advocates and educators to which she spoke during the conference. Verna Eggleston, director of the Hetrick-Martin Institute, agreed, noting that she as well was not surprised by the disappointment.

President Clinton closed his presentation to the conference by expressing sadness for Shepard's death and urging tolerance in schools.

"If [students] become the victims of a kind of a current climate of prejudice and bigotry and a sense of opposition and isolation, because of our increasing diversity," Clinton warned, "it could wreak total havoc in this country in a way that we can't even imagine and even couldn't have

imagined in the old days of the civil rights years."

He added, without directly mentioning anti-Gay harassment, that he has directed



Kevin Jennings said violent incidents are "a direct result of the environment of intolerance in our schools."

the Department of Education to "step up its enforcement to stop discrimination and harassment against students."

Federal civil rights law does not bar discrimination based on sexual orientation. But Buckel said Title IX of the U.S. Education Amendment Act, which bans discrimination based on sex in all educational institutions receiving federal funding, can be used to secure some protection for Gay students. A 1997 "clarification" of Title IX by the Department of Education's Office of Civil Rights allows some room to maneuver. As established by the landmark settlement in a case involving a Gay youth in Arkansas this June, Title IX's ban on sexual harassment can also be interpreted to protect against anti-Gay teasing of a sexual nature. Buckel said Lambda is now working to further extend Title IX's relevance to anti-Gay harassment cases. For instance, Buckel argued, telling a male student to stand up for himself, or simply to be strong enough to ignore verbal taunts, amounts to gender-based discrimination if it can be shown that the school has or would intervene in similar situations involving female students.

But for Reis the solution is more basic: Talk about it.

Reis, who works for Seattle's health department, recounted the story of a discussion on puberty she recently led a fifth grade class through. The conversation drifted to sexual orientation for a few minutes and afterward a boy approached her for more information.

"He asked me, with the sweetest little voice, 'Is faggot a mean word for Gay people?' And I said, 'Yeah.' And he said, 'I didn't realize.'" Reis reflected, noting that the boy then said he would stop using the word. "It's that kind of conversation that had it ever happened with the two young men who are now accused of murdering Matthew Shepard, in 13 years of school had they ever had that conversation ... Matthew might be alive today." ▽

THE WHITE HOUSE
WASHINGTON

September 28, 1998

To: Interested Parties
From: Lynn Cutler 
Re: Letter to Capitol Hill Leadership

Attached is the recent copy of a letter circulated at the Mayors' Summit on School Safety which took place in Salt Lake City, UT from September 24 -27, 1998. Addressed to both the House and Senate Leadership, more than 40 bipartisan mayors have asked the Congress to move to closure soon on the issues facing the President and to get back to the issues of the nation.

The Mayors have been some of the strongest partners to President Clinton and the Administration. At the end of August, it was mayors across the nation who stood with the President choosing to focus on his record of achievement.

We expect that a few more mayors may have signed onto the letter over the weekend. The final version of the letter will be circulated once it is sent to the Hill.



THE UNITED STATES CONFERENCE OF MAYORS

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September 24, 1998

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Mayor of Salt Lake City

Vice President:
WELLINGTON E. WEBB
Mayor of Denver

Past Presidents:
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Mayor of Louisville
VICTOR ASHE
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Mayor of Elkhart
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Mayor of Tulsa
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Mayor of Arlington Heights
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Mayor of Trenton
DONALD L. PLUSQUELLIC
Mayor of Akron
EDWARD RENDELL
Mayor of Philadelphia
KURT L. SCHNOKE
Mayor of Baltimore

Executive Director:
J. THOMAS COCHRAN

The Honorable Henry Hyde
Chairman, House Judiciary Committee

The Honorable Newt Gingrich
Speaker of the House

The Honorable Richard Gephardt
House Minority Leader

The Honorable Trent Lott
Senate Majority Leader

The Honorable Tom Daschle
Senate Minority Leader

Dear Leaders:

As Mayors with many challenges facing our cities, we are writing to ask you to move quickly to closure on the controversy facing President Clinton.

It is essential that we move forward on the issues facing us in urban and suburban America: drugs, crime, schools, housing, economic development, welfare-to-work, empowerment zones, summer youth jobs, and many others.

In all of these, the President has been our partner and we continue to support his leadership. We have worked with Congress as well to improve the quality of life for our shared constituency.

We deplore the actions taken by the President, and we regret particularly that this kind of discussion is presented daily to our nation's children. For their sake as well, we ask you to move swiftly on the matters before you.

We do not believe prolonged and excessive hearings on these issues serve the nation. We want to get back to business and can only do so if the Congress does.

Congressional Leadership

Page Two

September 24, 1998

We implore you to conclude this process promptly and proceed with the critical issues before the Congress. You will have our strong support and that of the American people for this course.

Sincerely,

Deedee Conrad

Welling & Woff

Thomas H. Harkin

Aun Ayth Betty

J. C. [Signature]

Dan W. Moore

Charles E. Box

Susan J. Bauman

Vera Katz

Gerald D. Jennings

John [Signature]

John [Signature]

Jim Wilson

J. Christo B. [Signature]

Jeff [Signature]

Leah [Signature]

James H. Dill

John M. [Signature]

Carroll [Signature]

James A. [Signature]

Michael A. [Signature]

John [Signature]

Douglas [Signature]

Anna [Signature]

Meyera C. Oberdorff

Greg Morris

Jon Kinsey

Shelia Young

Beverly Neill

Rosemary M. Carbon

Betty Isares

Vincent A. Cairns

William Johns

Maria

Nancy Hunt

Bob

M. Susan Swartz

Jim

Harold

Signators

1. Mayor Deedee Corradini
SALT Lake City (D)
Utah
2. Mayor Wellington Webb
Denver (D)
Colorado
3. Mayor Thomas Menino
Boston (D)
Massachusetts
4. Mayor Sharon Sayles Belton
Minneapolis (D)
Minnesota
5. Mayor James Perrin
Elkhart (D)
Indiana
6. Mayor Scott King
Gary (D)
Indiana
7. Mayor David Moore
Beaumont (D)
Texas
8. Mayor Charles Box
Rockford (D)
Illinois
9. Mayor Susan Bauman
Madison (D)
Wisconsin
10. Mayor Vera Katz
Portland (D)
Oregon
11. Mayor Gerald Jennings
Albany (D)
New York
12. Mayor Patrick Hays
North Little Rock (D)
Arkansas
13. Mayor Hubert Brownell
Jonesboro (D)
Arkansas

14. Mayor Rita Mullins
Palatine, Illinois (D)
15. Mayor Jim Whelan
Atlantic City, NJ (D)
16. Mayor J. Christian Bollwage
Elizabeth, New Jersey (D)
17. Mayor Jeff Griffin
Reno, Nevada (R)
18. Mayor Lee Clancy (NP)
Cedar Rapids, Iowa
19. Mayor James Sills Jr.
Wilmington, Delaware (D)
20. Mayor Patrick McMunn
Lynn, Massachusetts (D)
21. Mayor Clarence Harmon
St. Louis, Missouri (D)
22. Mayor James Garner
Hempstead, New York (D)
23. Mayor Michael Grob
Dearborn, MI (D)
24. Mayor John Roof
Waterloo, Iowa (R)
25. Mayor Douglas Palmer
Trenton, New Jersey (D)
26. Mayor Sara Bost
Irvington, New Jersey (D)
27. Mayor Meyera
Oberndorf
Virginia Beach, VA (D)

28. Mayor GUS MORRISON
FREMONT, CA (D)
29. Mayor JON KINSEY
CHATTANOOGA, TN (D)
30. Mayor Sheila Young
San Leandro, CA (D)
31. Mayor Beverly O'Neill
Long Beach, California (D)
32. Mayor Rosemary Corbin
Richmond, California (D)
33. Mayor Marc Morial
New Orleans, Louisiana (D)
34. Mayor RON KIRK
Dallas, Texas (D)
35. Mayor Brent Coles
Boise, Idaho (R)
36. Mayor M. Susan Savage
Tulsa, Oklahoma (D)
37. Mayor Jim Marshall
Macon, Georgia (D)
38. Mayor Harvey Johnson
Jackson, Mississippi (D)

39. Mayor Betty
Elizabeth Flores
Laredo, Texas (D)
40. Mayor Vincent Cianci
Providence Rhode
Island (I)
41. Mayor William Johnson
Westchester, New York
(D)

**THE WHITE HOUSE CONFERENCE ON SCHOOL SAFETY
PLANNING MEETING AGENDA
SEPTEMBER 11, 1998**

I. Conference program outline

II. Breakout sessions w/ Cabinet Members and What Works panel

- ✓ • morning sessions
- ✓ • afternoon panel -- what works
- Cabinet Affairs issues ?

III. Satellite broadcasts -- non-conference content

✓ **IV. Meeting with representatives of communities recently impacted by school violence** *mental health, access to service, prevention*

V. Policy issues planning update

Annual Report on School Safety
announcements of policy
grants
other deliverables
FEMA response
Bullying guide
MTV video

VI. Leg issues

✓ **VII. Selection of participants and guests**

VIII. Reception -- including other funding issues

IX. Press and Communications issues

X. Scheduling issues

Wed/berman

September 1, 1998
WORKING DRAFT

**Proposed Program for White House Conference on School Safety
October 15, 1998**

Theme: Reaching Out: Safe & Healthy Families, Safe & Healthy Children, Safe & Healthy Communities Create Safe School Environments

Registration

Four Welcoming and Morning Breakout Sessions with Cabinet Members

- 1) Systemic Educational Approaches (ranging from quality of education issues, such as small class size, adequate screening for learning disabilities, etc. to traditional discipline approaches such as school uniform policies and truancy prevention)
- 2) Early Warning Signs/Mental Health Interventions/Crisis Response
- 3) Law Enforcement Partnership and Multi-Agency Community Approaches (will also include discussion of gun policy)
- 4) Root Causes/Early Childhood Development (will include discussion of family environments and parenting skills, early exposure to violence, etc.)

Morning Panel

3-4 minute MTV-produced video featuring youth perspective

VP remarks

Presidential Remarks (prefaced by remarks from other principals, introduced by a youth and an educator)

Panel (POTUS, VPOTUS, Mrs. Clinton, Mrs. Gore)

Panelists would include (looking for twofers):

Expert #1 (quantify problem)
Expert #2 (root causes)
Youth
Law enforcement Official
Parent
Juvenile Court Judge

Teacher/Principal/Superintendent
Mayor or other local elected official
Clergy

Structure of session also provides for audience participation. Complete program is downlinked by satellite to (#tbd) cities. Uplink sites (SF)?

LUNCH

Featuring informal remarks by some combination of VP, First Lady, Mrs. Gore, AFT/NEA leadership

AFTERNOON PANEL

Focusing on what works, cabinet members would present brief summaries of morning breakout sessions. First Lady will then lead conference participants in a wide-ranging discussion focused on solutions.

Teleconference on Best Practice School Safety Strategies

Off-site conference participants would receive satellite transmission. Short videos (approx. 8 min. each) will introduce two or three model school safety strategies that amplify the first Annual Report on School Safety. Panel composed of one or two experts on each strategy will answer phoned-in questions and respond to comments. First Lady, Reno or Riley could participate in some way tbd. Could take place concurrently with afternoon panel or at time determined to be most convenient to off-site participants..

BREAKOUT SESSIONS

I. Education & Safety

Riley

While 90% of our schools do not experience serious violence issues, all teachers are confronted with the need to maintain discipline and order in the classroom, and they are often the first-line enforcers of school safety policies. This breakout group will focus on keeping schools safe and disciplined. The topics to be explored include:

- Developing and implementing fair and clearly communicated school discipline and safety policies
 - Safety and discipline are prerequisites for learning
 - Responsibilities of staff, students and parents/families in creating safe schools
 - Effective strategies schools have taken, such as school uniform and anti-truancy policies, to create safe and orderly environments.
 - Support the federal government can provide in creating safe and orderly learning environments.
 - Records and information sharing to help educators to deal with students
- Keeping students connected to a responsible adults
 - Need for guidance counselors, small classes, smaller schools, and mentors.
 - Creating mechanisms for students to express concerns
 - Links to community
- Effective means of reducing and/or dealing with instances of weapons being brought into schools - zero tolerance

II. Early Warning Signs/Mental Health Intervention/Crisis Response

*Mrs. Gore
Surgeon General
Shalala*

- What to look for -- the early warning signs of violence
 - Are educators adequately equipped to identify early warning signs? If not, how could they be trained better? What steps can be taken to avoid stigmatization of students?
 - What steps can be taken to assure good communication between parents, teachers, others, when warning signs are identified?
 - How can educators build trust with children to ensure that they will tell a responsible adult when another child exhibits warning signs?

- What to do before -- mental health interventions
 - How widespread is the problem of inadequate mental health services?
 - What can schools, States, and communities do when services are inadequate, and how can they build their capacity to meet needs?
 - What is the appropriate federal role to improve the provision of mental health services?

- What to do after -- crisis response
 - Did the communities where the multiple school homicides took place have crisis response plans?
 - Did those plans make a difference in the communities' response? What would they do differently?
 - Model crisis response plans
 - Federal role in crisis response

III. School and Community Partnerships with Law Enforcement

*Eric Holder
Supplier*

The group would discuss the importance of involving local law enforcement in developing a community response to creating safer schools.

- Working with law enforcement to create safer learning environments
 - Using principles of community policing and problem-solving approaches to involve students in developing strategies to reduce crime and fear in schools;
 - How do different school systems work effectively with law enforcement?
 - Use of school resource officers to act as liaisons between local police departments and schools;
 - Enforcing youth curfews
 - Keeping kids off the streets through after school programs
- Youth and firearms
 - tracing guns used by youth in crimes
 - child safety locks
- Model partnerships and strategies with law enforcement
 - Examples include Charlotte, NC and Boston, MA.

IV. Causes of Youth Violence *AG*

This panel would discuss the root causes of school violence by focusing on broader societal issues that increase the level of violence amongst children and youth,

which is often manifested in acts of violence in school.

- Violence during early development
 - whether children who experience violence during their early development - zero to three - themselves become more violent,
- Role of family structure
 - whether the less time parents have with their children as well as the increasing rates of single-parenthood affect rates of violence,
- Violence in the media
- Role of strong communities in ensuring that children are safe
 - whether communities that experience collective efficacy, defined as the degree to which adults will intervene in the lives of children, are more safe

What Works Panel:

The First Lady would lead a round-table discussion with 8 to 10 people who are knowledgeable about effective strategies to keep our children safe. The panel would take place in the East Room before the invited guests and would be broadcast to 500 satellite downlinks; at the end of the discussion, the panelists would take questions from both the guests and the downlink sites. The goal of the panel is to address the question of what we can do, both in the larger community and as individuals, to address the problem of youth violence that is plaguing so many of our schools. Throughout the discussion, the panelists would view three-minute videos that would show the effective program and strategies in action.

Those in the discussion would include: program administrators, who can share effective strategies and tools for replicating them; non-profit, community-based organizations and local governments, who are involved in innovative strategies to coordinate services; and academics, who can discuss the latest research and their evaluations of both successful programs and strategies.

While the following issue areas are likely to be discussed by the panelists, this is not an exhaustive list:

- Mentoring programs to reduce violence
- Early intervention strategies, such as family strengthening programs
- The role of the media in promoting at-risk behaviors
- Prevention of serious anti-social behavior in adolescence
- Neighborhood cohesiveness as a prevention strategy
- Comprehensive anti-juvenile crime strategies on the local level
- Strategies to replicate effective at-risk prevention programs throughout the country

This cross-section of panelists would represent expertise from earliest childhood delinquency prevention through aggressive teenage intervention.

Proposed Youth Violence Databases

1. A National Data System on Firearms Fatalities

Extensive data regarding highway fatalities have been collected for the last 25 years. Using these data, risk factors for traffic accidents have been identified and, in turn, programs to prevent such accidents have been developed, resulting in significant savings in terms of both lives and money. Strangely, no comparable data collection system exists as of yet for firearms fatalities even though almost the same number of firearm-related deaths occur in the United States as highway fatalities (Teret).

2. An Indicator Base of Youth's Experiences with Other People

The National Survey of College Freshmen reveals that the number of freshmen who say they need to be involved in and make a difference in others' lives is declining. Accumulating similar information about youth across a range of ages would be useful in developing mechanisms to discourage youth's disconnection and alienation from their peers and community. This would include information about the types of activities youth choose to engage in with others, the level of interaction associated with those activities and the frequency with which they engage in the various activities (Melton).¹

3. A Uniform Tracking System of Juvenile Offenders' Criminal History

Such a system would promote the local sharing of information between schools, courts, prosecutors, law enforcement and social services agencies/personnel. Federal and state regulations and privacy laws currently impede some such sharing (Backstrom, Stetzner, Marans). Similarly, because many incidents of youth violence are not directly reported to law enforcement, health agencies should share the youth violence data they collect when victims of violence receive medical treatment. In Boston, the Massachusetts Health Department collects weapons-related information in emergency rooms. This information has helped document that nonfatal gunshot wounds and stabbings are on the decline in that city, the logical inference of which is that Boston's violence prevention programs are working (Prothrow-Stith).²

¹ Through its Teens, Crime and Community Program, the Department of Justice conducted a national survey of middle- and high-school students' desire to make a difference in others' lives. Almost 90 percent of those surveyed reported that they wanted to make a difference in the lives of others but needed guidance about how best to do so.

² In August 1997, the Department of Justice's Bureau of Justice Statistics (BJS) published the first-ever national data on intentional violence from a national sample of hospital emergency departments. Through the Consumer Product Safety Commission's (CPSC) National Electronic Injury Surveillance System, information was collected on intentional injuries treated in 31 hospital emergency rooms in 1994. Data included characteristics of the victim and the perpetrator, the victim-perpetrator relationship, alcohol/drug involvement in the incident, the

4. The Specific Incident-Based Data that Are Collected Through the National Incident-based Reporting System (NIBRS).

While few jurisdictions currently report crime through the NIBRS format, it would be useful to have an analysis of the data that exist regarding juvenile crime in rural areas (Fox).

time treatment was received and a description of the circumstances of the injury. BJS no longer funds CPSC's collection of data on intentional violence from hospital emergency rooms. We will recommend to BJS that it fund such a study on an ongoing basis.



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

March 31, 1998

Honorable Newt Gingrich
Speaker of the House of Representatives
Washington, DC 20515

Dear Mr. Speaker:

Enclosed for consideration of the Congress is the "Education Opportunity Zones Act of 1998," a proposal to help urban and rural school districts that serve high concentrations of poor children in implementing educational reforms and raising the academic achievement of all their students. Also enclosed is a section-by-section analysis summarizing the contents of the bill. I am sending an identical letter to the President of the Senate.

Mr. Speaker, school districts that educate children in cities and in impoverished rural areas face some of the toughest challenges of any districts in America. They must educate a disproportionate number of children who are at risk of failure in school, including those who are poor, disabled, or limited English proficient -- students who start school well behind their peers on measures of academic readiness. These districts have the most difficulty recruiting fully qualified teachers. They generally have more limited financial resources than other districts. Yet some schools and districts in even the most difficult environments have shown that, if they adopt critical educational reforms, they can achieve outstanding educational outcomes. The purpose of the Education Opportunity Zones Act is to enable more schools to achieve that kind of success.

Under our proposal, which would authorize the appropriation of \$200 million for fiscal year 1999 and "such sums" for the four succeeding years, the Department would award a limited number of competitive grants to urban and rural districts that: (1) have high concentrations of children from low-income families; (2) are implementing accountability-based, comprehensive educational reform policies (including policies that require all students to meet academic standards prior to promotion or graduation); (3) are working effectively to keep their schools safe, disciplined, and drug-free; and (4) have begun to show significant improvement, in at least some of their schools, in the educational achievement of all children. These are districts that need extra help, but have shown that they can use additional resources effectively. The new competitive grants would enable

those districts, which we would name "Education Opportunity Zones," to expand the scope and accelerate the pace of their reforms, so that they can achieve, in more schools, the kinds of successes that we have begun to see in a few schools in these districts.

Local educational agencies (LEAs) serving urban and rural communities in which at least 20 percent of children are from low-income families, or in which there are at least 10,000 such children, would be eligible to compete for grants. Those districts would enter into partnerships with public and private organizations, as well as parents and other members of the community, for the purpose of applying for assistance and carrying out activities under the program. Eligible LEAs would submit to the Department applications describing the reforms they have put, or are putting, into place, the improvements in educational outcomes that they have attained as a result of those reforms, and the activities that they would carry out under the grant to sustain and expand on those gains. The Department would select, through a rigorous peer-review process, the applicants to receive funding based on the evidence they present of the effectiveness of their reform programs and the quality of their plans for carrying out activities under the program.

Applicants selected to receive awards under the program would use grant funds to carry out a broad variety of education reform activities geared to improving educational outcomes. Most prominently, LEAs would carry out such activities as:

- (1) implementing accountability systems that reward effective school performance, on the one hand, and address poor performance (ultimately through intervention in school leadership, management, and staffing), on the other;
- (2) providing students with expanded choices and increased curriculum options within public education;
- (3) providing teachers and school administrators with professional development opportunities linked to school reforms; and
- (4) establishing mechanisms to reward and recognize outstanding teachers, and for identifying ineffective teachers and administrators, providing them with assistance to improve their skills, and, if there is no improvement, quickly but fairly removing them from the classroom.

A very important component of this initiative would be strong, public accountability for results. Districts would receive grants for an initial period of three years, but could receive up to two additional years of assistance if they meet ambitious, specific levels of progress in such areas as student academic achievement, school attendance, and graduation. In addition, the Department would carefully evaluate this initiative.

Finally, an additional critical component of the proposal is flexibility. Grantees would be free to use program funds in a manner that best reflects their individual plans, policies, and circumstances. In addition, in order to allow the participating LEAs to mesh Education Opportunities Zones funds with other available resources in a manner that supports the implementation of reforms across schools, all schools in participating districts that receive Title I funds would become eligible to implement schoolwide programs under the Title I statute.

I urge the Congress to take prompt and favorable action on this proposal. It would provide urban and rural school districts that face the most difficult educational challenges with assistance to implement important reforms and educate all their students to high standards.

The Office of Management and Budget advises that there is no objection to the submission of this proposal to the Congress and that its adoption would be in accord with the program of the President.

Yours sincerely,


Richard W. Riley

Enclosures

A BILL

Be it enacted by the Senate and the House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Education Opportunity Zones Act of 1998".

FINDINGS

1 SEC. 2. The Congress finds as follows:

2 (1) Students in schools that have high concentrations
3 of poor children begin school academically behind their peers in
4 other schools and are often unable to close the gap as they
5 progress through school. In later years, these students are less
6 likely than other students to attend a college or university and
7 more likely to experience unemployment.

8 (2) Many children who attend these high-poverty schools
9 lack access to the challenging curricula, well-prepared teachers,
10 and high expectations that make better achievement possible. *added C.S.*

11 (3) Data from the National Assessment of Educational
12 Progress consistently show large gaps between the achievement of
13 students in high-poverty schools and those in other schools.
14 High-poverty schools will face special challenges in preparing
15 their students to reach high standards of performance on national
16 and State assessments, such as voluntary national tests and the
17 assessments States are developing under the Goals 2000 and ESEA,
18 Title I programs.

19 (4) Recent reports have found that students in urban
20 districts are more likely to attend high-poverty schools; more
21 frequently taught by teachers possessing only an emergency or

more specifically, they are often educated in over-crowded classrooms and by teachers [assigned to teach in subject areas outside their areas of certification]

1 temporary license; and less likely to score above the basic level
2 on achievement tests than are nonurban students.

3 (5) High-poverty rural schools, because of their
4 isolation, small size, and low levels of resources, also face
5 particular challenges. For example, teachers in rural districts
6 are nearly twice as likely as other teachers to provide
7 instruction in three or more subjects.

8 (6) Notwithstanding these general trends, some high-
9 poverty school districts have shown that they can increase
10 student achievement, if they adopt challenging standards for all
11 children, focus on improving curriculum and instruction, expand
12 educational choice among public schools for parents and students,
13 adopt other components of systemic educational reform, and hold
14 schools, staff, and students accountable for results.

15 (7) Districts that have already established the
16 policies needed to attain widespread student achievement gains,
17 and have attained those gains in some of their schools, can serve
18 as models for other districts desiring to improve the academic
19 achievement of their students. The Federal Government can spur
20 more districts in this direction by providing targeted resources
21 for urban and rural districts willing to carry out solid plans
22 for improving the educational achievement of all their children.

23 PURPOSE

24 SEC. 3. The purpose of this Act is to assist urban and
25 rural local educational agencies that: (1) have high
26 concentrations of children from low-income families; (2) have a

1 record of achieving high educational outcomes, in at least some
2 of their schools; (3) are implementing standards-based systemic
3 reform strategies; and (4) are keeping their schools safe and
4 drug-free, to pursue further reforms and raise the academic
5 achievement of all their students.

6 DEFINITIONS

7 SEC. 4. As used in this Act, the following terms have the
8 following meanings:

9 (1) The term "central city" has the meaning given that
10 term by the Office of Management and Budget.

11 (2) The term "high-poverty local educational agency"
12 means a local educational agency in which the percentage of
13 children, ages 5 through 17, from families with incomes below the
14 poverty level is 20 percent or greater or the number of such
15 children exceeds 10,000.

16 (3) The term "local educational agency"--

17 (A) has the meaning given that term in section
18 14101(18) (A) and (B) of the Elementary and Secondary Education
19 Act of 1965; and

20 (B) includes elementary and secondary schools
21 operated or supported by the Bureau of Indian Affairs.

22 (4) The term "metropolitan statistical area" has the
23 meaning given that term by the Office of Management and Budget.

24 (5) The term "rural locality" means a locality that is
25 not within a metropolitan statistical area and has a population
26 of less than 25,000.

1 (6) The term "urban locality" means a locality that
2 is--

3 (A) a central city of a metropolitan statistical
4 area; or

5 (B) any other locality within a metropolitan
6 statistical area, if that area has a population of at least
7 400,000 or a population density of at least 6,000 persons per
8 square mile.

9 ELIGIBILITY

10 SEC. 5. (a) ELIGIBLE LEAS.--(1) A local educational agency
11 is eligible to receive a grant under this Act if it is--

12 (A) a high-poverty local educational agency; and

13 (B) located in, or serves, either an urban
14 locality or a rural locality.

15 (2) Two or more local educational agencies described in
16 paragraph (1) may apply for, and receive a grant under this Act
17 as a consortium.

18 (b) DETERMINATION OF ELIGIBILITY. The Secretary shall
19 determine which local educational agencies meet the eligibility
20 requirements of subsection (a) on the basis of the most recent
21 data that are satisfactory to the Secretary.

22 APPLICATIONS

23 SEC. 6. (a) APPLICATIONS REQUIRED. In order to receive a
24 grant under this Act, an eligible local educational agency shall
25 submit an application to the Secretary at such time, in such

1 form, and containing such information as the Secretary may
2 require.

3 (b) CONTENTS. Each application shall include evidence that
4 the local educational agency meets each of the following
5 conditions:

6 (1) ^(A) It has begun to raise student achievement, as
7 measured by State assessments under title III of the Goals 2000:
8 Educate America Act, title I of the Elementary and Secondary
9 Education Act of 1965, or comparably rigorous State or local
10 assessments. This evidence shall include data disaggregated to
11 show the achievement of students separately by race and by
12 gender, as well as for students with disabilities, students with
13 limited English proficiency, and students who are economically
14 disadvantaged (compared to students who are not economically
15 disadvantaged), throughout the district or, at a minimum, in
16 schools that have implemented a comprehensive school improvement
17 strategy. *AB*

18 (2) It expects all students to achieve to challenging
19 State or local content standards, it has adopted or is developing
20 or adopting assessments aligned with those standards, and it has
21 implemented or is implementing comprehensive reform policies
22 designed to assist all children to achieve to the standards.

23 (3) It has entered into a partnership that includes the
24 active involvement of representatives of local organizations and
25 agencies and other members of the community, including parents,

1 and is designed to guide the implementation of the local
2 educational agency's comprehensive reform strategy.

3 (4) It has put (or is putting) into place effective
4 educational reform policies, including policies that--

5 (A) hold schools accountable for helping all
6 students, including students with limited English proficiency and
7 students with disabilities, reach high academic standards. The
8 application shall describe how the agency will reward schools
9 that succeed and intervene in schools that fail to make progress;

10 (B) require all students, including students with
11 disabilities and students with limited English proficiency, to
12 meet academic standards before being promoted to the next grade
13 level at key transition points in their careers or graduating
14 from high school. The application shall describe the local
15 educational agency's strategy for providing students with a rich
16 curriculum tied to high standards, and with well-prepared *add assigned*
17 teachers and class sizes conducive to high student achievement; *to subject*
area

18 (C) identify, during the early stages of their
19 academic careers, students who have difficulty in achieving to
20 high standards, and provide them with more effective educational
21 interventions or additional learning opportunities such as after-
22 school programs, so that the students are able to meet the
23 standards at key transition points in their academic careers;

24 *NEA* (D) hold ^{*supers.*} teachers and principals accountable for
25 quality, including a description of the local educational

diff academic levels
Passing 9/10 standards

1 agency's strategies for ensuring quality through, among other
2 things--

3 (i) development of clearly articulated
4 standards for teachers and school administrators, and
5 development, in cooperation with teacher organizations, of
6 procedures for identifying, working with, and, if necessary,
7 quickly but fairly removing teachers and administrators who fail
8 to perform at adequate levels; *considerable all State/local contracts w/ local*

9 (ii) implementation of a comprehensive
10 professional development plan for teachers and instructional
11 leaders, such as a plan developed under title II of the
12 Elementary and Secondary Education Act of 1965; and

13 (iii) encouraging excellent teaching by,
14 *CGCS* *such as* ~~among other things~~ *by*, providing incentives for teachers to obtain
15 certification by the National Board for Professional Teaching
16 Standards; and

17 (E) provide students and parents with expanded
18 choice within public education.

19 (5) It is working effectively to keep its schools safe,
20 disciplined, and drug-free.

21 (c) DESCRIPTION OF PROPOSED PROGRAM. The application shall
22 also include a description of how the local educational agency
23 will use the grant made available under this Act, including
24 descriptions of--

1 (1) how the district will use all available resources
2 (Federal, State, local, and private) to carry out its reform
3 strategy;

4 (2) the specific measures that the applicant proposes
5 to use to provide evidence of future progress in improving
6 student achievement, including the subject areas and grade levels
7 in which it will measure that progress, and an assurance that the
8 applicant will collect such student data in a manner that
9 demonstrates the achievement of students separately by race and
10 by gender, as well as for students with disabilities, students
11 with limited English proficiency, and students who are
12 economically disadvantaged (compared to students who are not
13 economically disadvantaged); and

14 (3) how the applicant will continue the activities
15 carried out under the grant after the grant has expired.

16 SELECTION OF APPLICATIONS

17 SEC. 7. (a) CRITERIA. The Secretary shall, using a peer-
18 review process, select applicants to receive funding based on--

19 (1) evidence that--

20 (A) the applicant has made progress in improving
21 student achievement, in at least some of its schools that enroll
22 concentrations of children from low-income families;

23 (B) the applicant has put (or is putting) into
24 place effective reform policies as described in section 6(b) (4);
25 and

eligibility

1 (C) the applicant is working effectively to keep
2 its schools safe, disciplined, and drug-free; and

3 (2) the quality of the applicant's plan for carrying
4 out activities under the grant, as set forth in the application.

5 (b) EQUITABLE DISTRIBUTION. In approving applications, the
6 Secretary shall seek to ensure that there is an equitable
7 distribution of grants among geographic regions of the country,
8 to varying sizes of urban local educational agencies, and to
9 rural local educational agencies, including rural local
10 educational agencies serving concentrations of Indian children.

11 PRESIDENTIAL DESIGNATION; TECHNICAL ASSISTANCE

12 SEC. 8. (a) DESIGNATION AS EDUCATION OPPORTUNITY ZONE. The
13 President shall designate each local educational agency selected
14 by the Secretary to receive a grant under this Act as an
15 "Education Opportunity Zone".

16 (b) TECHNICAL ASSISTANCE. The President may instruct
17 Federal agencies to provide grant recipients with such technical
18 and other assistance as those agencies can make available to
19 enable the grantees to carry out their activities under the
20 program.

21 AMOUNT AND DURATION OF GRANTS; CONTINUATION AWARDS

22 SEC. 9. (a) GRANT AMOUNTS. In determining the amount of a
23 grant, the Secretary shall consider such factors as--

24 (1) the scope of the activities proposed in the
25 application;

1 (2) the number of students in the local educational
2 agency who are from low-income families;

3 (3) the number of low-performing schools in the local
4 educational agency; and

5 (4) the number of children in the local educational
6 agency who are not reaching State or local standards.

7 (b) DURATION OF GRANTS.--(1) Each grant shall be for three
8 years, but may be continued for up to two additional years if the
9 Secretary determines that the grantee is achieving agreed-upon
10 measures of progress by the third year of the grant.

11 (2) The Secretary may increase the amount of a grant in
12 the second year, in order to permit full implementation of grant
13 activities, except that--

14 (A) the amount of a second-year award shall be no
15 more than 140 percent of the award for the first year;

16 (B) the amount of a third-year award shall be no
17 more than 80 percent of the second-year award;

18 (C) the amount of a fourth-year award shall be no
19 more than 70 percent of the second-year award; and

20 (D) the amount of a fifth-year award shall be no
21 more than 50 percent of the second-year award.

22 (c) EXPECTED ACHIEVEMENT LEVELS AND CONTINUATION AWARDS.--

23 (1) Before receiving its award, each grantee shall develop and
24 adopt, with the approval of the Secretary, specific, ambitious
25 levels of achievement that exceed typical achievement levels for
26 comparable local educational agencies and that the local

make sub B
program (clay)

1 educational agency commits to attaining during the period of the
2 grant.

3 (2) The agreed-upon levels shall--

4 (A) reflect progress in the areas of--

5 (i) student academic achievement;

6 (ii) dropout rates;

7 (iii) attendance; and

8 (iv) such other areas as may be proposed by
9 the local educational agency or the Secretary; and

10 (B) provide for the disaggregation of data
11 separately by race and by gender, as well as for students with
12 disabilities, students with limited English proficiency, and
13 students who are economically disadvantaged students (compared to
14 students who are not economically disadvantaged).

15 USES OF FUNDS

16 SEC. 10. (a) IN GENERAL. Each grantee shall use its award
17 only for activities that support the comprehensive reform efforts
18 described in its application or that are otherwise consistent
19 with the purpose of this Act.

20 (b) AUTHORIZED ACTIVITIES. Activities that may be carried
21 out with funds under this Act include--

22 (1) implementing school-performance-information systems
23 to measure the performance of schools in educating their students
24 to high standards, maintaining a safe school environment, and
25 achieving the anticipated school-attendance and graduation rates;

1 (2) implementing district accountability systems that
2 reward schools that raise student achievement and provide
3 assistance to, and ultimately result in intervention in, schools
4 that fail to do so, including such intervention strategies as
5 technical assistance on school management and leadership,
6 intensive professional development for school staff, institution
7 of new instructional programs that are based on reliable
8 research, and the reconstitution of the school;

9 (3) providing students with expanded choice and
10 increased curriculum options within public education, through
11 such means as open-enrollment policies, schools within schools,
12 magnet schools, charter schools, distance-learning programs, and
13 opportunities for secondary school students to take postsecondary
14 courses;

15 (4) implementing financial incentives for schools to
16 make progress against the goals and benchmarks the district has
17 established for the program;

18 (5) providing additional learning opportunities, such
19 as after-school, weekend, and summer programs, to students who
20 are failing, or are at risk of failing, to achieve to high
21 standards;

22 (6) providing ongoing professional development
23 opportunities to teachers, principals, and other school staff
24 that are tailored to the needs of individual schools, and aligned
25 with the State or local academic standards and with the
26 objectives of the program carried out under the grant;

1 (7) implementing programs to provide recognition and
2 financial rewards to teachers who demonstrate outstanding
3 capability at educating students to high standards, including
4 monetary rewards for teachers who earn certification from the
5 National Board for Professional Teaching Standards;

6 (8) implementing procedures, in consultation with
7 teacher organizations, for identifying ineffective teachers and
8 administrators, providing them with assistance to improve their
9 skills and, if there is inadequate improvement, quickly but
10 fairly removing them from the classroom or school;

11 (9) establishing programs to improve the recruitment
12 and retention of well-prepared teachers, including the use of
13 financial incentives to encourage well-prepared individuals to
14 teach in areas of the district with high needs;

15 (10) designing and implementing procedures for
16 selecting and retaining principals who have the ability to
17 provide the school leadership needed to raise student
18 achievement;

19 (11) strengthening the management of the local
20 educational agency so that all components of management are
21 focused on improving student achievement;

22 (12) carrying out activities to build stronger
23 partnerships between schools and parents, businesses, and
24 communities; and

1 (13) assessing activities carried out under the grant,
2 including the extent to which the grant is achieving its
3 objectives.

4 FLEXIBILITY

5 SEC. 11. (a) ELIGIBILITY FOR SCHOOLWIDE PROGRAMS UNDER ESEA,
6 TITLE I. Each school operated by a local educational agency
7 receiving funding under this authority that is selected by the
8 agency to receive funds under section 1113(c) of the Elementary
9 and Secondary Education Act of 1965 shall be considered as
10 meeting the criteria for eligibility to implement a schoolwide
11 program as described in section 1114 of that Act.

12 (b) CARRYING OUT SCHOOLWIDE PROGRAMS. All schools in the
13 local educational agency that qualify for eligibility for a
14 schoolwide program based solely on the agency's receiving funding
15 under this Act and that wish to carry out a schoolwide program
16 shall--

17 (1) develop a plan that satisfies the requirements of
18 section 1114(b)(2) of the Elementary and Secondary Education Act
19 of 1965; and

20 (2) develop a program that includes the components of a
21 schoolwide program described in section 1114(b)(1) of that Act.

22 PARTICIPATION OF PRIVATE SCHOOL STUDENTS AND TEACHERS

23 SEC. 12. (a) REQUIREMENTS.--(1) (A) If a local educational
24 agency uses funds under this Act to provide additional learning
25 opportunities (as described in section 10(b)(5)) or other

1 educational services authorized by this Act to children, or for
2 training of teachers or administrators, it shall provide for the
3 participation of children, teachers, or administrators from
4 private nonprofit elementary or secondary schools, in proportion
5 to the number of children enrolled in those schools who reside in
6 attendance areas served by the local educational agency's program
7 under this Act.

8 (B) A local educational agency may choose to
9 comply with subparagraph (A) by providing services to children
10 and teachers from private schools at the same time and location
11 it provides those services to children and teachers from public
12 schools.

13 (C) The local educational agency shall carry out
14 subparagraph (A) after timely and meaningful consultation with
15 appropriate private school officials.

16 (2) If the local educational agency uses funds under
17 this Act to develop curricular materials, it shall make
18 information about those materials available to private schools.

19 (b) WAIVER. If, by reason of any provision of law, a local
20 educational agency is prohibited from providing the services or
21 training for private school children, teachers, or administrators
22 required by subsection (a) (1) (A), or if the Secretary determines
23 that the agency is unable to do so, the Secretary shall waive the
24 requirement of that subsection and shall use a portion of the
25 agency's grant to arrange for the provision of the services or
26 training.

1 EVALUATION

2 SEC. 13. The Secretary shall carry out an evaluation of the
3 program supported under this Act, which shall address such issues
4 as the extent to which--

5 (1) student achievement in local educational agencies
6 receiving support increases;

7 (2) local educational agencies receiving support expand
8 the choices for students and parents within public education; and

9 (3) local educational agencies receiving support
10 develop and implement systems to hold schools, teachers, and
11 principals accountable for student achievement.

12 NATIONAL ACTIVITIES

13 SEC. 14. The Secretary may reserve up to five percent of
14 the amount appropriated under section 15 for any fiscal year
15 for--

16 (1) peer review activities;

17 (2) evaluation of the program under section 13 and
18 measurement of its effectiveness in accordance with the
19 Government Performance and Results Act of 1993;

20 (3) dissemination of research findings, evaluation
21 data, and the experiences of districts implementing comprehensive
22 school reform; and

23 (4) technical assistance to grantees.

AUTHORIZATION OF APPROPRIATIONS

1
2 SEC. 15. For the purpose of carrying out this Act, there
3 are authorized to be appropriated \$200 million for fiscal
4 year 1999, and such sums as may be necessary for each of the four
5 succeeding fiscal years.

* * * * *

EDUCATION OPPORTUNITY ZONES ACT OF 1998

SECTION-BY-SECTION ANALYSIS

Section 2, findings. Section 2 of the bill would state the congressional findings that support enactment of the Education Opportunity Zones Act of 1998 (the Act).

Section 3, purpose. Section 3 would state that the purpose of the Act is to assist urban and rural local educational agencies (LEAs) that: (1) have high concentrations of children from low-income families; (2) have a record of achieving high educational outcomes, in at least some of their schools; (3) are implementing standards-based systemic reform strategies; and (4) are keeping their schools safe and drug-free. These LEAs would use funds under the Act to pursue further reforms and raise the academic achievement of all their students.

Section 4, definitions. Section 4 of the bill would define the terms "central city", "high-poverty local educational agency", "local educational agency", "metropolitan statistical area", "rural locality", and "urban locality", as used in the Act.

Section 5, eligibility. Section 5 of the bill would provide that an LEA is eligible for a grant under the Act if it is a high-poverty local educational agency that is located in, or serves, either an urban locality or a rural locality (as those terms are defined in section 4). Two or more eligible LEAs could apply as a consortium. The Secretary would determine which LEAs are eligible on the basis of the most recent data that are satisfactory to the Secretary.

Section 6, applications. Section 6(a) of the bill would require an eligible LEA that wants to receive a grant under the Act to submit an application.

Section (6)(b) would require each LEA's application to show that the LEA: (1) has begun to raise student achievement, as measured by State assessments under Title III of the Goals 2000: Educate America Act, Title I of the Elementary and Secondary Education Act of 1965, or comparably rigorous State or local assessments; (2) expects all students to achieve to challenging State or local content standards, has adopted or is developing or adopting assessments aligned with those standards, and has implemented or is implementing comprehensive reform policies designed to assist all children to achieve to the standards; (3) has entered into a partnership that includes the active involvement of representatives of local organizations and agencies and other members of the community, including parents, and is designed to guide the implementation of the LEA's comprehensive reform strategy; (4) has put (or is putting) into place effective educational reform policies, including policies

in certain critical areas; and (5) is working effectively to keep its schools safe, disciplined, and drug-free.

Section 6(c) would require the LEA's application to include a description of its proposed program under the Act, including descriptions of how the district will use all available resources to carry out its reform strategy, the specific measures that the LEA proposes to use to provide evidence of future progress in improving student achievement, and how the applicant will continue the activities carried out under the grant after the grant has expired.

Section 7, selection of applications. Section 7(a) of the bill would direct the Secretary, using a peer-review process, to select applicants to receive funding based on evidence that the applicant: (1) has made progress in improving student achievement, in at least some of its schools that enroll concentrations of children from low-income families; (2) has put (or is putting) into place effective reform policies as described in section 6(b); and (3) is working effectively to keep its schools safe, disciplined, and drug-free. The Secretary would also base the selection of grantees on the relative quality of the applicants' plans for carrying out activities under the program.

Section 7(b) would require the Secretary, in approving applications, to seek to ensure that there is an equitable distribution of grants among geographic regions of the country, to varying sizes of urban LEAs, and to rural LEAs, including rural LEAs serving concentrations of Indian children.

Section 8, Presidential designation; technical assistance. Section 8(a) of the bill would direct the President to designate each LEA selected by the Secretary to receive a grant under the Act as an "Education Opportunity Zone".

Section 8(b) would provide that the President may instruct Federal agencies to provide grant recipients with such technical and other assistance as those agencies can make available to enable the grantees to carry out their activities under the Act.

Section 9, amount and duration of grants; continuation awards. Section 9(a) of the bill would direct the Secretary, in determining the amount of a grant, to consider such factors as the scope of the activities proposed in the application; the number of students in the LEA who are from low-income families; the number of low-performing schools in the LEA; and the number of children in the LEA who are not reaching State or local standards.

Section 9(b) would establish a three-year period for each grant, which could be continued for up to two additional years if

the Secretary determines that the grantee is achieving agreed-upon measures of progress by the third year of the grant. The Secretary could increase the amount of a grant in the second year by up to 40 percent, in order to permit full implementation of grant activities, with declining maximums in the remaining years.

Section 9(c) would require each recipient, before receiving its award, to develop and adopt, with the Secretary's approval, specific, ambitious levels of achievement that exceed typical achievement levels for comparable LEAs and that the LEA commits to attaining during the period of the grant. The agreed-upon levels would have to reflect progress in the areas of student academic achievement, dropout rates, and attendance, and in such other areas as the LEA or the Secretary may propose. The LEA would also agree to provide for the disaggregation of data on the basis of race and gender, for disabled and limited English proficient students, and for economically disadvantaged students compared to students who are not economically disadvantaged.

Section 10, uses of funds. Section 10(a) of the bill would require each grantee to use its award only for activities that support the comprehensive reform efforts described in its application or that are otherwise consistent with the purpose of the Act.

Section 10(b) would provide 13 examples of specific activities that could be carried out under the Act.

Section 11, flexibility. Section 11(a) of the bill would allow LEAs to conduct ESEA, Title I schoolwide programs in each Title I school that it will serve under this Act, without regard to the normal eligibility criteria for schoolwide programs. Such a school could thus use its Title I funds for activities that benefit the entire school, not just Title I children, even if less than 50 percent of the school's children are from low-income families. The school would still have to comply with the normal Title I requirements relating to plans and components for schoolwide programs.

Section 12, participation of private school students and teachers. Section 12 of the bill would provide for the participation of students and teachers from private schools in certain activities carried out under the Act.

Section 13, evaluation. Section 13 of the bill would direct the Secretary to evaluate the program supported under the Act, including such issues as the extent to which student achievement in participating LEAs increases; participating LEAs expand the choices for students and parents within public education; and participating LEAs develop and implement systems to hold schools, teachers, and principals accountable for student achievement.

Section 14, national activities. Section 14 of the bill would permit the Secretary to reserve up to five percent of the amount appropriated under section 15 for any fiscal year for peer review activities; evaluation of the program under section 13 and measurement of its effectiveness in accordance with the Government Performance and Results Act of 1993; dissemination of research findings, evaluation data, and the experiences of districts implementing comprehensive school reform; and technical assistance to grantees.

Section 15, authorization of appropriations. Section 15 of the bill would authorize the appropriation of \$200 million for fiscal year 1999, and such sums as may be necessary for each of the four succeeding fiscal years, to carry out the Act.

* * * * *

Connie Garner
Kennedy

Comments on
leg language

May - Fridy

fax 205 0303

Comments c.o.b. Thursday -
Fridy afternoon

3:15 - Friday - 180 White House

→ (Class Size)
↳ How much do we
want 15 crnt

Can we pull

→ 7-ship Family
Employers Events - 15
NO SRRs

→ Eddie Riley
→ Logibital Reno

Jo Ann Ryan
Summer 401 3082

Mike Cohen - N Jersey
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through Sun

in Mon/Tue

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