

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule for Hillary Rodham Clinton (partial) (1 page)	01/07/1999	b(6)
002. list	Reception List for Barbara Boxer (1 page)	01/07/1999	Personal Misfile
003. schedule	Schedule for Hillary Rodham Clinton (partial) (1 page)	12/02/1998	b(6)
004. schedule	Schedule for Hillary Rodham Clinton (partial) (1 page)	12/01/1998	b(7)(E)
005. schedule	Schedule for Hillary Rodham Clinton (partial) (1 page)	11/18/1998	b(6)
006. schedule	Schedule for Hillary Rodham Clinton (partial) (1 page)	10/07/1998	b(7)(E)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19011

FOLDER TITLE:

youth Development After School Violence #2 [binder] [2]

2013-0534-S

ry1770

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

**PHOTOCOPY
PRESERVATION**

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JANUARY 7, 1999
FINAL

WASHINGTON, D.C.

BOXER RECEPTION

ADVANCE: JULIE RENEHAN

SCHEDULER: WENDY ARENDS
202/456-7007 PHONE
202/456-5340 FAX
202/518-8209 HOME
WHCA PAGER #4781

PREV RON The White House

12:00pm- PRIVATE MEETING
12:30pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady
Adele Simmons
Melanne Vever

12:30pm- PRIVATE MEETING
1:00pm State Dining Room
CLOSED PRESS/NO WH PHOTO

PARTICIPANTS:

The First Lady
Capricia Marshall

1:00pm VIDEO
Roosevelt Room
CLOSED PRESS/WH PHOTO

-7th Annual Trumpet Awards

1:15pm- PRIVATE MEETING
1:45pm Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady
Paul London
Shirley Sagawa

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JANUARY 7, 1999
PAGE 2

1:45pm **PROCEED** to Map Room

1:50pm- **BRIEFING [w/POTUS]**
2:15pm Map Room
 CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The President
The Vice President
The First Lady
Bruce Reed
Neera Tanden
Michael Cohen
Broderick Johnson
John Schnur
Paul Glastris

2:15pm **PROCEED** to the Blue Room **[w/POTUS]**

2:20pm- **MEET AND GREET [w/POTUS]**
2:30pm Blue Room
 CLOSED PRESS/WH PHOTO

2:30pm- **EDUCATION EVENT [w/POTUS]**
3:00pm East Room
 POOL PRESS/WH PHOTO

FORMAT:

- The President, the First Lady and the Vice President, accompanied by Secretary Riley and Lissette Martinez are announced to honors onto the stage.
- The First Lady makes welcoming remarks and introduces Secretary Riley.
- Secretary Riley makes remarks and introduces Lissette Martinez.
- Lissette Martinez makes remarks and introduces the Vice President.
- The Vice President makes remarks and introduces the President.

Withdrawal/Redaction Marker

Clinton Library

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First Lady's Office
Melanne Verveer
OA/Box Number: 19011

FOLDER TITLE:

youth Development After School Violence #2 [binder] [2]

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SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JANUARY 7, 1999
PAGE 3

- The President makes remarks.
- Upon conclusion, the President, the First Lady and the Vice President depart.

PARTICIPANTS: 180 guests

3:30pm-
4:30pm

SCHEDULING MEETING

Residence

CLOSED PRESS/NO WH PHOTO

PARTICIPANTS:

The First Lady
Marsha Berry
Pam Cicetti
Patti Solis Doyle
Missy Kincaid
Jennifer Klein
Ellen Lovell
Capricia Marshall
Shirley Sagawa
Laura Schiller
Melanne Verveer
Whitney Williams

4:30pm-
7:20pm

DOWN TIME

7:20pm

DEPART South Portico

VIA Motorcade

EN ROUTE Private Residence

[Drive time: 10 minutes]

7:30pm

ARRIVE Private Residence

(b)(6)

[0012]

GREETERS:

Senator Barbara Boxer
Ambassador Elizabeth Bagley
Smith Bagley

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JANUARY 7, 1999
PAGE 4

7:30pm

DROP-BY Reception for Barbara Boxer
Private Residence
HRC Hold: Office
Phone: 202/333-5984
Attire: Cocktail
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 85 guests

Note: The reception is from 7:00pm-9:00pm.

TBD

DEPART Private Residence
VIA Motorcade
EN ROUTE South Portico
[Drive time: 10 minutes]

TBD

ARRIVE South Portico

RON

The White House

September 11, 1997

**ANNOUNCEMENT OF PROPOSALS TO INCREASE AFTER SCHOOL PROGRAMS
AND END SOCIAL PROMOTIONS**

DATE: January 7, 1999
LOCATION: The East Room
BRIEFING TIME: 1:45 pm - 2:15 pm (Map Room)
EVENT TIME: 2:30 pm - 3:30 pm (East Room)
FROM: Bruce Reed

I. PURPOSE

To announce your proposal to triple funding for after-school programs and support school districts that are ending social promotion.

II. BACKGROUND

You will be joined by the First Lady, the Vice President, Secretary Riley and a parent of a Chicago 9th grader who benefitted from summer school programs as you announce that your FY 2000 budget will propose to triple funding (from \$200 million to \$600 million) for the 21st Century Learning Center Program, which funds after-school and summer school programs throughout the country. You will also announce that in awarding these funds, the Department of Education will give priority to school districts that are ending social promotion by requiring students to meet academic standards in order to move to the next grade.

Tripling Funding for a Program that Works

Your FY 2000 budget will propose to increase funding -- from \$200 million in FY 1999 to \$600 million in FY 2000 -- for the 21st Century Community Learning Center Program, which gives schools funds to operate after-school and summer school programs. This proposal builds on your budget victory last year, in which you increased funds for the program from \$40 million to \$200 million. The 21st Century Learning Center Program increases the supply of after-school care in a cost-effective manner, primarily by funding programs that use public school facilities and existing resources. Over 190,000 children in 800 schools, in 46 states and the District of Columbia, are already benefiting from this program, by participating in after-school programs that provide students with enrichment activities, tutoring, recreation and other activities. Your proposal will help roughly 1.1

million children each year participate in these programs.

Giving Priority to School Districts that End Social Promotion

Under your proposal, school districts with comprehensive policies in place to end social promotion will receive priority in the grant-making process. After-school and summer school programs are a critical tool in ending social promotion because they give students who are not on track an opportunity to get extra help so they can meet promotion standards. Your proposal will target the new 21st Century funds to districts providing after-school and summer school programs to help these students, while enabling these districts to keep these programs open to all students.

Social promotion is the practice of promoting students from grade to grade without regard to whether they have met academic standards required to succeed at the next grade level. School districts with comprehensive policies to end social promotion: (1) require students to demonstrate that they have met academic standards at key grade levels in order to be promoted; (2) use valid objective measures and other indicators as necessary to determine whether a student has met the standards; (3) strengthen learning opportunities in the classroom with steps such as clear standards, small classes, well trained teachers, challenging curriculum, and the use of proven instructional practices; and (4) provide for the early identification of students who need extra help to meet the standards, and use extended learning time -- particularly after-school instruction and summer school -- to help students meet the standards. Your proposal will help local school systems use after-school and summer school as part of their comprehensive strategy to end social promotion.

Responding to Huge Demand for After-School Programs.

Today's announcement responds to the millions of parents across the country who want their children to learn to high standards and to stay safe and secure in after-school hours. Today, over 28 million school-age children have both parents or their only parent in the workforce. At least 5 million children -- and possibly as many as 15 million -- are left alone at home each week. Experts agree that school-age children who are unsupervised during the hours after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. Statistics also show that most juvenile crime takes place between the hours of 2 and 8 pm, and that children are also at much greater risk of being the victim of crime during the hours after school. The nationwide demand for expanded after-school programs has made the 21st Century Community Learning Center program one of the most highly competitive programs ever managed by the U.S. Department of Education. In the Education Department's last completed grant competition for this program, the Department received nearly 2,000 applications, requesting more than \$550 million to fund programs in over 6,000 schools in every state in the nation.

III. PARTICIPANTS

Briefing Participants:

Secretary Riley

Bruce Reed

Doug Sosnik

Michael Cohen
Neera Tanden
Jon Schnur
Broderick Johnson
Paul Glastris

Event Participants:

The Vice President

The First Lady

Secretary Riley

Lisette Martinez, whose daughter Ardette failed her mandatory math test in the 8th grade and was automatically enrolled in the Chicago summer bridge program. She successfully completed the summer course and passed the math test in August. She is currently enrolled in the 9th grade, and is very grateful for the extra attention that helped her keep up with her studies and stay in the same classes with her peers.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- YOU will be announced into the East Room accompanied by stage participants.
- The First Lady will make welcoming remarks and introduce Secretary Riley.
- Secretary Riley will make remarks and introduce Lisette Martinez.
- Lisette Martinez will make remarks and introduce the Vice President.
- The Vice President will make remarks and introduce YOU.
- YOU will make remarks and then depart.

VI. REMARKS

Remarks Provided by Speechwriting.

THE WHITE HOUSE
WASHINGTON

TO: THE PRESIDENT
THE VICE PRESIDENT
THE FIRST LADY

WHAT: EDUCATION EVENT

WHEN: THURSDAY, JANUARY 7, 1999

WHERE: EAST ROOM

NOTES: APPROX. 180 GUESTS/OPEN PRESS/BUSINESS ATTIRE

1:45 p.m. THE PRESIDENT, THE FIRST LADY and THE VICE PRESIDENT proceed to the Map Room for briefing.

1:50 p.m. THE PRESIDENT, THE FIRST LADY and THE VICE PRESIDENT receive briefing in the Map Room.

Map Room Briefing Participants:

Bruce Reed	Neera Tanden
Michael Cohen	Broderick Johnson
John Schnur	Paul Glastris

2:15 p.m. THE PRESIDENT, THE FIRST LADY and THE VICE PRESIDENT proceed to the Blue Room.

2:20 p.m. THE PRESIDENT, THE FIRST LADY and THE VICE PRESIDENT meet the following in the Blue Room.

Blue Room Participants:

Secretary Riley
Lissette Martinez and husband Leonard

Members of Congress

Sen. Dianne Feinstein
Sen. Edward Kennedy
Rep. Ruben Hinojosa
Rep. Dale Kildee
Rep. Harold Ford Jr.
Rep. Sandy Levin
Rep. Jim Maloney
Rep. Carolyn McCarthy
Rep. Major Owens
Rep. Robert Scott
Rep. Peter King's family:
Kevin King - brother
Joanne King - sister-in-law
Kevin King Jr. - nephew
Ethel King - mother
Barbara King - sister

2:30 p.m.

THE PRESIDENT, THE FIRST LADY and **THE VICE PRESIDENT** accompanied by Secretary Riley and Lissette Martinez are announced into the East Room to honors.

PROGRAM BEGINS

THE FIRST LADY makes welcoming remarks and introduces Secretary Riley.

Secretary Riley makes remarks and introduces Lissette Martinez.

Lissette Martinez makes remarks and introduces **THE VICE PRESIDENT**.

THE VICE PRESIDENT makes remarks and introduces **THE PRESIDENT**.

THE PRESIDENT makes remarks.

Approx. 3:00 p.m.

Upon conclusion of the event, **THE PRESIDENT, THE FIRST LADY** and **THE VICE PRESIDENT** depart.

President's List

EDUCATION ANNOUNCEMENT CEREMONY - Thursday JAN 7 1999 - 2:00 PM White House - Business - East Visitors Entrance

Page 1

THE PRESIDENT, VICE PRESIDENT, AND FIRST LADY

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Dr. Samellah Abdullah**
President, National Association of Black Psychologists
Washington, DC
- Ms. Arlene Ackerman**
Superintendent, Washington D.C. Public Schools
- A **Ms. LaVerne Alexander**
Director, Government Relations, Girl Scouts of the USA
Washington, DC
- A **Dr. Gordon M. Ambach**
Executive Director, Council of Chief State School Officers
Washington, DC
Guest: Ms. Nancy Keenan
- A **Mr. Kent B. Amos**
President & Founder, Urban Family Institute
Washington, DC
- A **Ms. Paula Antonovich (Substitute for: Susan Bales)**
- Mr. John Barth**
National Governors Association
Washington, DC
- A **Honorable Joanne C. Benson**
Delegate, Legislative Black Caucus
Landover, MD
- A **Ms. Sue E. Betka**
Department of Education
Washington, DC
- A **Mr. Martin J. Blank**
Director, Community Collaboration, Institute for Educational Leadership
- A **Ms. Ethel Bothuel**
Executive Director, The Links, Incorporated
Washington, DC
- A **Mr. Kelby Brick**
National Association of the Deaf
Silver Spring, MD
- A **Mr. John Wesley Brooks**
Assistant Director, YMCA of the USA
Washington, DC
- A **Ms. Amanda Broun**
Vice President, Public Education Network
- A **Ms. Elizabeth Brown**
Director of Public Policy, Council on Foundations
- A **Ms. Lorin Brown**
Executive Director, Project Northstar
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Dr. Mary Burgan**
General Secretary, American Association of University Professors
Washington, DC

- A **Ms. Robert Callaway**
Senior Vice President, Boys & Girls Clubs of America
Rockville, MD

- A **Mr. Roger Campos**
Vice President of Government Relations, Hispanic Association of Colleges and Universities

- Honorable Thomas R. Carper**
Governor of Delaware (D), State of Delaware
Wilmington, DE

- A **Mr. Michael D. Casserly**
Executive Director, Council of the Great City Schools
Washington, DC

- A **Hon. Barbara M. Clark**
Queens Village, NY

- A **Ms. Suzanne S. Cohen**
President, Baltimore Jewish Council for Public Affairs
Baltimore, MD

- A **Mr. Arthur L. Coleman**
Deputy Assistant Secretary, Office of Civil Rights, U.S. Department of Education
Washington, DC

- A **Ms. Maria Copeland**
President, Maru Montero Dance Company

- Hon. Deedee McMullen Corradini**
Mayor of Salt Lake City and President, U.S. Conference of Mayors
Salt Lake City, UT

- Ms. Hilda L. Crespo**
Hispanic Working Group on Healthcare
Washington, DC

- A **Mr. Steve Culberston**
Youth Services of America

- A **Dr. Durado Brooks (Substitute for: Ricardo Custodio)**
Harvard Minority Health Policy Fellow, Commonwealth Fund, Harvard University

- A **Judge David Davidson**
Chairman, Union of American Hebrew Congregations
Washington, DC

- Ms. Marydale Debor**
New York, NY

- Ms. Adriana DeKanter**
Deputy Director, Planning and Education Service, Department of Education
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Ms. Marisa Judith Demeo**
Regional Counsel, Mexican-American Legal Defense and Education Fund (MALDEF)
- A **Mr. Steve DeWitt**
Government Relations Manager, National Association of Secondary School Principals
Washington, DC
- A **Honorable James H. Dillard**
- A **Ms. Kathy Doherty**
Planning & Evaluation Services, Office of the Under Secretary of Defense/Acquisition
Washington, DC
- Ms. Ingrid M. Duran**
Washington Director, National Association of Latino Elected and Appointed Officials
Washington, DC
- A **Mr. Kevin Patrick Dwyer**
President, National Association of School Psychologists
Bethesda, MD
- Dr. Ramona H. Edelin**
President & CEO, National Urban Coalition
Washington, DC
- A **Ms. Lorraine P. Edmo**
Executive Director, National Indian Education Association
Alexandria, VA
- A **Ms. Patsy Kay Edwards**
Assistant Director, National Center for Community Education
- A **Mr. Donald L. Ernst**
Director of Governmental Affairs, Association for Supervision and Curriculum Division
- A **Mr. Arnold F. Fege**
President, Public Advocacy for Kids
Washington, DC
- A **Ms. Emily Felt**
Legislative Associate, National Council of Jewish Women
Washington, DC
- A **Ms. Susan C. Ferguson**
Chair, National Coalition for Parent Involvement in Education
Washington, DC
- A **Mr. Ronald H. Field**
Vice President for Public Policy, Volunteers of America
- A **Dr. Martha J. Fields**
Executive Director, National Association of State Directors of Special Education
Alexandria, VA
- A **Mr. Andrew Mark Finch**
Assistant Director of Government and Public Affairs, American Association of Museums
Washington, DC

For Official Government Use Only

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Mr. John Forkenbrock**
Executive Director, National Association of Federally Impacted Schools
- A **Mrs. Donna Fowler**
Director of Public Affairs Department, American Federation of Teachers
Washington, DC
- A **Hon. Diane B. Frankel**
Director, Institute of Museum & Library Services
Washington, DC
- A **Honorable Thomas Gaffey**
- A **Ms. Mary Gordon**
Director, National Black Congress of Local Elected Officials
Washington, DC
- A **Ms. Susan P. Gorin**
Executive Director, National Association of School Psychologists
Bethesda, MD
- A **Ms. Ruth Granados**
Director of Policy, National Association for College Admission Counseling
Washington, DC
- A **Dr. Nancy Grasmick**
State Superintendent of Schools, Maryland Department of Education
Baltimore, MD
- A **Ms. Simone Green**
Associate Director, Rainbow/PUSH Coalition Washington Bureau
Washington, DC
- A **Mr. Travis Hardmon**
Executive Director, National Child Daycare Association
Washington, DC
- A **Ms. Nancy Valentine Harper**
Leader, National 4H
Washington, DC
- A **Ms. Sheila Harvey**
Department of Education, Office of Civil Rights
- Ms. Susan Haspel**
VP, Community Relations and Public Affairs, NBC
New York, NY
- A **Dr. Thomas Francis Hehir**
Director for the Office of Special Education Programs, Department of Education
Washington, DC
- A **Hon. Henry Heller**
Delegate, Maryland General Assembly
- A **Mr. Wade J. Henderson**
Executive Director, Leadership Conference on Civil Rights
Washington, DC

For Official Government Use Only

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

Mr. Sterling Henry
Special Assistant to the Director, White House Initiative on Historical Black Colleges & Universities,
Department of Education
Washington, DC

A **Dr. Paul D. Houston**
Executive Director, American Association of School Administrators
Arlington, VA

Ms. Della M. Hughes
Executive Director, National Network of Runaway & Youth Services
Washington, DC

A **Ms. Ann-Marie Hughey**
Executive Director, National Council on Independent Living
Arlington, VA

A **Mr. Andrew Imparato**
General Counsel, National Council on Disability
Washington, DC

A **Mr. Bernard Jarvis**
Chief Financial Officer, Summit Foundation

A **Ms. Starla Jewell-Kelly**
Executive Director, National Community Education Association
Fairfax, VA

A **Ms. Judith Johnson**
Deputy Secretary, Department of Education
Washington, DC

A **Ms. Catherine Jovicich**
Department of Education, Office of Elementary and Secondary Education

Ms. Michele Kahn
Xerox
Washington, DC

A **Ms. Lynn Katzen**
Associate Director, Baltimore Jewish Council
Baltimore, MD
Guest: Ms. Barbara Berg

A **Mr. Ed Kealy**
Executive Director, Committee for Education Funding

Mr. Thomas Kerner
National Association of Secondary School Principals

A **Ms. Kristi L. Kimball**
Conference Assistant, Deputy Secretary, U.S. Department of Education
Washington, DC

A **Mr. John M. Kristy**
Assistant General Counsel for Legislation, Department of Education, Office of the General Counsel
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

Ms. Laurie Lang
The Walt Disney Company

Mr. Ivan Lanier
Executive Director, National Black Caucus of State Legislators
Washington, DC

Mr. Quentin R. Lawson
Executive Director, National Alliance of Black School Educators
Washington, DC

A **Ms. Catherine W. LeBlanc**
Executive Director, White House Initiative on Historical Black Colleges & Universities, Department of Education
Washington, DC

Mr. Jin-Sook Lee
National Korean American Service & Education Consortium

A **Ms Mary Jean LeTendre**
Director, Compensatory Education Programs, Department of Education
Washington, DC

Ms. Sheila Lewis
Membership and Program Specialist, Girl Scouts of America

A **Ms. Laurie Lipper**
Director, The Children's Partnership
Washington, DC

Ms. Sarah Lisenby
Chief of Staff, Office of Elementary and Secondary Education

A **Ms. Patricia Loera**
National Association for Bilingual Education
Washington, DC

A **Dr. Joan Lombardi**
Deputy Assistant Secretary for Policy & External Affairs, US Department of Health and Human Services,
Washington, DC

A **Dr. Richard Long**
Washington Representative, International Reading Association
Washington, DC

A **Ms. Maria Lopes**
Executive Director, National Association of Black County Officials
Washington, DC

A **Mr. John Luczack**
Department of Education, Office of the Deputy Secretary

A **Mr. Robert V. Mahaffey**
Director of Communications, The National Association of Secondary School Principals
Reston, VA

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Ms. Justine Maloney**
Washington Representative, Learning Disability Association of America
Arlington, VA

- A **Mr. Paul Arthur Marchand**
Director of Governmental Affairs, The Arc
Washington, DC

- A **Ms. Deena Margolis**
Fellow, Department of Education
Washington, DC

- Mr. William Marshall**
President, Progressive Policy Institute
Washington, DC

- Dr. Prema Mathai-Davis**
National Executive Director, Young Women's Christian Association
New York, NY

- A **Ms. Maryln McAdam**
Washington Representative, National HEP-CAMP Association and National Association for Migrant Education
Washington, DC

- Mr. Robert McAlpine**
Director of Government & Policy, National Urban League
Washington, DC

- A **Ms. Sally McConnell**
Director of Government Relations, National Association of Elementary School Principals

- A **Mr. Kent McGuire**
Assistant Secretary for Research & Improvement, Department of Education
Washington, DC

- Ms. Roseline McKinney**
Executive Director, Delta Sigma Theta Sorority
Washington, DC

- A **Ms. Gail McStadden**
Legal Analyst, National Association of Federally Impacted Schools

- A **Mr. Jonathan Melegrito**
National Federation of National Filipinas Associations
Kensington, MD

- A **Mr. Daniel W. Merenda**
President, National Association of Partners in Education
Alexandria, VA

- Ms. Kathryn Montgomery**
President, Center for Media Education
Washington, DC

- A **Ms. Evelyn K. Moore**
President, National Black Child Development Institute
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Ms. Cecilia Munoz**
National Council of La Raza

- Mr. Richard Murphy**
Center for Youth Development & Policy Research
Washington, DC

- A **Ms. Laura Nakatani**
Consultant, NACCRA
Washington, DC

- A **Mrs. Katherine Neas**
Assistant Vice President, Easter Seals

- Mr. Sanford A. Newman**
President, Fight Crime: Invest in Kids
Washington, DC

- A **Mrs. Suzanne Jean Noonan**
Director of Public Policy, Camp Fire Boys & Girls

- A **Ms. Olive O'Donnell**
Director, Parenting is Prevention Project
Washington, DC

- A **Mr. Kiyoshi Patrick Okura**
President, Okura Mental Health Leadership Foundation
Bethesda, MD

- A **Mr. Joel C. Packer**
Senior Professional Associate for Government Relations, National Education Association
Washington, DC

- A **Mr. Kent Pikel**
Office of the Deputy Secretary, Department of Education
Washington, DC

- A **Mrs. Nancy Perry**
Executive Director, American School Counselors Association

- Ms. Karabelle Pizzigatti**
Director, Public Policy, Child Welfare League of America

- A **Ms. Valena W. Plisko**
Division Director, Planning & Evaluation Services, Department of Education, Office of the Under Secretary
Washington, DC

- A **Mr. Jarle Crocker (Substitute for: William Potupchuck)**

- A **Mr. Daniel Privus**
Executive Director, National Council of Nonprofit Associations
Washington, DC

- A **Ms. Susan Prokop**
Associate Advocacy Director, Paralyzed Veterans of America
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Mr. Gordon Alfred Raley**
President/CEO, National Assembly of Health and Human Services Organization
- A **Ms. Heidi Ramirez**
Department of Education, Office of the Deputy Secretary
- A **Ms. Edna Ranck**
Director, National Association of Child Care Resources
Trenton, NJ
- A **Mr. Curtis Richards**
Deputy Assistant Secretary, Office of Special Education and Rehabilitative Services
Washington, DC
- A **Ms. Sullivan Robinson**
Executive Director, Congress of National Black Churches, Inc.
Washington, DC
- A **Dr. Wilma J. Roscoe**
Vice President, National Association of Equal Opportunity in Higher Education
Washington, DC
- A **Ms. Bella Rosenberg**
Assistant to the AFT President, American Federation of Teachers
Washington, DC
- A **Mr. Philip Rosenfelt**
Department of Education, Office of the General Counsel
- A **Mrs. Ana Ruiz-Salazar**
Program Coordinator, MANA - A National Latina Organization
- A **Dr. Bruce Ramirez (Substitute for: Nancy Safer)**
- A **Ms. Maria Salvadore**
Coordinator of Children's Services, District of Columbia Public Library
Washington, DC
- A **Ms. Judy L. Samelson**
Consultant, Charles Stewart Mott Foundation
Flint, MI
- A **Ms. Marlina Sanz**
Education Policy, National Association of Counties
Washington, DC
- Ms. Michelle Seligson**
Executive Director, National Institute on Out of School Time, Wellesley College
Wellesley, MA
- A **Mr. Hilary O. Shelton**
Deputy Director, National Association for the Advancement of Colored People (NAACP)
Washington, DC
- A **Mr. David Lawrence Shreve**
Committee Director, Education, Labor and Job Training Committee, NCSL
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Mr. Eric J. Smith**
Superintendent, Charlotte-Mecklenburg Schools
Charlotte, NC
- A **Ms. Patricia McGill Smith**
Executive Director, National Parent Network on Disabilities
Washington, DC
- A **Mr. Gerald Sroufe**
Director of Government Relations, American Education Research Association
Washington, DC
- Ms. Rhea F. Starr**
Child Care Advocate, YWCA of U.S.A.
Lancaster, PA
- A **Mr. Robert Stonehill**
Director of 20th Century Community learning Program, Department of Education
- A **Ms. Carla B. Taylor**
Senior Public Policy Analyst, National Black Child Development Institute
Washington, DC
- A **Dr. Gerald N. Tirozzi**
Assistant Secretary, Elementary and Secondary Education, U.S. Dept. of Education
Washington, DC
- A **Ms. Jennifer Torres-Lewis**
Director of Public Policy, National Puerto Rican Coalition
- Dr. C. Delores Tucker**
National Chair and Convening Founder, National Political Congress of Black Women
Washington, DC
- A **Ms. Yasmina Vinci**
Executive Director, National Association of Child Care Resource and Referral Agencies
Washington, DC
- A **Ms. Carmen Delgado Votaw**
Senior Vice President for Public Policy, Alliance for Children and Families
Washington, DC
- A **Ms. Evelyn Porreca Vuko**
Teacher Says, The Washington Post
Washington, DC
- A **Ms. Selena Walsh**
Director of Policy and Communications, League of United Latin American Citizens
Washington, DC
- Ms. Jane Robinson Ward**
Director, Programs and Administration, National Council of Nonprofit Associations (NCNA)
Washington, DC
- A **Ms. Ruth Wattenberg**
Director of Educational Issues Department, American Federation of Teachers
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Dr. Brenda L. Welburn**
Executive Director, National Association of State Boards of Education
Alexandria, VA
- A **Ms. Melissa Perlees (Substitute for: Eric Wentworth)**
- A **Ms. Laura A. Wilcox**
Assistant Director, American Association of School Administrators
Washington, DC
- A **Ms. Susan Wilhelm**
Special Assistant, Department of Education
- A **Mr. Brent A. Wilkes**
Executive Director, League of United Latin American Citizens
Washington, DC
- A **Dr. Barbara Willer**
Director of Public Affairs, National Association for the Education of Young Children
Washington, DC
- A **Ms. Mildred Wurf**
Director of Public Policy, Girls Incorporated
Washington, DC
- A **Mr. Charles Yancey**
Councilman and President, NBC-LEO
Boston, MA
- A **Mr. Richard Yep**
Interim Executive Director, American Counseling Association
Alexandria, VA
- A **Mr. Steve Yurik**
National Association of Secondary School Principals
- A **Ms. Karen Zauber**
National Endowment for the Arts
Washington, DC

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. list	Reception List for Barbara Boxer (1 page)	01/07/1999	Personal Misfile

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19011

FOLDER TITLE:

youth Development After School Violence #2 [binder] [2]

2013-0534-S
ry1770

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
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b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

FIRST LADY HILLARY RODHAM CLINTON

AFTER SCHOOL EVENT

THE WHITE HOUSE

JANUARY 7, 1999

What about Conference we had at WH?

IT'S A GREAT PLEASURE TO JOIN THE PRESIDENT, THE VICE PRESIDENT, AND EDUCATION SECRETARY RILEY IN WELCOMING ALL OF YOU TO THE WHITE HOUSE. IT'S PARTICULARLY APPROPRIATE -- AS WE WELCOME IN A NEW YEAR -- AND LOOK FORWARD TO THE EXTRAORDINARY OPPORTUNITIES OF THE 21ST CENTURY -- THAT WE FOCUS HERE TODAY ON THE KEY THAT UNLOCKS ALL OTHERS -- THE EDUCATION OF OUR CHILDREN AND SUPPORT FOR OUR FAMILIES.

I'M PLEASED THAT SO MANY LEADERS WHO CARE SO MUCH ABOUT AMERICA'S CHILDREN AND FAMILIES, AND WHO HAVE WORKED SO HARD ON THEIR BEHALF, ARE HERE WITH US TODAY; ELECTED OFFICIALS; EDUCATION LEADERS; AND CHILD ADVOCATES.

I WANT TO THANK THE MOTT FOUNDATION, WHICH HAS BEEN SUCH A STRONG PARTNER WITH US ON BEHALF OF OUR YOUNG PEOPLE. AND A SPECIAL WELCOME TO LISSETTE MARTINEZ AND HER HUSBAND, LEONARD, WHO HAVE COME HERE FROM CHICAGO TO TELL US ABOUT HOW THEIR DAUGHTER HAS BENEFITTED FROM AFTER SCHOOL AND SUMMER SCHOOL PROGRAMS IN HER COMMUNITY. THANK YOU ALL FOR BEING HERE.

WE HAVE COME TOGETHER TODAY TO RESPOND TO SOME OF THE DEEPEST CONCERNS THAT THE MARTINEZ FAMILY AND MILLIONS OF WORKING PARENTS ACROSS THE COUNTRY WORRY ABOUT EVERY SINGLE DAY: ARE OUR CHILDREN SAFE AFTER THE LAST SCHOOL BELL RINGS?

DO THEY HAVE A WARM, SECURE PLACE TO GO IN THE AFTERNOON? CAN SOMEONE HELP THEM WITH THEIR HOMEWORK? ARE THEY LONELY, OR IN TROUBLE? WILL THEY BE THERE WHEN I GET HOME? WHO OF US HASN'T HAD SUCH WORRIES?

IT HASN'T ALWAYS BEEN THIS WAY. LIKE MANY OF YOU, WHEN I CAME HOME AFTER SCHOOL, THERE WERE ALWAYS PLACES TO PLAY, AND PARENTS AT HOME OR IN THE NEIGHBORHOOD TO WATCH OVER US.

BUT SO MUCH HAS CHANGED. NOW, OVER 28 MILLION SCHOOL-AGE CHILDREN HAVE BOTH PARENTS OR THEIR ONLY PARENT IN THE WORKFORCE -- AND AT LEAST 5 MILLION CHILDREN -- POSSIBLY TRIPLE THAT NUMBER -- ARE LEFT ALONE AT HOME EACH WEEK.

WE KNOW ALL TOO WELL WHAT THE CONSEQUENCES OF THOSE UNSUPERVISED HOURS CAN BE, AND UNFORTUNATELY -- PARENTS HAVE EVERY REASON TO WORRY. BETWEEN THE HOURS OF 2 AND 8 P.M. -- KIDS ARE FAR MORE AT RISK OF BEING VICTIMS OF VIOLENCE. LATCHKEY CHILDREN ARE ALSO MORE LIKELY TO ABUSE DRUGS AND ALCOHOL; BE INVOLVED IN JUVENILE CRIME; GET POOR GRADES; AND EVEN DROP OUT OF SCHOOL.

I'M PLEASED THAT AS A RESULT OF THE HARD WORK OF THIS PRESIDENT AND THIS ADMINISTRATION -- AND MANY OF THE PEOPLE HERE TODAY -- WE ARE DOING A MUCH BETTER JOB OF GIVING WORKING PARENTS PEACE OF MIND -- BY GIVING MORE AND MORE CHILDREN A SAFE PLACE TO GO AFTER SCHOOL -- A PLACE THAT ALSO HELPS THEM LEARN.

IN AN ELEMENTARY SCHOOL THAT'S PART OF
CHICAGO'S CITYWIDE LIGHTHOUSE PROGRAM, IN AFTER
SCHOOL CENTERS IN BALTIMORE RUN BY THE POLICE
ATHLETIC LEAGUES, IN A PARENT-LED KID'S PROGRAM IN
DANVILLE, CALIFORNIA -- I'VE SEEN FIRSTHAND HOW
AFTER SCHOOL PROGRAMS ARE KEEPING OUR CHILDREN
OUT OF HARM'S WAY -- AND ON THE RIGHT TRACK.

WITH TUTORING. WITH SOCIAL ACTIVITIES. WITH
SPORTS AND COMPUTER TRAINING AND ARTS CLASSES.
WITH CARING ADULTS TO PICK KIDS UP WHEN THEY'VE
FALLEN -- AND CHEER THEM ON UNTIL THEY TRIUMPH.
AFTER SCHOOL AND SUMMER PROGRAMS ARE HELPING
KIDS SUCCEED -- NOT ONLY IN LIFE -- BUT IN THE
CLASSROOM.

IN COMMUNITY AFTER COMMUNITY -- THE EVIDENCE
SHOWS THAT KIDS WHO PARTICIPATE IN THESE PROGRAMS
DO BETTER IN SCHOOL.

WE ALSO KNOW THAT PARTICULARLY FOR CHILDREN
AT RISK -- THESE PROGRAMS CAN BE THE DIFFERENCE
BETWEEN LIVES OF ACCOMPLISHMENT, AND LIVES OF
HOPELESSNESS AND FAILURE. AND FOR PARENTS, THEY
CAN BE THE DIFFERENCE BETWEEN HAVING PEACE OF MIND
-- AND WORRYING ABOUT THE WELL BEING OF THEIR
CHILDREN.

TODAY, WE WILL HEAR ABOUT THE ADMINISTRATION'S PROPOSALS TO DRAMATICALLY EXPAND AFTER SCHOOL PROGRAMS AROUND THE COUNTRY -- BY BUILDING ON THE SUCCESSES OF THE ADMINISTRATION'S 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAM.

IT'S NOW MY GREAT PLEASURE TO INTRODUCE ONE OF AMERICA'S MOST TIRELESS ADVOCATES ON BEHALF OF OUR CHILDREN. NO ONE KNOWS MORE ABOUT HOW IMPORTANT IT IS TO INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN. AND NO ONE IS MORE COMMITTED TO ENSURING AMERICA'S YOUNG PEOPLE THRIVE IN SCHOOL -- AND AFTER SCHOOL -- SECRETARY RILEY.

PHOTOCOPY
PRESERVATION

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, DECEMBER 2, 1998
FINAL

NEW YORK, NY

NEW YORK

LEAD ADVANCE: **JULIE RENEHAN**
 WALDORF ASTORIA **ROOM 804**
 212/355-3000 **PHONE**
 716/779-7072 **FAX**
 202/607-6207 **CELL**
 WHCA SKY PAGER

SITE ADVANCE: **DAN LENOS** **ROOM 838**
 202/256-5500 **CELL**

SITE ADVANCE: **ALISON STEIN** **ROOM 1242**

SITE ADVANCE: **GREG HALE** **ROOM 1510**

SITE ADVANCE: **PETE SELFRIDGE**

PRESS ADVANCE: **ANU RANGAPPA** **ROOM 1027**

PRESS ADVANCE: **LARS ERICKSON** **ROOM 1575**

SCHEDULER: **MOLLY BUFORD**
 202/456-5315 **PHONE**
 202/456-5340 **FAX**
 202/244-2125 **HOME**
 WHCA PAGER **#4452**

PREV RON Waldorf Astoria
 New York, NY

7:50 am **DEPART** Waldorf Astoria
 EN ROUTE New York Hilton

7:55 am **ARRIVE** New York Hilton

GREETERS:

Meryl Unger, Counsel, New York Women's Agenda
Angela "Chickie" Bucco, American Women in Radio &
Television
Arthur Surin, Senior Vice President, Hilton Hotels
Corporation

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, DECEMBER 2, 1998
PAGE 2

8:00 am-
8:45 am

NEW YORK WOMEN'S AGENDA STAR BREAKFAST

New York Hilton
Grand Ball Room
Hold: Dressing Room B
Phone: 212/261-6057
Fax: 212/397-1597
Staff Hold: Dressing Room A
Phone: 212/261-6058
OPEN PRESS/WH PHOTO

FORMAT:

- On stage announcement of the First Lady by Roz Abrams, EmCee.
- Roz Abrams introduces Betty Hudson, NYWA President-Elect.
- Betty Hudson makes brief dias acknowledgements.
- Roz Abrams introduces Donna Hannover, wife of Mayor Gulliani.
- Donna Hannover makes remarks and introduces Libby Pataki, wife of Governor Pataki.
- Libby Pataki makes remarks.
- Roz Abrams introduces John Mack Carter, Hearst Publishing.
- John Mack Carter presents Honorable MENTion Awards to Michael Bloomberg, Founder, Bloomberg Financial Markets, Richard Parsons, President, Time Warner, and Ron Perlman, CEO, Revlon. Each award recipient makes brief remarks.
- Betty Hudson makes brief remarks.
- Roz Abrams introduces Esther Silver Parker, President, AT&T Foundation.
- Esther Silver Parker presents Star Award to

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, DECEMBER 2, 1998
PAGE 3

Ann Sweeny, President ABC Disney.

- Ann Sweeny makes brief remarks.
- Roz Abrams introduces Bernell Grier, Fleet Bank's Community Development.
- Bernell Greir presents Star Award to Rosanna Rosada, Editor-in-Chief, el diario/LA PRENSA.
- Rosanna Rosada makes brief remarks.
- Roz Abrams introduces Dr. Westina Mathews, Secretary, Merrill Lynch Foundation.
- Dr. Mathews presents Star Award to Leslie Stahl, Co-Editor, 60 Minutes.
- Leslie Stahl makes brief remarks.
- Roz Abrams introduces Edwina Woodbury, Executive Vice President, Avon.
- Edwina Woodbury presents Star Award to Ellen Marram, former head of Tropicana.
- Ellen Marram makes brief remarks.
- Roz Abrams introduces Bridgett Macaskill, President & COO, Oppenheimer Funds.
- Bridgett Macaskill presents Star Award to Pamela Thomas Graham, Partner, McKinsey Co.
- Pamela Thomas Graham makes brief remarks.
- Roz Abrams introduces Francis Resheske, General Manager of Government Relations and Community Development, KeySpan Energy.
- Francis Resheske presents Star Award to Lulu Wang, Partner and CEO, Tupelo V Capital Management.
- Lulu Wang makes brief remarks.

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, DECEMBER 2, 1998
PAGE 4

- Roz Abrams introduces Dana Buchman, Fashion Designer.
- Dana Buchman presents Rising Star Award to Nancy Lublin, Founder & CEO, Dress for Success.
- Nancy Lublin makes brief remarks.
- Elenaor Guggengiemer makes brief remarks and introduces Muriel Siebert, President NYWA.
- Muriel Siebert introduces the First Lady.
- The First Lady makes remarks and departs en route the overflow room.

PARTICIPANTS: Approx. 3000 guests to attend.

8:50 pm-
9:05 pm

DROP-BY Overflow Crowd
Triannon Ballroom
New York Hilton
CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady has the option of making remarks or just working a ropeline and departing.

9:10 pm-
9:30 pm

MEET AND GREET
Green Room
New York Hilton
CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady will work a ropeline and greet all of the guests.

PARTICIPANTS: Approx. 70 guests to attend.

CONTACT: Eleanor Guggenheimer 212/831-8443

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, DECEMBER 2, 1998
PAGE 5

9:40 am **DEPART** New York Hilton
 EN ROUTE Waldorf Astoria

9:50 am **ARRIVE** Waldorf Astoria

12:10 pm **PROCEED** to West Foyer

GREETERS:

Administrator Aida Alvarez
Robert Morgenthau, District Attorney, Chairman,
Police Athletic League
Lucinda Morgenthau, Author
Whoopi Goldberg, Actress
Andrea Jung, President, AVON, Inc.
Anne Fuchs, Senior Vice President, Hearst
Publishing
Carrie Tuhey, In-Style Magazine
Amelia Bernstein, Honorary Co-Chair of Luncheon
Barbara Taylor Bradford, Novelist, Co-Chair of
Luncheon
Patricia Fili-Krushel, President, ABC Network, Co-
Chair of Luncheon
Jami Landi
Robert McGuire, Attorney, Former Police
Commissioner and President of Police Athletic
League
Tom Rollo
John Ryan, Executive Director, Police Athletic
League
Howard Safir, Police Commissioner
Liz Smith, Columnist

12:20 pm- **POLICE ATHLETIC LEAGUE'S WOMEN OF THE YEAR LUNCH**
1:40 pm Grand Ballroom
 Waldorf Astoria Hotel
 Hold: FLOTUS Suite
 OPEN PRESS FOR REMARKS/WH PHOTO

FORMAT:

- Liz Smith makes welcoming remarks.
- Lunch begins.
- Upon conclusion of lunch, Liz Smith makes

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, DECEMBER 2, 1998
PAGE 6

brief remarks and introduces the First Lady.

- The First Lady makes remarks and departs.

PARTICIPANTS: Approx. 600 guests to attend.

CONTACT: Anne Lawrence 212/477-9450 ext. 310

1:45 pm **DEPART** Waldorf Astoria
 EN ROUTE Rockefeller Center

1:50 pm **ARRIVE** NBC Studios

GREETER:

Sarabradly Koblegard, talent assistant

2:00 pm- **ROSIE O'DONNELL TAPING**
3:00 pm Studio 8G
 Rockefeller Center
 Hold: 8H7
 Phone: 212/664-3674
 Fax: 212/506-3962
 Staff Hold: 8H9
 Phone: 212/664-6973
 CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady enters the stage and tapes the segment with Rosie O'Donnell and departs.

PARTICIPANTS: Approx. 200 guests in the audience.

CONTACT: Rita Barry 212/506-3207

3:05 pm **DEPART** NBC Studios
 EN ROUTE Waldorf Astoria Hotel

3:10 pm **ARRIVE** Waldorf Astoria

7:50 pm **DEPART** Waldorf Astoria
 EN ROUTE Rockefeller Center
 1250 6th Ave. Entrance

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. schedule	Schedule for Hillary Rodham Clinton (partial) (1 page)	12/02/1998	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19011

FOLDER TITLE:

youth Development After School Violence #2 [binder] [2]

2013-0534-S
ry1770

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
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RR. Document will be reviewed upon request.

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SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, DECEMBER 2, 1998
PAGE 7

7:55 pm **ARRIVE** Rockefeller Center

GREETERS:

Dan Mathis, Production Associate
Geoffrey Wharton, Senior Managing Director,
Tishman Speyer Properties

8:00 pm-

MEET AND GREET

8:30 pm

Rockefeller Center
Hold: Rockefeller Center Christmas Store
Phone: 212/218-3120
CLOSED PRESS/WH PHOTO

PARTICIPANTS: Approx. 14 guests to attend. Please
see briefing book for complete list.

CONTACT: Geoffery Wharton 212/332-6501

8:40 pm

PROCEED to Christmas Tree Stage

8:50 pm

CHRISTMAS TREE LIGHTING CEREMONY

9:00 pm

Stage
Rockefeller Center
OPEN PRESS/LIVE ON NBC/WH PHOTO

FORMAT:

- The First Lady pushes the button to light the
tree with Garth Brooks.

9:05 pm

DEPART Rockefeller Center
EN ROUTE Private Residence

(b)(6)

[003]

9:20 pm

ARRIVE Private Residence

9:25 pm-

HOLBROOKE DINNER

11:00 pm

Private Residence
Phone: 212/325-4441
Fax: n/a
Staff Hold: Children's Bedroom
CLOSED PRESS/WH PHOTO

PARTICIPANTS: Approx. 26 people to attend. Please

see briefing book for complete list.

CONTACT: Richard Holbrooke 212/325-4441

11:05 pm **DEPART** Private Residence
 EN ROUTE Waldorf Astoria

11:20 pm **ARRIVE** Waldorf Astoria

RON Waldorf Astoria
 New York, NY

December 1, 1998

POLICE ATHLETIC LEAGUE'S WOMEN OF THE YEAR LUNCHEON

DATE:	Wednesday, December 2
TIME:	12:20 pm - 1:40 pm
LOCATION:	The Waldorf Astoria - Grand Ballroom New York, NY
FROM:	Brenda Costello

I. PURPOSE

To accept a special award at the 10th Annual Police Athletic League's (PAL) "Women of the Year" Luncheon.

II. BACKGROUND

On Wednesday afternoon you will attend the Police Athletic League's 10th annual "Women of the Year" Luncheon, held each year to raise funds for PAL's many youth prevention programs. These programs serve over 65,000 youngsters annually. At the luncheon, you will receive a special award for your special concern for children and for providing the 35,000 young girls that PAL serves each year with an exceptional role model. Past recipients of a special award include Matilda Cuomo and Barbara Bush.

An audience of over 600 is expected at Wednesday's luncheon, comprised of business leaders, celebrities, news organizations, philanthropists, and elected officials.

Annual Luncheon

Each year, the Women of the Year Luncheon is held to honor three women who have made a contribution in their field of expertise and serve as outstanding role models for girls. Proceeds from the Luncheon are used for a wide variety of educational and recreational programs. The 1998 PAL Women of the Year are Whoopi Goldberg, Andrea Jung, and Anne Fuchs. Chairs of this year's event are author Barbara Taylor Bradford, ABC Television Network President Pat Fili-Krushell, and philanthropist Amelia Bernstein. Liz Smith will serve as Emcee.

Previous "Women of the Year" honorees include last year's recipient and Chair of this year's luncheon, ABC Television Network President Pat Fili-Krushell, the first woman president of a TV network; Rosie O'Donnell, Libby Pataki, Donna Hanover, Gloria Steinem, Susan Taylor, Editor-in-Chief of Essence Magazine, professional tennis player Althea Gibson, who apparently picked up her first tennis racket at a PAL program; Vanessa Williams, Ann Moore, President of People Magazine, Leslie Stahl, and Judith Jamison, among others.

Police Athletic League (PAL)

Founded in 1914, PAL has become New York City's largest independent, non-profit youth organization serving more than 65,000 inner-city youngsters each year. PAL encourages youth living in the most neglected areas of the city to succeed through a wide range of educational and recreational programs. PAL operates more than 70 youth centers providing city youth with safe havens where they learn to read, receive help with their homework, and are encouraged to succeed in school and to prepare for their first jobs. In 1996 PAL realized its goal of opening a new South Bronx Community Center, one of three state-of-the-art centers with a computer lab and comprehensive library -- all part of the Capital Campaign effort. PAL's programs serve as many girls as boys.

Among the services PAL offers are educational programs such as career awareness and teen pregnancy counseling, employment training and placement programs, sports programs such as All Star baseball and softball games at Shea Stadium, summer programs and child care services.

PAL is the official youth agency of the New York City Police Department, although it receives no direct funding from them. Funding comes from corporate and foundation grants, direct mail, and special fundraising events such as the annual Women of the Year Luncheon. The recreational and educational programs are funded from private sector donations, corporations, and individuals. Additional funding from the City, NY state, as well as federal funding supplements the operating budget. In 1996, \$13.8 million was raised to support PAL's programs.

Administration Crime Prevention Efforts and Accomplishments in New York

- **Crime Falls 33% in New York:** Since 1992, New York's crime rate has fallen 33%. Violent crime and property crime have also declined 39% and 32% respectively. [1992 and 1997 Uniform Crime Reports]
- **Crime Has Dropped Sharply in Major Cities:** In New York City, between 1992 and 1997, serious crime, as indicated by the crime index, has declined 43%, with a 61% drop in murder, and a 51% drop in robbery. In addition, serious crime has also declined 28% in Rochester and 11% in Syracuse. [1992 and 1997 Uniform Crime Reports]
- **Reducing Crime with Drug Courts:** Working to reduce drug-related crime in New York, the Clinton Administration has recently awarded Drug Court grants to the communities of Amherst, Ithaca, Syracuse, Rensselaer County, Rockland County, and Suffolk County. The Administration had previously awarded grants to a number of New York communities including: Brooklyn, Buffalo, Rochester, the Bronx, Niagara Falls, Oswego, Queens, Albany, Fulton, Lackawanna, Mayville, Mount Vernon, New City, New York City, and

Tonawanda. Drug courts use the coercive power of the criminal justice system to combine drug testing, sanctions, supervision and treatment to push nonviolent, drug-abusing offenders to stop using drugs and committing crimes.

- **\$15 Million to Combat Domestic Violence:** Through the Violence Against Women Act, New York received \$15.1 million in federal funds in FY98 to establish more women's shelters and bolster law enforcement, prosecution and victims' services.
- **Nearly \$3.9 Million in Grants for Battered Women and Children:** In FY98, New York received \$3.9 million in HHS's Family Violence Prevention Program grants to assist women and children fleeing domestic abuse, an additional \$672,000 increase over FY97.
- **\$32.7 Million to Keep Drugs & Violence Out of New York's Schools:** New York receives \$32.7 million in FY99 for the Safe & Drug Free Schools Program, which invests in school security and drug prevention programs.

COPS

The President's 1994 Crime Bill funded **10,007 new police** officers in communities across New York. [through 11/98] Under the COPS Program, New York City has received over \$441 million. The funds have been used to hire or redeploy **6,756** officers, help purchase equipment and technology for law enforcement agencies, fund school-based partnerships, and combat domestic violence.

Prevention

The Administration funds a number of Juvenile Mentoring programs (JUMP) in New York through the Office of Juvenile Justice and Delinquency Prevention, including educational and dropout prevention programs for at-risk adolescents. OJJDP also provides some Title V - Community Prevention Grants, such as the Church Avenue Merchants Block Association Career Options for Youth (COFY) project. The goals of this project are early adolescent drug prevention, to increase the connection of disaffected children to school and society, and to increase the basic skills of adolescents aged 12-15.

Format

Event Chairs will welcome and make brief remarks, and PAL Chairman Robert Morgenthau will present awards. You will be introduced by Liz Smith. A list of head table guests is attached.

III. PARTICIPANTS

Head table

- Hon. Robert Morgenthau, Manhattan District Attorney and Chairman, PAL
- Lucinda Morgenthau, author
- Robert McGuire, Attorney, Former Police Commissioner and President, PAL
- John Ryan, Executive Director, PAL
- Amelia Bernstein, Honorary Co-Chair of Luncheon and philanthropist
- Richard Bernstien, VP, PAL; Chairman, RAB Holdings
- Barbara Taylor Bradford, author and Luncheon Co-Chair
- Patricia Fili-Krushel, ABC Television Network President, Luncheon Co-Chair
- Whoopi Goldberg, Actress and Honoree
- Andrea Jung, President, Avon Products and Honoree
- Anne Fuchs, Sr. Vice President of Group Publishing, Hearst Magazine and Honoree
- Liz Smith, Columnist and Emcee
- Mary McFadden, Couturier designer
- Lewis Rudin, Real Estate Developer
- Hon. Howard Safir, NYC Police Commissioner and PAL Honorary President
- Libby Pataki, First Lady, New York

Program

The First Lady
Liz Smith

IV. SEQUENCE OF EVENTS

- Liz Smith makes welcoming remarks
- Lunch begins
- Upon conclusion of lunch, Liz Smith makes brief remarks and introduces the First Lady
- The First Lady makes remarks and departs

V. PRESS

Open press (for remarks).

VI. REMARKS

Provided by Speechwriting.

Police Athletic League

Women of the Year



**10th Annual
Awards
Luncheon**

December 2, 1998
Waldorf=Astoria

The Women's Year Luncheon brings together leaders in business and society to honor celebrated women of achievement who are outstanding role models for PAL's 30,000+ girls.

While joining us for a most engaging and lively afternoon, you will be helping PAL make possible a wide range of educational and recreational programs for New York City's neediest children.

CHAIRS

Barbara Taylor Bradford
Patricia Fili-Krushel

HONORARY CHAIR

Amelia Bernstein

CO-CHAIRS

Roz Abrams Ann S. Moore
Caroline Hirsch Denise Rich

COMMITTEE

Aya Azrielant	Mary McFadden
Page Morton Black	Georgette Mosbacher
Cathy M. Brienza	Deborah Norville
Iris Cantor	Rosie O'Donnell
Margo Catsimatidis	Jane Pauley
Harriet Edelman	Phylicia Rashad
Linda A. Fairstein	Joan Rivers
Ann Froman	Courtney Sale Ross
Cheryl Gordon	Diane Sawyer
Carol Higgins Clark	Marie D. Schwartz
Laura Johnson, Esq.	Alexandra Simmonds
Phyllis Kreitman	Lesley Stahl
Allison Maher-Stern	Lucy Suarez
Betsy McCaughey-Ross	Irene C. Warshauer, Esq.
Cynthia McFadden	List in formation

Proceeds from the event will be used to fund programs for the 65,000 youngsters PAL serves each year, 50% of whom are girls. PAL improves the quality of life for inner-city children -- gives them opportunities they otherwise would not have and the chance to realize their capabilities and potential. Your gift is truly an investment in the future -- the future of our kids and of our city.

CHASE MANHATTAN BANK & MATTEL

celebrate

PAL'S 10th Annual

Women of the Year Luncheon



special award presented to
First Lady

Hillary Rodham Clinton



HONOREES

Whoopi Goldberg

Andrea Jung

Anne Fuchs

EMCEE

Liz Smith

Wednesday, December 2, 1998
11:45 a.m.

The Waldorf = Astoria
Grand Ballroom
Park Avenue at 50th Street



Informal Modeling
Mary McFadden Couture Collection
Raffle & Sweepstakes

PHOTOCOPY
PRESERVATION

People Magazine Teen
Pregnancy 12/1/98

**SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998**

FINAL

WASHINGTON, DC / NEW YORK, NEW YORK

NEW YORK

LEAD ADVANCE:	JULIE RENEHAN	
	WALDORF ASTORIA	ROOM 804
	212/355-3000	PHONE
	716/779-7072	FAX
	202/607-6207	CELL PHONE
 SITE ADVANCE:	 DAN LENOS	 ROOM 838
	202/256-5500	CELL PHONE
 SITE ADVANCE:	 ALISON STEIN	 ROOM 1242
 SITE ADVANCE:	 GREG HALE	 ROOM 1510
 SITE ADVANCE:	 PETE SELFRIDGE	 212/255-3770
 SITE ADVANCE:	 KAREN FINNEY	 212/343-6733
 PRESS ADVANCE:	 ANU RANGAPPA	 ROOM 1027
 PRESS ADVANCE:	 LARS ERICKSON	 ROOM 1575
 SCHEDULER:	 EVAN RYAN	
	202/456-6751	PHONE
	202/456-5340	FAX
	202/483-0383	HOME
	WHCA PAGER	#4223

PREV RON The White House

10:30 am- **BRIEFING**
10:35 am Diplomatic Reception Room
 CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
Capricia Marshall
Laura Schwartz

CONTACT: Capricia Marshall 202/456-7136

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998
PAGE 2

10:30 am- **CHRISTMAS TREE ACCEPTANCE**
10:45 am South Lawn
OPEN PRESS

FORMAT:

- The First Lady proceeds to the South Portico and is greeted by the Tree growers and Gary Walters.
- Horse-drawn wagon approaches the South Portico from the direction of the Sculpture Garden.
- The First Lady walks around the front of the wagon to the other side of the tree.
- Tree growers tell the First Lady about the tree.
- The President of the National Tree Grower Association is introduces to the First Lady by Gary Walters.
- The First Lady takes a few questions from the press.
- The First Lady takes a photo on the South Portico with the choir.
- The First Lady proceeds to the Diplomatic Reception Room and takes a photo with the families.

CONTACT: Capricia Marshall 202/456-7136

11:00 am **DEPART** South Portico
EN ROUTE Andrews Air Force Base
[drive time: 25 minutes]

11:25 am **ARRIVE** Andrews Air Force Base

11:35 am **WHEELS UP** Andrews Air Force Base
EN ROUTE New York, New York
[flight time: 55 minutes]
[meal: lunch]

12:30 pm **WHEELS DOWN** New York, New York

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998
PAGE 3

12:45 pm **DEPART** LaGuardia International Airport
 EN ROUTE TIME/LIFE Building
 [drive time: 30 minutes]

1:15 pm **ARRIVE** TIME/LIFE Building

 INSIDE GREETERS: TBD

1:30 pm- **PEOPLE MAGAZINE/TEEN PREGNANCY PREVENTION LUNCHEON**
2:00 pm 8th Floor Auditorium
 TIME/LIFE Building
 Hold: Conference Room A
 Phone: 212/522-1804
 Fax: 212/522-2793
 Staff Hold: same as above
 OPEN PRESS(for remarks)/WH PHOTO

FORMAT:

-Ann Moore introduces the First Lady into the room with Anne Zehren, publisher, Teen PEOPLE, and Christina Ferrari, managing editor, Teen PEOPLE.

-The First Lady proceeds to her seat.

1:40 pm -Sarah Brown, Executive Director, National Campaign to Prevent Teen Pregnancy, introduces Former Governor Thomas Kean of New Jersey, and Chair of the National Campaign to Prevent Teen Pregnancy.

-Thomas Kean introduces the First Lady.

-The First Lady makes remarks.

-Upon conclusion of the First Lady's remarks, Christina Ferrari proceeds back to stage to present the checks to two charities with the First Lady.

-Christina Ferrari introduces Melody Gonzalez from Girls, Inc., and presents check with the First Lady.

-Melody Gonzalez makes brief remarks.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. schedule	Schedule for Hillary Rodham Clinton (partial) (1 page)	12/01/1998	b(7)(E)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19011

FOLDER TITLE:

youth Development After School Violence #2 [binder] [2]

2013-0534-S
ry1770

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998
PAGE 4

-Christina Ferrari introduces Brandon Marcado from Inwood House, and presents check with the First Lady.

-Brandon Marcado makes brief remarks.

-Ann Moore concludes program and escorts the First Lady out.

PARTICIPANTS: 150 guests

CONTACT: Frankie Whelan 212/522-9232

2:00 pm

DEPART TIME/LIFE Building
EN ROUTE Bellevue Hospital
[drive time: 25 minutes]

[004]

MOTORCADE MANIFEST

(b)(7)e

2:25 pm

ARRIVE Bellevue Hospital

GREETERS:

Carlos Perez, Executive Director, Bellevue Hospital Center
Perri Klass, Medical Director, National Reach Out and Read
Dr. Bernard Dreyer, Medical Director, Bellevue Pediatric Resource Center

2:30 pm-

PHOTO-RECEIVING LINE

2:40 pm

Cafeteria Ante-Room
Bellevue Hospital
Hold: AIDS Program Office, 12E12
Phone: 212/562-4197
Fax: 212/562-3916
Staff Hold: AIDS Program Office, 12E12
Phone: 212/562-3906
Fax: 212/562-3916

CLOSED PRESS/WH PHOTO

PARTICIPANTS: 20-25 guests

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998
PAGE 5

CONTACT: Linda Van Schaick 212/562-3165

2:45 pm-
3:10 pm

REACH OUT AND READ LAUNCH

Rose Room

Bellevue Hospital

Hold: AIDS Program Office, 12E12

Phone: 212/562-4197

Fax: 212/562-3916

Staff Hold: AIDS Program Office, 12E12

Phone: 212/562-3906

Fax: 212/562-3916

EXPANDED POOL PRESS/WH PHOTO

FORMAT:

- The First Lady is announced into the Rose Room.
- Carlos Perez, Executive Director, Bellevue Hospital, makes welcoming remarks and introduces Dr. Barry Zuckerman, Founding Director, Reach Out and Read.
- Dr. Barry Zuckerman makes brief remarks and introduces Dr. Leora Mogilner, Director, Reach Out and Read, Mt. Sinai Hospital.
- Dr. Leora Mogilner makes brief remarks and introduces Richard Robinson, Chairman and CEO, Scholastic Corporation.
- Richard Robinson makes brief remarks and introduces Patricia Schroeder, Chairman and CEO, Association of American Publishers.
- Patricia Schroeder makes brief remarks and introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion of remarks, the First Lady has the option of working a ropeline on departure.

PARTICIPANTS: 250 guests

CONTACT: Linda Van Schaick 212/562-3165

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998
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3:15 pm-
3:30 pm

BOOK READING

Conference Room
Bellevue Hospital
Hold: AIDS Program Office, 12E12
Phone: 212/562-4197
Fax: 212/562-3916
Staff Hold: AIDS Program Office, 12E12
Phone: 212/562-3906
Fax: 212/562-3916
POOL PRESS/WH PHOTO

FORMAT:

- The First Lady is escorted into the Conference Room by Perri Klass, Medical Director, National Reach Out and Read, and Dr. Benard Dreyer, Medical Director, of Bellevue Pediatric Resource Center.
- The First Lady takes her seat at the front of the room.
- The First Lady reads a book to the children.
- The First Lady departs.

PARTICIPANTS: 11 children

CONTACT: Linda Van Schaick 212/562-3165

3:35 pm

DEPART Bellevue Hospital
EN ROUTE NYU Child Study Center
[drive time: 5 minutes]

MOTORCADE MANIFEST

(b)(7)e

3:40 pm

ARRIVE NYU Child Study Center

GREETERS:

Dr. Harold Koplewicz, Director
Dean Robert Glickman, NYU Medical Center

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998
PAGE 8

3:45 pm- **DROP-BY NYU Child Study Center**
4:00 pm **NYU Child Advocacy Center**
Hold: Room 127B
Phone: 212/263-6622
Fax: 212/263-0484
Staff Hold: Room 130
Phone: 212/263-6622
CLOSED PRESS/NYU PHOTO/WH PHOTO

FORMAT:

-Dr. Harold Koplewicz, Director, and Dr. Glenn Hirsch, Assistant Director, NYU Child Study Center, lead the First Lady on a tour of video monitoring room, therapy room, and the interactive computer learning area.

CONTACT: Peter Manning 212/473-3752

4:05 pm **DEPART NYU Child Study Center**
EN ROUTE Waldorf-Astoria
[drive time: 10 minutes]

MOTORCADE MANIFEST

(b)(7)e

4:15 pm **ARRIVE Waldorf-Astoria**

GREETERS:

4:30 pm- **DOWN TIME**
6:30 pm

ASTOR ROOM GREETERS:

Bobbie Handman, People for the American Way
Norman Lear, Chairman, People for the American Way

6:30 pm- **PEOPLE FOR THE AMERICAN WAY RECEPTION**
7:00 pm **Astor Room**
Waldorf-Astoria
Attire: Black tie
Hold: FLOTUS Suite
OPEN PRESS

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998
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FORMAT:

- Carol Shields, President, People for the American Way, introduces the First Lady.
- The First Lady makes remarks.
- The First Lady has the option of working a ropeline on departure.

PARTICIPANTS: 400 guests

CONTACT: Bobbie Handman 212/944-5820

7:05 pm

DEPART Waldorf-Astoria
EN ROUTE Cipriani Building, 55 Wall Street
[drive time: 25 minutes]

MOTORCADE MANIFEST

(b)(7)e

7:30 pm

ARRIVE Cipriani Building, 55 Wall Street

GREETERS:

Peter Manning, Producer, Child Advocacy Award
Dinner
Brooke Neidich, Chairman, NYU Child Study Center
Dr. Harold Koplewicz, Director, NYU Child Study
Center
Ann Tenenbaum
Tom Lee

BACKSTAGE GREETERS:

John Corzine, Event Chairman
Jay Oliva, President, NYU
Dean Glickman, NYU Medical School

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998
PAGE 10

7:30 pm-
8:30 pm

NYU CHILD ADVOCACY DINNER

Main Room
Cipriani Building
55 Wall Street
Attire: Business
Hold: Club Room East Conference Room
Phone: 212/797-9255
Fax: 212/363-4324
Staff Hold: Club Room East Office
Phone: 212/797-9255
OPEN PRESS (for remarks) / WH PHOTO

FORMAT:

- The First Lady is announced into the room and escorted to her seat by John Corzine.
- Nine minute video on the NYU Child Study Center is shown.
- Brooke Neidich, Chairman, NYU Child Study Center, makes brief remarks and introduces Jay Oliva, President, NYU.
- Jay Oliva makes brief remarks and introduces Dean Glickman, NYU Medical School.
- Dean Glickman makes brief remarks and introduces Dr. Harold Koplewicz, Director, NYU Child Study Center.
- John and Joanne Corzine, Event Co-Chairs, present the First Lady with Child Advocacy Award.
- The First Lady makes remarks.
- The First Lady has the option of working a ropeline on departure.

PARTICIPANTS: 250 guests

CONTACT: Peter Manning 212/473-3752

8:35 pm

DEPART Cipriani Building, 55 Wall Street
EN ROUTE Marriott Marquis
[drive time: 25 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998
PAGE 11

MOTORCADE MANIFEST

(b)(7)e

9:00 pm **ARRIVE Marriott Marquis**

GREETERS:

Rosie O'Donnell
Maureen Crimmins, Rosie O'Donnell's sister
Dan Crimmins, Rosie O'Donnell's brother-in-law
Michael Smith, Executive Director, For All Kids
Foundation
John Kalinski, Resident Manager, Marriott Marquis

9:00 pm-
tbd

FOR ALL KIDS FOUNDATION DINNER

Broadway Ballroom
Marriott Marquis
45th & Broadway
Attire: Black tie
Hold: Palace Room
Phone: 212/536-4968
Fax: 212/536-4905
Staff Hold: Wintergarden Room
Phone: 212/536-4969
CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady proceeds to her seat unannounced.
- Rosie O'Donnell introduces Bette Midler.
- Bette Midler shows a video and presents award to Jane and Michael Eisner.
- Jane and Michael Eisner accept award.
- Rosie O'Donnell introduces Mary Tyler Moore.
- Mary Tyler Moore shows video and presents award to Melinda and Bill Gates.
- Melinda and Bill Gates accept award.

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, DECEMBER 1, 1998
PAGE 12

- Rosie O'Donnell introduces Whoopi Goldberg.
- Whoopi Goldberg shows a video and presents award to the First Lady.
- The First Lady accepts award and makes remarks.
- Rosie O'Donnell closes award presentation and introduces Barry Manilow.
- The First Lady may depart or stay for the Barry Manilow performance (45 minutes).

PARTICIPANTS: 650 guests expected.

CONTACT: Rita Barry 212/506-3207

tbd

DEPART Marriott Marquis
EN ROUTE Waldorf-Astoria
[drive time: 10 minutes]

MOTORCADE MANIFEST

(b)(7)e

tbd

ARRIVE Waldorf-Astoria

RON

Waldorf-Astoria
New York, New York

WEATHER FORECAST FOR WASHINGTON, DC: Variably cloudy in the morning, becoming mostly sunny and cooler. Low 47. High 68.

WEATHER FORECAST FOR NEW YORK, NEW YORK: Periods of clouds and sunshine. Low 40. High 63.

WASHINGTON, DC EVENTS:

KENNEDY CENTER

Exploring Russian Ballet
The Magic Fire
Sarah Rothenberg, pianist, and NSO musicians
Shear Madness

First Lady Hillary Rodham Clinton
People Magazine/Campaign to Prevent Teen Pregnancy Luncheon

New York City, NY
December 1, 1998

(The first part of the speech was cut off of the audio tape. Therefore, the first six paragraphs may not correspond exactly with Mrs. Clinton's remarks as delivered. Please do not quote directly from this section.)

I want to start by thanking our co-hosts, Ann Moore and Pat Fili-Krushel, for organizing this luncheon and for using their powerful voices to make a difference in the fight against teen pregnancy. I had the honor in May 1997, to present Ann with an award at the White House for all she's done to educate Americans, young and old, about the tragedy of teen pregnancy and what they can do to prevent it.

And I'm told that I, in turn, have also distinguished myself in her magazine. It seems that back in 1993, I became the first person ever to be on both the best-selling and the worst-selling covers of PEOPLE in the same year. So I want to thank PEOPLE, not only for being such wonderful hosts to us all, but also for taking another chance on me today.

That next year, PEOPLE did indeed take a another chance on a cover. As Ann tells it, it was during the days of O.J., Tanya Harding, and Susan Smith -- and they decided instead to put teen pregnancy on the cover, and fill the pages with the real voices of teen moms.

And this is what they had to say: "Ever since I've had Caitlin, I haven't felt like a teenager. I've felt like a mom." "I didn't think I'd get pregnant." And finally, "I made a mistake and I'm going to have to live with it. But I won't have a normal life." These are the voices all young people must hear.

And I want to thank the National Campaign to Prevent Teen Pregnancy and each of you for working to make that possible so that all children can live like children should today and grow up to lead this country tomorrow.

I remember at the State of the Union in 1995, when my husband challenged parents and leaders across the country to create a National Campaign to Prevent Teen Pregnancy. After the applause died down, a group of dedicated individuals rolled up their sleeves and got to work. Many are in this room today. I especially want to thank Governor Tom Kean, for taking on this cause, championing it, and making it bipartisan right from the beginning. I also want to thank a woman who has made this her...

(Begin actual transcript.)

...life's work and that's Belle Sawhill, who served in my husband's first Administration in the Office of Management and Budget. She really pulled together this entire campaign with her commitment, her vision, and her economist's expertise. And, Belle, it could not have been done without you.

Then, of course, bringing Sarah Brown in was a stroke of genius because she knew as much about teen pregnancy and infant mortality -- often two related subjects -- as anybody in the country.

I think you remember shortly after I moved in to the White House, Sarah came to see me and we sat together and kind of ran through all the ideas we could imagine about what we could do to address this and related issues. She brought to her leadership position not only dedication and understanding, but a real personal stake in it, being a mother of three teenage daughters. And so Sarah has come with personal and professional credentials.

Sarah told some of us recently that she had met with a group of teenage boys in Austin, Texas, and when it came time for questions, one of the young men raised his hand. And she thought it would be the kind of question she's heard from many people about what we can do about teen pregnancy, but instead he asked a very different question. He asked, "What's wrong with teen pregnancy?" And that was an important question for Sarah to be asked and for him to ask because, for a lot of people coming out of different traditions and backgrounds, coming from families where maybe their own mother was a teen mother, it is sometimes difficult to make the case as forcefully as we would like that what might have been acceptable and even doable fifty years ago, is no longer really a possible option for most young people who need more education and more support and face far more temptations than were faced by generations a few decades back. So what's wrong with teenage pregnancy is really a question that each of us has to answer over and over and over again until we've reached everyone like that young man who really doesn't know.

From the very first days, the Campaign has worked to answer that question. When it first came together in late 1995, the President chaired a meeting at the White House where diverse leaders like Ann Moore, Whoopi Goldberg, David Hamburg, Sarah Brown, and Belle Sawhill outlined their vision for this campaign. They saw it as a real partnership between the public and the private sectors, between business and not-for-profits, between community groups and parents. And so they were already on target in thinking of the ways we could address and answer that young man's question.

In large measure, because of this partnership we are now at a turning point in the struggle against teen pregnancy. Teens are getting the message that teen pregnancy is a one-way ticket -- and not just to dreams deferred but to the ending of dreams. Fewer teens are now getting pregnant, fewer teens are giving birth, and fewer teens are having abortions. So we are being successful on all three fronts: fewer pregnancies, fewer births and fewer abortions. More teenagers are understanding their responsibility, working up the courage that it takes to say no, or being smart and responsible enough to use contraceptives. And perhaps the most important and best news of the last several years is that the birth rate for African American teenagers has dropped a full 21 percent. And that is an astonishing accomplishment. I want personally to commend the African American community across this country -- parents and church groups and community leaders, who all came together and demanded something better of their children and set higher expectations.

Now we know, though, that there are many young people for whom this is still a very real life challenge, and so we have a lot of work ahead of us. And we have some particular groups of people that we have to be concerned about. Young women become pregnant for a host of different reasons. Some don't understand why it's a bad idea, like the young man in Austin who asked the question. Some, though, are coerced by older boyfriends and men, and we need to protect these young girls better than we do now. Others are behind in school, are having problems at home and see this as a way out, see it as way that they can gain maturity, status and somebody to love them. So there is a complex of reasons that we have to address.

And we need to do everything we can using every strategy at our disposal to try to reach every single teenager. And the Administration working with the Campaign is doing just that. For example, under the new welfare reform law we're telling unmarried teen parents that they have to stay in school and live at home or with a responsible older adult in order to receive assistance, including the transition assistance and education assistance they need. There will be more second chance homes where girls can learn the skills to become good parents and avoid getting pregnant again. There will be more abstinence education programs. We are also supporting innovative teen pregnancy programs that reach about 30 percent of American communities and are designed specifically for the communities they address, such as the Administration's new "Girl Power" campaign we are working on with athletes, girl scouts, and others to help girls who often fall victim to the minefields of

adolescence to stay healthy and stay confident and stay away from the dangers of pregnancy. We are also working with young men, a very important part of this equation. I was pleased that the President's plan for after-school programs was successful in this last budget. It provided more than \$200 million to give young people safe and supervised places to go after school to keep them away from the crime and sexual activity that too often occurs between 3 and 8 p.m. on every single school day. But we still have four in 10 young women getting pregnant at least once in their teens, and our nation is still paying an annual cost of \$7 billion related to health and social and other kind of needs.

We also have a problem with Hispanic youngsters, and I was particularly pleased to notice on the guest list that we have representatives from our Hispanic American media. For the first time in history, Hispanic youngsters have the highest teenage birth rate in our nation. They are also now the group most likely to attempt suicide and most likely to leave high school -- a full 30 percent drop out and many never even enroll. So although we've made progress in the African American community, which has gotten so much attention in the last several years, we need now to put equal amounts of attention in the Hispanic American community. And again the reasons are very complex, especially among new immigrants and their children coming from countries very diverse in Central and South America. There are different messages that have to be used to reach these young people. But I think all of us should be very concerned about not only the high teenage birthrate but the high suicide attempt rate among Hispanic young people.

So we've got a lot to do ahead of us. But I think if we continue on the path the Campaign has charted; if we recognize that we're not going to reach young people by lecturing at them or handing them a brochure but need to be much more active in their communities, in their schools, in their churches. And if we are much more realistic in talking to them about their lives, then we know we can make a difference. And I've noticed in the media some of the ways you've done that to reach our teenagers, and I want to thank you. Some of you know that we usually scan magazines read by teenagers. You know, it's all about how girls look, what boys want, how you can make yourself more attractive and more appealing. The message is just a constant one of how the most important thing in the world is to find some boy who thinks that you're special and then have a relationship. But finally we are beginning to see some countervailing messages as well.

After the "Real World" episodes with Pedro Zamora, MTV says more children wrote, called and e-mailed them than ever before. For the first time they said they understood that AIDS could actually happen to them. When young people opened up Teen People a few months ago, there were some pictures of some really attractive, good looking teenagers who said they weren't going to engage in sexual activity and they were cool about it. And that sent a very positive message to the young women who read that magazine. When teenagers tuned in to the BET town hall meeting they could hear the voices of real teenagers who called in and told them what it was like to be a teen mother. One 18-year-old called in -- she has three children -- and she described the struggle she faces every day. There is nothing romantic about it, it's not all dressing her children up in these cute little clothes and showing them off to her friends. It's getting them up in the morning, getting them clothed, getting them bathed, feeding them, putting a roof over their heads.

And thanks to Pat and others of you at ABC, when young people turn on One Life to Live right now, they'll meet Jessica, a young girl whose pregnancy led her to elope and disrupt the life of her entire family. One teenager apparently wrote in about this story line and said, "It's good to see someone on TV struggle with this situation and give the message that it is better to wait, and that if you do have sex to use protection." Now imagine what we could do if even more of the media began putting out messages like that, not just on an occasional basis but on a regular basis -- a daily, weekly, monthly basis. So that we could begin to rebuild children's understanding of what reality really is, what parenthood really is, what the demands and responsibilities are.

Through the work that I've done with teenage girls who become pregnant, going back now, I guess, about 25 years, I am always stunned at how these girls have in their minds this sort of white picket fence, happily-ever-after idea of what is going to happen to them. I've talked with girls who have, literally, only the clothes on their back and the diapers for their babies who've told me with a totally straight face and all this anticipation in their voice that their boyfriend really is going to come back from the army and marry them and they'll live happily ever after, or as soon as he gets a better job they'll be a family, or everything is going to work out just fine. Well, they need to understand that maybe once in a blue moon somewhere sometime, that does happen, but the real story -- the real tragedy, the real struggles -- of these teenage moms is nothing that they want to dream about or aspire to.

So the more we can demonstrate the gritty reality of what happens to these young men and women who enter into early parenthood too soon, the more we are going to be sending a message of responsibility and of hope. That there is something worth waiting for, there is a future out there that they can have if they stay in school, they get educated, they obtain job skills so that eventually they will be able to support the children that they want so desperately to have.

I know that there has been a powerful video created that asks us to imagine a country where babies don't have babies, where children play outside instead of staying inside to take care of their own children, where no young person ever has to ask what's wrong with teen pregnancy. Well, you are helping us to imagine that country and imagine the lives that will be lived in that country, and the success you've already demonstrated gives me enormous hope that when we meet again next year and the year after and the years to come, we'll see even more progress, and even more young men and women will have something to say "yes" to in their lives. And the messages they receive will reinforce a life of productivity and responsibility and true happiness as they get older and are able to take on the role of being a parent.

Thank you all very much.



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**PHOTOCOPY
PRESERVATION**

Column After-School
11/18/98

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, NOVEMBER 18, 1998

FINAL

SAN SALVADOR, EL SALVADOR/GUATEMALA CITY, GUATEMALA/ANTIGUA, GUATEMALA

SAN SALVADOR, EL SALVADOR

LEAD ADVANCE:	PAT HALLEY	
	HOTEL PRINCESS	ROOM 208
	011-503-298-4545	PHONE
	011-503-240-0151	STAFF OFFICE PHONE
	011-503-298-4500	HOTEL FAX
	011-503-887-5150	CELL

SITE ADVANCE:	PAUL RIVERA	
	HOTEL PRINCESS	ROOM 210
	011-503-886-6504	CELL

SITE ADVANCE:	DAVE GREELISH	
	HOTEL PRINCESS	ROOM 206
	011-503-886-0967	CELL

PRESS ADVANCE:	LAURA DIBIASE	
	HOTEL PRINCESS	ROOM 207
	011-503-887-5133	CELL

RON ADVANCE:	ERIC WOODARD	
	HOTEL PRINCESS	ROOM 211
	011-503-887-3467	CELL

GUATEMALA

LEAD ADVANCE:	CHERI STOCKHAM	
	CASA SANTO DOMINGO	ROOM 225
	011-502-832-0140	PHONE
	011-502-832-4159	STAFF OFFICE
	011-502-832-4158	FAX
	011-502-203-6987	CELL

SITE ADVANCE: (GUATEMALA CITY)	GREG HALE	
	MARRIOTT HOTEL	ROOM 755
	011-502-331-7777	PHONE
	STAFF OFFICE	ROOM 868
	011-502-360-9733	FAX
	011-502-203-2313	CELL

SITE ADVANCE: (GUATEMALA CITY)	BRIAN MOSTELLER	
	MARRIOTT HOTEL	ROOM 770
	011-502-201-5815	CELL

SITE ADVANCE: (ANTIGUA)	DENVER PEACOCK	
	CASA SANTO DOMINGO	ROOM 136
	011-502-203-1575	CELL

SITE ADVANCE: (ANTIGUA)	SHANNON GUINN	
	CASA SANTO DOMINGO	ROOM 135
	011-502-202-9824	CELL

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, NOVEMBER 18, 1998
PAGE 2

PRESS ADVANCE: JOI HILTON
CASA SANTO DOMINGO ROOM 134
011-502-203-2785 CELL

PRESS ADVANCE: KELLY AMICO
MARRIOTT HOTEL ROOM 763
011-502-203-2276 CELL

RON ADVANCE: ALLISON STEIN
CASA SANTO DOMINGO ROOM 226
011-502-203-2185 CELL

SCHEDULER: MOLLY BUFORD
202/456-5315 PHONE
202/456-5340 FAX
202/244-2125 HOME
WHCA PAGER #4452

PREV RON Hotel Princess
San Salvador, El Salvador

8:45 am **DEPART** Hotel Princess
EN ROUTE San Salvador Airport

9:25 am **ARRIVE** San Salvador Airport

GREETER:
Mrs. Calderon Sol

9:40 am **WHEELS UP** San Salvador, El Salvador
EN ROUTE Guatemala City, Guatemala
[flight time: 35 minutes]
[time change: none]
[meal: snack]

10:15 am **WHEELS DOWN** Guatemala City Airport

GREETERS:
Mrs. Patricia de Arzu
Eduardo Stein, Foreign Minister
Myrna Stein, wife of Foreign Minister
Claudia de Flores, wife of the Vice President
Ms. Isabel Arzu, daughter of President Arzu
Dr. Eduardo Stein Barillas, Foreign Minister
Gabriel Aguilera Peralta, Vice Minister of Foreign
Relations
Carlos Jimenez Licon, Vice Minister of Foreign
Relations

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005. schedule	Schedule for Hillary Rodham Clinton (partial) (1 page)	11/18/1998	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19011

FOLDER TITLE:

youth Development After School Violence #2 [binder] [2]

2013-0534-S
ry1770

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, NOVEMBER 18, 1998
PAGE 3

Thelma Gonzalez, Director of General Chancery
Myrian de la Roca, Director, Bilateral Foreign
Policy
Arturo Duarte, Director, Multilateral and Economic
Foreign Policy
Maria Luz de Zyriek, Director of Protocol

10:30 am **DEPART** Guatemala City Airport
EN ROUTE National Palace

10:50 am **ARRIVE** National Palace

10:50 am **PROCEED** via Elevator to 2nd Floor

GREETER:
President Arzu

NOTE: The First Lady, accompanied by President Arzu and Mrs.
Arzu, for an official photo.

10:55 am- **COURTESY CALL** w/President and Mrs. Arzu
11:10 am President's Office
HRC Hold: Room #7A
Phone: (b)(6)
Staff Hold: Room #7B
Interpretation: whisper
POOL SPRAY AT TOP/OFFICIAL PHOTO

[005]

PARTICIPANTS:
The First Lady
President Arzu
Mrs. Patricia Arzu
Dr. Luis Alberto Flores, Vice President
Dr. Eduardo Stein, Minister of Exterior Relations
Dr. Gustavo Porras, Private Secretary of the
President
Ricardo Quinonez, Planning and Programming
Secretariat
Mariano Rayo, Manager of the Presidency
William Stixrud, Ambassador to the United States
Ambassador Donald Planty
Melanne Verveer
John Hamilton
Mark Schneider
Ted Piccone

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, NOVEMBER 18, 1998
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11:15 am-
12:00 pm

MEETING WITH PRESIDENT ARZU AND SOCIAL CABINET
Reception Room
Interpretation: Simultaneous
POOL SPRAY AT TOP/OFFICIAL PHOTO

FORMAT:

- The First Lady proceeds to the Banquet Room, escorted by Vice President Flores.
- Vice President Flores makes welcoming remarks and introduces the First Lady.
- Emilio Saca makes brief remarks and introduces the ten minute film presentation on the damage of Hurricane Mitch in Guatemala.
- Vice President Flores opens the discussion.
- Vice President Flores closes the discussion and gives brief closing remarks.
- Upon conclusion of the discussion, the First Lady has the option of giving closing remarks.
- The First Lady will be escorted out of the palace by Vice President Flores.

PARTICIPANTS:

The First Lady
President Arzu
Mrs. Patricia Arzu
Dr. Luis Alberto Flores, Vice President
Marco Tulio Sosa, Minister of Public Health and Assistance
Arabella Castro, Minister of Education
Pedro Miguel Lamport, Minister of Public Finance
Fritz Garcia Gallont, Minister of Communications, Transport and Public Works
Mariano Ventura, Minister of Agriculture and Livestock
Raquel Zelaya, Secretary for the Peace
Ricardo Quinonez, Planning and Programming Secretariat
Emilio Saca, Executive Secretary of the Presidency
Gustavo Blanco, Executive Secretary of the Vice

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, NOVEMBER 18, 1998
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Presidency
Ana Maria de Robles, Office of the First Lady,
Secretariat of Social Works
Maria Isabela de Saca, Office of the First Lady,
Secretariat of Social Works
Enrique Godoy, Executive Director of the National
Fund for Peace
Melanne Verveer
Mark Schneider
John Hamilton
Ted Piccone

12:00 pm **PROCEED** via Elevator to 1st Floor

12:05 pm **DEPART** National Palace
 EN ROUTE Ambassador's Residence

12:25 pm **ARRIVE** Ambassador's Residence

12:30 pm-
1:30 pm **PEACE AND RECONCILIATION DISCUSSION**
Dining Room
Ambassador's Residence
HRC Hold: VIP Bedroom, 2nd Floor
Phone: (b)(6)
Fax: 011-502-33-6954
Staff Hold: Library
Translation: Simultaneous
POOL SPRAY AT TOP/PENCILS REMAIN/OFFICIAL PHOTO

FORMAT:

- The First Lady greets the participants and proceeds to the table, accompanied by the roundtable participants.
- Ambasssador Donald Planty makes brief welcoming remarks.
- Mrs. Arzu makes brief opening remarks.
- The First Lady makes remarks and opens the discussion.
- Ambassador Planty moderates and closes the discussion.
- The First Lady has the option of making

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, NOVEMBER 18, 1998
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closing remarks.

PARTICIPANTS:

The First Lady
Mrs. Arzu
Minister Arabella Castro
Myrna de Stein
Claudia de Flores
Ambassador Planty
Melanne Verveer
Marsha Berry
Kelly Craighead
Mark Schneider
John Hamilton
Ted Piccone
Please see briefing book for additional audience members.

1:35 pm **DEPART** Ambassador's Residence
 EN ROUTE Colonial Museum, Antigua, Guatemala

2:30 pm **ARRIVE** Colonial Museum

GREETERS: (foyer)

Enrique Montano, Governor of Sacatepequez
Victor Hugo Del Pozo, Mayor of Antigua

GREETERS: (hallway)

Sara Linda Simnilox Larios, 11 years old
Raquel Elizabeth Isem Lopez, 11 years old
Manuela Quino Chano, 13 years old
Margarita Ordonez Domingo, 11 years old
Maria Lucrecia Caniz Ixchajchal, 12 years old

2:35 pm-
3:35 pm

EDUCATION REFORM EVENT

Salon Principal
Colonial Museum
HRC Hold: Director's Office
Phone: 011-502-832-0429
Fax: n/a
Staff Hold: Library
Interpretation: Simultaneous
OPEN PRESS/OFFICIAL PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, NOVEMBER 18, 1998

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FORMAT:

- The First Lady, accompanied by Manuela Quino Chano, views four education displays.
- The First Lady, accompanied by stage participants, is announced onto stage in the Salon Principal.
- Arabella Castro, Minister of Education, makes welcoming remarks and introduce Guillermina Herrera, Dean of University Rafael Landivar.
- Guillermina Herrera makes remarks and introduces Floridalma Meza, Director, National Literacy Council (CONALFA).
- Floridalma Meza makes remarks and introduces Otilia Lux de Coti, Member, Girls Education Association and Mayan Womens' Issues Leader.
- Otilia Lux de Coti makes remarks and introduces the First Lady.
- The First Lady makes remarks invites the and signers to the table for the signing ceremony.
- Mark Schneider, Ambassador Planty, Floridalma Meza and Gretchen Dykstra, Board Member, Save the Children, sign the agreements. The First Lady stands behind the table to witness the signing.
- The First Lady pauses for a group photo, has the option to work a ropeline and departs.

PARTICIPANTS: Approx. 100 people to attend.

3:40 pm

DEPART Colonial Museum

EN ROUTE Brother Pedro de Betancourt Hospital

3:55 pm

ARRIVE Brother Pedro de Betancourt Hospital

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, NOVEMBER 18, 1998

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GREETERS:

Marco Tulio Sosa, Minister of Health
Dr. Jose del Busto, Director, Pedro de Bethancourt
National Hospital
Dr. Elizabeth de Bocaletti, Director, MotherCare
Letitia Toj, Director, R'xin Tinamit

4:00 pm-

5:00 pm

MOTHERCARE EVENT

Salas de Reunions
Brother Pedro de Betancourt Hospital
HRC Hold: Director's Office
Phone: 011-502-832-4017
Fax: 011-502-832-2107
Staff Hold: Sub-Director's Office
Interpretation: whisper, simultaneous for remarks
OPEN PRESS/OFFICIAL PHOTO

FORMAT:

- The First Lady, accompanied by Marco Tulio Sosa, Dr. Elizabeth de Bocaletti and Letitia Toj, observes a midwife training session.
POOL SPRAY AT TOP/PENCILS REMAIN
- The First Lady, accompanied by accompanied by Marco Tulio Sosa, Dr. Elizabeth de Bocaletti and Letitia Toj, proceeds to the stage.
- Marco Tulio Sosa makes brief welcoming remarks and introduces Letitia Toj.
- Letitia Toj makes brief remarks and introduces Dr. Elizabeth de Bocaletti.
- Dr. Elizabeth de Bocaletti makes brief remarks and introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion of the remarks, Amalia Vazquez de Garcia presents the First Lady with a traditional cloth.
- The First Lady has the option of working a ropeline and departs.

SCHEDULE FOR HILLARY RODHAM CLINTON
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PARTICIPANTS: Approx. 50 guests to attend.

5:05 pm **DEPART** Brother Pedro de Betancourt Hospital
EN ROUTE Casa Santo Domingo

5:20 pm **ARRIVE** Casa Santo Domingo

GREETERS:

Diego Castaneda, General Manager
Jorge Castaneda, Owner

5:25 pm-

DOWN TIME

7:50 pm

7:55 pm **PROCEED** to Courtyard

8:00 pm-

DINNER

9:30 pm

Convention Center
Casa Santo Domingo
Interpretation: whisper
CLOSED PRESS/OFFICIAL PHOTO

FORMAT:

- President Arzu gives a toast.
- The First Lady responds to the toast.

PARTICIPANTS: Approx. 60 guests to attend. Please
see briefing book for complete list.

9:35 pm-

ENTERTAINMENT

10:00 pm

Convention Center
CLOSED PRESS/OFFICIAL PHOTO

PARTICIPANTS: Approx. 60 guests to attend. Please
see briefing book for complete list.

RON Casa Santo Domingo
Antigua, Guatemala

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, NOVEMBER 18, 1998

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WEATHER FORECAST FOR GUATEMALA CITY, GUATEMALA:

Partly cloudy, occasionally mostly cloudy. Winds variable to northeast at 6 to 12 knots. Low 53 to 58. High 72 to 77.

WEATHER FORECAST FOR ANTIGUA, GUATEMALA:

Partly cloudy, occasionally mostly cloudy. Winds variable to northeast at 6 to 12 knots. Low 53 to 58. High 72 to 77.

TALKING IT OVER

HILLARY RODHAM CLINTON

November 18, 1998

From the corporate boardroom to the factory floor, from restaurant kitchens to doctors' offices, at 3 o'clock each day, working parents all across America glance anxiously at their watches, wondering whether their children have arrived safely home from school.

Although I was lucky enough to have wonderful caregivers for my daughter when I was a working mother, I still called home every afternoon to assure myself that she was safe and involved in productive activities.

Many working parents have told me how much they wish they could afford to quit work and stay home to take care of their children. The economic reality for many single-parent and low-income families in particular, though, is that they have to work just to make ends meet.

As many as 15 million children are left alone at home after school each week, and for their parents at work, these hours are filled with fear and uncertainty.

Not surprisingly, the period between 2 and 8 p.m. is when children are most likely to get into trouble. This is when most juvenile crime is committed and when a child's risk of becoming a victim of crime is greatest.

In addition, according to a joint report by the Departments of Education and Justice called "Safe and Smart: Making After-School Hours Work for Kids," school-age children who are unsupervised after school are far more likely to use alcohol, drugs and tobacco, receive poor grades and drop out of school than those involved in supervised, constructive activities.

After-school programs offer a wonderful opportunity for children not only to be protected and safe after school but to engage in educational activities as well.

This is why, in the recent budget process, my husband fought so hard for \$200 million to invest in high-quality after-school programs. And this is why he will continue to fight for passage of a significant child-care initiative in the next Congress.

Successful after-school programs offer children safe places to do their homework, mentoring in basic skills, and counseling to help keep them away from drugs and violence. They often help middle school students prepare to take college prep courses in high school and provide enrichment in core academic subjects. Finally, they give children the opportunity to play sports, explore the arts and learn with computers.

Last week, less than a month after reaching agreement on a budget for this fiscal year, the President announced funding for 183 new community-based programs across the country -- funding that will give roughly 75,000 more children a place to go other than the streets when school gets out.

Among the recipients is Chicago's Lighthouse program, one of whose facilities I visited last spring. Every day, Lighthouse centers keep 112,000 children in 248 Chicago schools off the streets and out of trouble, while drilling them in

math and reading and providing everything from computer instruction to supervised sports and a hot evening meal.

When I met Gabby Brizuela, a 7th-grade student leader at Chicago's Jane Addams School, she told me that she used to spend her afternoons watching TV. Since she enrolled in Lighthouse, she says, her grades have gone up, and she has become more involved in her school. Of the 40 schools that participated in the Lighthouse pilot program, 39 saw student math scores go up, and 30 showed improvement in reading.

Gabby's school has also become part of the city's community policing program. Officers put the school on their regular beat, not only to prevent crime but also to counsel kids, de-escalate conflicts and provide mentoring. And parent volunteers team up to serve on the after-school parent patrol.

As a matter of fact, police all over the country are finding that after-school programs such as these -- programs that actively involve adults as tutors and mentors in the lives of children -- are among the most promising long-term approaches for preventing juvenile violence and delinquency.

The good news is that, thanks to the commitment of this administration and a strong bipartisan effort in Congress, funding is now available for hundreds of programs such as these. The bad news is that there's a long way to go. For every successful program that received a grant last week, seven more applied. In addition, other crucial parts of the President's child-care initiative failed to win support in Congress, leaving nearly 9 million low-income children without access to affordable high-quality child care and after-school programs.

The hours after 3 o'clock don't have to be a time for parents to glance anxiously at their watches. With the right combination of structure, activities, supervision and funding, every child in America can be constructively engaged after school. Let's make sure it happens.

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

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Talking it Over

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School Safety & Youth
Violence 10/15/98

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
FINAL

WASHINGTON, D.C.

VIDEOS ADVANCE: **KAREN BURCHARD**
 202/401-3028 **PHONE**
 1-800-759-8888 **PAGER**
 PIN #8917483

SCHEDULER: **HUMA ABEDIN**
 202/456-2587 **PHONE**
 202/456-6244 **FAX**
 202/625-0097 **HOME**
 WHCA PAGER **#4403**

PREV RON The White House

9:30am- **SCHEDULING MEETING**
10:00am The Residence

PARTICIPANTS:
The First Lady
Marsha Berry
Kelly Craighead
Ellen Lovell
Capricia Marshall
Patti Solis Doyle
Melanne Verveer

CONTACT: Patti Solis Doyle 202/456-2468

10:05am **DROP-BY w/ Janet Murguia's family**
 Diplomatic Reception Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
Amalia Murguia, mother
Alfred Murguia, father
Rosemary Murguia, sister
Mary Murguia, sister
Martha Hernandez, twin sister
Janet Murguia

CONTACT: Janet Murguia 202/456-7031

10:10am- **BRIEFING**
10:20am Map Room
CLOSED PRESS/WH PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
PAGE 2

PARTICIPANTS:

The First Lady
Neera Tanden
Richard Socarides
Capricia Marshall
Laura Schwartz

CONTACTS: Neera Tanden 202/456-6275
Richard Socarides 202/456-1611

10:25am

MEET AND GREET w/ Panel One Participants
Blue Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady
Attorney General Janet Reno
Secretary Richard Riley
Paul Kingery, Hamilton Fish National
Institute on School and Community Violence
Marlene Wong, Los Angeles School of
Mental Health
Suzann Wilson, Parent

10:30am-
11:30am

WHITE HOUSE CONFERENCE ON SCHOOL SAFETY
PANEL ONE
East Room
OPEN PRESS/WH PHOTO

FORMAT:

- The First Lady, accompanied by Panel One participants, is announced into the East Room.
- The First Lady makes welcoming remarks.
- MTV video segment is played.
- Attorney General Reno makes remarks.
- Secretary Riley makes remarks.
- The First Lady opens the panel discussion.
- Upon conclusion, the First Lady departs.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
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PARTICIPANTS: 150 guests.

11:50am-
12:20pm

LUNCH
State Dining Room
CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady makes welcoming remarks and introduces Robert Chase, President of the National Education Association, and Sandra Feldman, President of the American Federation of Teachers.
- Robert Chase makes remarks.
- Sandra Feldman makes remarks.
- Upon conclusion, the First Lady departs.

PARTICIPANTS: 140 guests.

CONTACT: Laura Schwartz 202/456-5655

12:25pm-
12:35pm

BRIEFING (Optional)
Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The President
The Vice President
The First Lady
Jose Cerda
Michael Cohen
Lynn Cutler
Maria Echaveste
Capricia Marshall
Janet Murguia
Bruce Reed
Richard Socarides
Laura Schwartz
Marsha Scott
Neera Tanden
Melanne Verveer

CONTACT: Neera Tanden 202/456-6275

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
PAGE 4

12:40pm **MEET AND GREET w/ Panel Two Participants**
Blue Room
CLOSED PRESS/ WH PHOTO

PARTICIPANTS:

The President
The Vice President
The First Lady
Representative Bob Etheridge
Mayor Deedee Corradini, Salt Lake City, Utah
Tony Earles, Harvard University
Paul Evans, Boston Police Department
Liberty Franklin, Boys and Girls Club Youth of
the Year
Jamon Kent, Springfield, Oregon Public Schools
Joanna Quintano, Coral Way Elementary School

12:45pm-
2:30pm **PANEL TWO**
East Room
OPEN PRESS/WH PHOTO

FORMAT:

- The President, The Vice President and the First Lady, accompanied by Panel Two participants, are announced into the room.
- The Vice President makes remarks and introduces the President.
- The President makes remarks and opens the panel discussion.
- Upon conclusion, the President, the Vice President and the First Lady depart.

PARTICIPANTS: 150 guests.

2:35pm-
2:40pm **BRIEFING**
Red Room
CLOSED PRESS/ WH PHOTO

PARTICIPANTS:

The First Lady
Neera Tanden

SCHEDULE FOR HILLARY RODHAM CLINTON

THURSDAY, OCTOBER 15, 1998

PAGE 5

Capricia Marshall
Laura Schwartz

CONTACT: Neera Tanden 202/456-6275

2:40pm **MEET AND GREET** w/ Panel Three Participants
Blue Room
CLOSED PRESS/ WH PHOTO

PARTICIPANTS:

The First Lady
Attorney General Janet Reno
Secretary Richard Riley
Thomas Frazier, Baltimore Police Department
Lietutenant Gary French, Boston's Operation
Ceasefire
Mariana Gaston, Resolving Conflict Creatively
Program
Sandy McBrayer, Children's Initiative
Lynn McDonald, Families and Schools Together (FAST)
Irma Howard, FAST graduate

2:45pm-
4:15pm **PANEL THREE**
East Room
OPEN PRESS/WH PHOTO

FORMAT:

- The First Lady, accompanied by Panel Three participants, is announced into the room.
- The First Lady makes brief remarks and introduces Attorney General Reno.
- Attorney General Reno makes brief remarks and opens discssion.
- Upon conclusion, the panel will take questions from the audience and satellite downlink sites.
- Upon conclusion, the First Lady departs.

PARTICIPANTS: 150 guests.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
PAGE 6

4:30pm **DEPART** South Portico
 VIA motorcade
 EN ROUTE Media Technologies
 1620 Eye Street
 [Drive time: 10 minutes]

4:40pm **ARRIVE** Media Technologies

4:45pm-
5:05pm **VIDEOS**
 Suite 520
 HRC hold: Green Room
 Phone: 202/887-8700
 Fax: 202/887-8710
 CLOSED PRESS/WH PHOTO

TAPING:

Representative Sheila Jackson-Lee Campaign
12th National Conference on Child Abuse and
Neglect
The Women's Venture Fund

CONTACT: Brenda Anders 202/456-5654

5:10pm **DEPART** Media Technologies
 VIA motorcade
 EN ROUTE South Portico
 [Drive time: 10 minutes]

5:20pm **ARRIVE** South Portico

5:30pm-
7:30pm **RADIO MESSAGES**
 The Map Room
 CLOSED PRESS/WH PHOTO

Note: Please see briefing for complete list of
radio messages.

CONTACT: Debbie Boylan 202/456-6236

RON The White House

**REMARKS BY THE FIRST LADY
AT THE WHITE HOUSE CONFERENCE ON SCHOOL SAFETY**

October 15, 1998
The East Room

10:30 A.M. EDT

MRS. CLINTON: Good morning and welcome to the White House. We are delighted to have all of you here to begin this important national conference on school safety and youth violence.

We're here because we believe that every child in America deserves to grow up in homes and communities free from fear and violence, and to attend a safe, orderly school where he or she can learn and flourish. We've come together today after a lot of hard work by many, many people around our country, as well as in our government, to help make that vision a reality.

I'm glad to see so many of you here today who contribute to the safety and well being of our children -- parents and teachers, law enforcement officials, religious leaders, elected officials, heads of youth organizations, counselors, child advocates and young people. I also welcome those who are participating in this event by way of satellite. There are over 650 down-linked sites in communities nationwide. And we're also being cybercast on the Internet. I'm heartened that so many of you have joined us here today, because to be successful we must reach out and get our message out and mobilize communities beyond these walls and this White House.

This year, the words "children," "guns" and "death" were tragically linked in our national consciousness. Shootings in schools across the country -- from Jonesboro, Arkansas, to Springfield, Oregon -- refocused our attention on the problem of youth violence and brought us together in national mourning and grief. These terrible events also left us asking over and over again how could this have happened, what does it mean, what can we do about the countless acts of violence that occur in our nation every day and that affect our children in communities, in their homes, on their streets and in their schools.

We know that this conference cannot find all the answers or solutions; but we can make significant headway by listening to those on the front lines about the many challenges we face and by learning to work more effectively together. Today we will hear how critically important it is to get responsible adults back into the lives of our young people and give our children positive alternatives to violence and crime. We will also be reminded once again how schools so often reflect the problems and needs of the neighborhoods around them and how we must develop comprehensive school safety plans that engage the broader community.

We have a busy day ahead and I know that there have already been some very stimulating workshops earlier this morning that many of the participants here in the White House participated in. And now conference panelists will build on existing knowledge about the problems of young people and violence. You've already looked at some of the root causes of youth violence and at some of the early warning signals of violent behavior.

In this first plenary panel we are pleased to be joined by the Attorney General, Janet Reno, and the Secretary of Education, Dick Riley; as well as three people who have firsthand experience and expertise about the problems we're discussing today: Suzann Wilson, Marlene Wong and Paul Kingery. We will look in-depth about the challenges from the recent incidents of violence in our schools, to the more familiar problems of guns, drugs and

gangs. And we will also talk about what happens in the early years of a child's life that may in some way direct that child more toward violence and what we can do to help break the cycle of violence in families and communities.

After lunch, the President will lead a discussion about solutions and will unveil new initiatives that we believe will help address the problems of youth violence. And the panelists will talk about successful strategies, from community policing to mentoring, that are making a real difference across our country.

At the third and final conference panel later this afternoon, community leaders and legislators will highlight some of the nation's most effective programs that are helping to lower juvenile crime and delinquency. And we will look at how entire communities have developed comprehensive intervention and prevention strategies that not only cut youth violence but also lower dropout rates, teen pregnancy rates, and arrests for possession of drugs and weapons.

The President has also said there are no problems facing America that haven't been solved already somewhere in America. And we have seen firsthand how the enforcement of laws, like zero tolerance for guns in schools, are combined with prevention measures like art classes and after-school sports and tutoring, and that together they help keep our children in school, off of drugs and out of trouble.

But sometimes the word doesn't spread. A successful program in one city may not be known about across the country. And part of our goal today is to make sure everyone concerned about these problems knows what is going on, so they can seek out the help and the ideas and the assistance they need.

We're going to recognize the progress this country is making in creating safer schools and communities. And we're going to highlight how it does make a difference what political leadership does, whether it's at the national level with the passage of anti-crime measures like the Brady law or the ban on assault weapons that are keeping thousands of handguns and assault weapons out of the hands of felons and fugitives and stalkers and away from children. And I'm delighted that we're going to be joined today by Sarah and Jim Brady as well.

We've also funded 100,000 new police officers on the street, and we know the effect of community policing and how it has helped to reduce crime -- but not only decrease crime, but also create better networks of support within communities between law enforcement and neighbors. The fact is that we know works. We just have to get about the business of doing it, and we have to learn from each other.

Too many of our children are not benefiting from what we know works, and I'm delighted to see some of the mayors from our cities here today who have done such great work in implementing effective anti-crime and anti-youth violence measures. We have to do more than develop safe strategies. We have to teach our children that guns won't earn you respect and that violence won't settle an argument. And we have to give them a positive vision of their future.

So we're going to get started now, and we're going to see a short video, made by MTV, that gives us a chance to hear from the people who are most affected by violence in their lives, mainly our young people. So if you will, please join me in watching this video.

[Read our Privacy Policy](#)

Oct-15, 1998

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

Morning Panel I

10:30 am - 11:30 am, White House East Room

Morning Panel Outline and Script

Message: To discuss the problem of youth violence that affects both schools and communities in depth. The panel discussion will move from the recent incidents of extreme violence to the more common problems of youth violence.

Format: This panel will be made in more presentation form, with fewer follow-up questions than a more traditional panel.

Outline:

The First Lady will open the conference, lay out the agenda of the day and the goals of the conference. At the close of her remarks, she will introduce the MTV video of young people talking about the problem of youth violence in schools and communities.

After the video, the Attorney General will make brief remarks on the problem of violence and how communities are finding solutions to the problem. She will introduce Secretary Riley, with whom she worked on the Annual Report on School Safety (that was released the day before, embargoed).

Secretary Riley will then make brief remarks and further detail the Annual Report. He will then introduce Suzann Wilson.

Suzann Wilson, a parent of a student killed in Jonesboro, will discuss the consequences of extreme violence and touch upon the issue of children's access to guns, as well as the problem of media violence.

Possible questions: What can we do to keep guns locked up and away from children?
[Suzann has been an outspoken supporter of Child Access Protection laws, which hold adults criminally responsible for negligently allowing children access to a gun.]

What else can we do as a nation to avoid these tragedies in the future?

Secretary Riley will then introduce Marleen Wong.

Marleen Wong, Director, Los Angeles Mental Health Center, will discuss the mental health issues raised by the recent shootings, as well the connection between children's early exposure to violence and later delinquency.

Possible question: This connection between early experiences with violence and later predilections towards aggressiveness seems to imply a cycle of violence that could be passed on from generation to generation. How can we stop this cycle?

Secretary Riley will then introduce Paul Kingery.

Paul Kingery, Director of the Hamilton Fish National Institute on School and Community Violence at George Washington University, will discuss trends in youth violence as well as risk factors for delinquency, such as family, peers, and community. He will describe how family breakup, gangs, and drugs promote violence and delinquency by leaving children helpless to fight negative influences.

Possible questions: Where would efforts to deal with these problems start?

What particular trends should we be concerned about?

Mrs. Clinton will end panel discussion at 11:30 am.

White House Conference on School Safety:

Causes and Prevention of Youth Violence

Panelist Biographies for Session I

Suzann Wilson, Parent, Jonesboro, AR

Suzann has been outspoken on the issue of Child Access Prevention gun laws ever since the tragic death of her 8 year old daughter Britteheny Varner, who was shot along with four others by two schoolmates on March 24th, 1998. She has spoken at the White House before and on Capitol Hill about the need for legislation to make adults responsible for locking up their guns and keeping them out of the hands of children.

Marleen Wong, Director, L.A. School of Mental Health, Valley Branch, CA

Marleen Wong is the Director of Mental Health, District Crisis Intervention Teams and Suicide Intervention Programs for the Los Angeles Unified School District (LAUSD), the second largest school district in the United States with an enrollment of 849,039 students in 900 schools and centers. Ms. Wong is the administrator of the District Crisis Intervention Teams comprised of pupil attendance and elementary counselors, nurses, psychologists, social workers and school police.

Paul Kingery, Ph.D., Director, Hamilton Fish National Institute on School and Community Violence, Rosslyn, VA

Dr. Kingery serves as the Director of the Hamilton Fish National Institute on School and Community Violence where he is responsible for planning and supervising research undertaken by the Institute in the area of school violence. He also coordinates school violence prevention efforts of seven universities that are part of a consortium with Hamilton Fish. Dr. Kingery is a contributor to the Annual School Crime and Safety Report.

PRESIDENTIAL PANEL SEQUENCE

[From the Podium]

- The Vice President makes remarks, introduces the President, and takes a seat at the table.
- The President makes remarks and then takes a seat at the table.
- The President moderates the discussion by calling on each individual to share their experiences. After each statement, the President, the Vice President, and the First Lady will be free to ask follow up questions.

[All panelists and the First Lady will be seated at the table during the opening remarks.]

Jamon Kent, Superintendent of Springfield Public Schools, Springfield, Oregon

Superintendent Kent has also served as a teacher and principal throughout his 26 years in education. He lead the community-wide effort to promote school safety that has been ongoing since before the shooting occurred, which includes creating alternative programs for at-risk students and turn-around programs for students in adjudication or who have been expelled.

POTUS SUGGESTED QUESTION: *When I visited your community after the shooting everyone there was struggling to cope with this terrible tragedy. There was so much that needed to be done, which is one of the reasons why I am proposing a federal response SERVE team to help communities in a time of crisis. Do you feel this type of federal action would have helped your community?*

FLOTUS SUGGESTED QUESTION: *How did you forge partnerships with the surrounding community before this tragedy? How did these partnerships allow you to better cope with this crisis?*

VPOTUS SUGGESTED QUESTION: *Can you tell us about how the mental health community played a role in helping the community heal during this terrible tragedy? And how did you reestablish a feeling of safety and security for students when they returned to school this fall?*

Police Commissioner Paul Evans, Boston, Massachusetts

Commissioner Evans led Boston's innovative Operation Ceasefire, which has dramatically reduced youth violence through a comprehensive community approach.

POTUS SUGGESTED QUESTION: *You have incorporated the principles of community policing to the greatest extent possible. How have police officers adjusted to their role in crime prevention?*

VPOTUS SUGGESTED QUESTION: *I know the faith community is also very involved in your efforts to reduce juvenile crime. How has the faith community worked with you to provide positive opportunities for at-risk youth while also holding them accountable for their actions?*

FLOTUS SUGGESTED QUESTION: *Initially, did different parts of the community resist working together? How did you manage to develop these unique bonds in your community and what suggestion do you have for other cities?*

Liberty Franklin, National Boys and Girls Club Youth of the Year, Everett, Washington

She turned to the Boys and Girls Club to give her a safe haven where she could learn and grow. She was raised by a single mother in a housing project with older brothers who were in and out of jail. When she joined the Boys and Girls Club in the sixth grade she began to have an adult mentor who helped her succeed in school and stay out of trouble. She is now a high school senior with a 3.95 GPA working at Washington Mutual Bank to save money for college. She is interested in becoming an Orthodontist and providing free care to low-income children.

POTUS SUGGESTED QUESTION: *You see up close the issues confronting your peers. What more do you think adults should do to help young people?*

FLOTUS SUGGESTED QUESTION: *How specifically has mentoring helped you and are you mentoring others now?*

VPOTUS SUGGESTED QUESTION: *President Clinton and I have fought hard to provide children with positive opportunities in the hours after school when most juvenile crime occurs. Do you think that most young people in your community want some place to go after school? Do you notice a difference in what happens to young people with access to after school programs and those without?*

Joanna Quintana Barroso, 3rd Grade Teacher, Coral Way Elementary, Miami, Florida

Joanna will speak about the successful anti-crime efforts at her school including school uniforms, gun safety curriculum, DARE officers, and alternative classes for at-risk youth. She will talk about the importance of reducing class size in order to identify troubled youth and for students to learn well. She will also talk about the business efforts to encourage students to work hard including Pizza Hut reader of the week awards which entitle students to a free meal and helps to promote hard work.

VPOTUS SUGGESTED QUESTION: *The President has fought hard to reduce the size of classes nationwide to an average of 18. I understand your classes have over 30 students in them. How do you think smaller classes would benefit your students?*

FLOTUS SUGGESTED QUESTION: *Who do you find your students are most influenced by? Parents? Teachers? Media?*

Thelton "Tony" Earles

Professor, Harvard School of Public Health

Conducted research on Human Development in Chicago Neighborhoods which found that neighborhood cohesiveness and responsible adult interaction with children reduces juvenile crime and delinquency.

POTUS SUGGESTED QUESTION: *You have made a strong a strong case for the importance of adults taking responsibility to promote positive values in their community. What do you think the government and other public figures in this country can do to encourage parents and other adults to become more involved in the lives of children?*

FLOTUS SUGGESTED QUESTION: *What are the connections between your research and early intervention initiatives, that provide additional supports to parents?*

Mayor Deedee Corradini, President of the U.S. Conference of Mayors, St. Lake City, Utah
Mayor Corradini will present the U.S. Conference of Mayors' Action Plan, compiled at the recent Mayors Conference on School Safety in St. Lake City, which describes the unique role of cities in preventing youth violence.

POTUS SUGGESTED QUESTION: *I understand that you invited police chiefs to your conference to help contribute to the Mayors Action Plan. What role can mayors play in bringing together law enforcement and the education community.*

VPOTUS SUGGESTED QUESTION: *Through our community empowerment strategy, President Clinton and I have found that deferral and local governments can develop dynamic partnerships to assist distressed communities. Mayor Corradini, how can the federal government develop this same type of partnership with cities to address youth violence?*

Representative Bobby Etheridge, North Carolina

Rep. Etheridge was elected to the Congress in 1996 upon completing his second term as Superintendent of Public Instruction in North Carolina, a position he had held since 1988. He has two children who are teachers. He lead the effort to bring School Resource Officers to the majority of his schools and to build character education.

POTUS SUGGESTED QUESTION: *Can you explain to us exactly how character education works, and how did you arrive at this concept? What can we do on a national level to encourage more schools to incorporate character education initiatives?*

VPOTUS SUGGESTED QUESTION: *How did the education community react when you suggested bringing School Resources Officers into schools?*

White House Conference on School Safety:

Causes and Prevention of Youth Violence

Panelist Biographies for Session II

Mayor Deedee Corradini, Salt Lake City, UT

Mayor Deedee Corradini was elected the first female mayor of Salt Lake City, UT in November of 1991, and reelected in November 1995. Mayor Corradini serves as President of the U.S. Conference of Mayors. She has more than 13 years of public service experience, as well as 16 years of private sector experience. Mayor Corradini's economic development plans have increased housing opportunities for all income levels while allowing the city to show a revenue surplus for the first time in two decades also. Mayor Corradini is the parent of two children.

Tony Earles, Professor, Harvard University, Cambridge, MA

Tony Earles is a Professor of Child Psychiatry at Harvard Medical School and a Professor of Human Behavior and Development at the Harvard School of Public Health. Currently, Mr. Earles is the Principal Investigator of the Project on Human Development in Chicago Neighborhoods. This study is providing a detailed understanding of how multiple influences of social class, race/ethnicity, neighborhood, school and family determine a child's vulnerability to school underachievement, delinquency, substance abuse and violent behavior. Mr. Earles serves on the Board of Directors of Physicians for Human Rights and is member of the Committee on Human Rights at the National Academy of Sciences.

Paul Evans, Commissioner, Boston Police Department, Boston, MA

Paul Evans has been the Boston Police Commissioner for the past 4 years and has committed the philosophy of Neighborhood Policing to every aspect of the Boston Police Department. Mr. Evans also serves his community as a member of the Boston Police Athletic League (PAL), YMCA, and City Year's Board of Directors. Mr. Evans has a long history with the Boston Police Department and now oversees the oldest and 10th largest force in the nation.

Liberty Franklin, 1998 National Boys and Girls Club Youth of the Year Pacific Region Finalist, Everett, Washington

Liberty was raised by a single mother in a low-income housing project where drugs, crime and violence are an everyday occurrence. She overcame her difficult surroundings with the support of a Boys and Girls Club advisor who has mentored her since the 6th grade. At age 17, Liberty works three part time jobs to help pay the household bills and save money for college. She is a 4.0 student who will be the first member of her family to graduate this year.

Jamon Kent, Superintendent, Springfield, OR Public Schools

Jamon Kent is superintendent of the Springfield, OR, School District. Mr. Kent has been a teacher, principal and human resources director and has served on many task forces and child advocacy boards throughout his 26 years in education. Mr. Kent is a board member for the National Network of Children's Advocacy Centers, and is on the board of directors for Networking for Youth and the McKenzie-Williamette Hospital. Recently, he served on a

subcommittee for the Oregon Governor's Task Force for Juvenile Crime. Mr. Kent is also retired from the Naval Reserve, having earned the rank of Captain.

U.S. Representative Bobby Etheridge, D-NC

Bobby Etheridge was elected to Congress in November 1996. He serves on the Agriculture and Science Committees and as a New Member Whip. He came to Washington upon completing his second term as Superintendent of Public Instruction, a position to which he was first elected in 1988 and was reelected in 1992. Mr. Etheridge has served on the National Council of Chief State School Officers, the Governor's Executive Cabinet, the Advisory Board of the Mathematics/Science Education Network and other community and civic organizations. Mr. Etheridge has a long history of public service beginning in 1972 when he was elected to the Harnett County Commission.

Joanna Quintana Barroso, 3rd Grade Teacher, Coral Way Elementary, Miami, FL

Joanna has been an elementary school teacher for the last seven years. Growing up in New Jersey, she followed in her mother's tradition and fell in love with teaching. She teaches reading and other subjects to a largely bilingual, lower-income student body. She has been involved in a curriculum-based gun safety program and is known for turning the lives of several of her students around through personal interaction. She believes that individual contact and alternative classes for troubled students are important for targeting and reducing youth violence and delinquency.

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

Afternoon Panel II

[NOTE: Because the videos will describe the programs, follow-up questions are more specific in nature.]

Mrs. Clinton-

As we've learned earlier today, successful efforts to address both school and youth violence will involve the community. So many programs across the country are working to keep our kids on track by doing just that. What these programs have in common is they address these issues at their root -- the family, peers, and environment in a young person's life. They often balance strong supports with strong messages of accountability and responsibility.

We know that communities at the local level are finding answers to the problem of juvenile violence and delinquency. I'm looking forward to hearing about effective efforts, so that we can all learn from their success.

[Attorney General Reno serves as moderator. Secretary Riley asks some follow up questions.]

Reno:

We have panelists with us today from several programs that represent the important areas in a child's life and the balance of prevention and boundary setting. These are the initiatives that address the role of parents, peers and the community. We will also discuss community-wide strategies that involve all these prevention initiatives and balances them with tough accountability measures, so that children get the message that we care enough about them to invest in their future, but that they have the responsibility to stay on the right track.

And appropriately we'll start with families. They can either be a great source of strength or a great weakness in the life of a child. Children are less likely to be violent if their families have close and supportive relationships, avoid substance abuse, set boundaries, and help them achieve their goals.

Families and Schools Together (called FAST), is a program which empowers parents and increases their involvement in their children's schools. I am pleased to introduce Dr. Lynn McDonald, founder of the FAST program. She has created, developed and supervised the national replication and dissemination efforts of this successful program since 1989. Hello, Dr. McDonald.

We also have with us today Irma Howard, a parent who participated in the FAST program. Her daughter and son participated in the FAST program with her. Thank you for joining us today Ms. Howard.

We have a short video segment on the FAST program.

Video clip of FAST

Mrs. Clinton-

Dr. McDonald, as we just saw in the clip, FAST recommends a number of ways that parents can build better relationships with their children. How does your program work to reduce delinquency in children as they grow older?

Dr. McDonald-

[Studies on stress, depression, and social isolation all suggest that having caring, natural supports of friends and community people can all help parents be successful. And we know that parents are often the most critical ingredient as to whether children are going to get on the right track or the wrong track. Efforts to strengthen the bonds between parents and children will ensure that children are more able to cope with other pressures. Parents often can determine whether children will have the strength they need to avoid negative influences -- such as drugs, gangs and violence.]

Riley-

How do you involve parents who are hard to reach and may not be interested in the program?

Dr. Mc Donald-

[Most critically, we need to show respect for parents.]

Mrs. Clinton (to Irma Howard)-

How has FAST benefited you and your children?

Ms. Howard-

[Talks about her family's involvement with FAST. Covers activities, what she enjoyed, how involvement with the program has impacted her and her family. Could give an example of change in her son.]

Mrs. Clinton-

Other parent training programs are helping other families as well. Yesterday, the Journal of the American Medical Association released extensive research showing that a parent training and home visitation program in Elmira, NY, has shown remarkable results. Using qualified nurses, the program offered intensive training, guidance and counseling to pregnant and new mothers.

Over the next fifteen years, the participating mothers showed 80% fewer instances of child abuse, 70% fewer arrests, and 30 fewer months of welfare use than mothers in the control group. Moreover, the 15-year-old children of the participating mothers had more than 50% fewer arrests than those born to mothers in the control group. [Note: You released this data at a home visitation event earlier this year. It is simply being published now. Also see attached background materials.]

Reno:

Our next program is a school-based program that gives kids the skills they need to make the right decisions. One of the largest violence prevention programs in the country is the Resolving Conflicts Creatively Program, or RCCP. Mariana Gaston is the Director of the RCCP and is responsible for implementing conflict resolution and peer mediation programs to hundreds of New York City Public School Children.

Ms. Gaston- (Express gratitude)

Reno:

We have another short video segment, this one describing RCCP. Let's see what this program is all about.

Video clip of RCCP

Mrs. Clinton-

Do your efforts promote disciplined, secure classrooms? How does that relate to children's ability to learn?

Ms. Gaston-

[By involving all the constituencies of the school community over time, we begin to see significant changes in the school community. We've found that when we promote discipline, children are better able to learn. They are less distracted and more ready to learn. The entire school benefits.]

Riley:

How does your program adapt to the needs of the schools -- from small rural school districts to diverse, multi-lingual schools in urban centers? And do you work with others in the community?

Ms. Gaston-

[Our program may be applied anywhere.... We work with parents, volunteers from the community and involve them in the life of the school. And we train students to teach other students conflict resolution skills.]

Reno:

We've talked about how to change the behavior of students and how to change the culture of a school. Our next program involves the community, including the police. Commissioner Thomas Frazier from Baltimore is one of the creators of the Community Policing Concept and is now focusing on helping youth through the Police Athletic League, or "PAL." Thank you for joining us.

Commissioner Frazier -
(Express gratitude)

Reno:

We have a brief video segment on the PAL program. Let's take a look.

PAL Video Clip

Mrs. Clinton-

Commissioner Frazier, why are police officers interested in violence prevention? Is this a part of your community policy strategy?

Com. Frazier-

[Response about the cost-effectiveness of the approach, how participation in broader youth development pays off in the long run, how it builds better relationships between police officers and youth, how police involvement in the community allows them to see, hear, and know more about what is happening so they can respond more effectively.]

Riley-

What kind of partnerships are you building with other organizations? With the schools? With youth service organizations?

Com. Frazier-

[Would describe their partnerships with AmeriCorps, etc.]

Reno-

It's interesting to me that you've focused on arts activities. What benefits do you see from that kind of programming?

Com. Frazier-

[Arts are a critical component that channels children's energy into positive areas.]

Reno-

San Diego's approach to juvenile crime and delinquency involves all these initiatives into one comprehensive strategy to address that addresses the causes of these problems. They've done this by coordinating with the schools, cops, health and social service providers, faith community, business people, and community leaders to promote the healthy development of children while holding those juveniles that offend accountable. Today we have with us Sandra McBrayer, Executive Director of the San Diego Comprehensive Strategy...

Sandra McBrayer-
(Express gratitude)

Reno-
We have a brief video segment describing what's going on in San Diego.

San Diego Video Clip

Mrs. Clinton-
How do you engage different elements of the community to work together? How do you avoid turf battles?

Sandy McBrayer:
[We found people who all deal with children across these agencies - who were willing to put children's needs first. Though they all deal with elements of the family and children from their own perspective, they were willing to work across disciplines and turf to create a whole strategy that would invest in our children's future.]

Reno-
In the video, they mentioned Boston -- did you learn from Boston's example?

Sandy McBrayer-
[Describes the importance of quality replication.]

Reno-
The city of Boston has implemented a wide range of violence prevention programs with great success. Lt. Gary French, a commander in a special gang unit with the Boston Police Department, is with us today to talk about the Boston program. Welcome Lt. French. Lt. French.

Mrs. Clinton-
Could you tell us how you've matched prevention with strong messages of accountability?

Lt. French-
[To effectively control juvenile crime, decrease recidivism, and prevent delinquency, a

American Medical Association

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News Release

October 14, 1998

SAVE THE DATE:

The 17th Annual Science Reporters Conference will be held October 18-20, 1998, at the Duke University Medical Center in Durham, N.C. A program and registration are included in this packet. For more information, call Scot Roskelley at 312/464-4431 or email: Scot_Roskelley@ama-assn.org

Please Note: To assure continued receipt of the weekly Science News packet, please return the last page of this packet concerning receiving the packet by e-mail.

JAMA REPORTS

(Embargoed for Release: 3 p.m. CT Tuesday, October 13, 1998)

Autopsies Reveal Frequently Missed Cancer Diagnoses**Restricting Use of Antibiotics Reduces Drug Resistance in Hospitals****Home Nurse Visits to Children at Risk Can Reduce
Behavior and Substance Use Problems****ARCHIVES BRIEFS**

(Various Embargo Times)

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TV Note: This week's JAMA video news release is on controlling antibiotic resistance. It will be fed Tuesday, October 13, from 9-9:30 a.m. ET on Telstar 4 (C), Transponder 12 and from 2-2:30 p.m. ET on Telstar 4 (C), Transponder 23. For more information, contact the AMA's Barry Cohn at 312/464-4579.

Radio Note: This week's AMA Radio report is on controlling antibiotic resistance. It will be fed Tuesday, October 13, from 3:15-3:29 p.m. ET on SATCOM C5, Transponder 23, SEDAT Channel 16. For phone feed and monthly calendar information, contact the AMA's Bruce Dixon at 312/464-4449.

Jeff Molter, Director
Department of Science News615 North State Street
Chicago, Illinois 60610312 464 5374
312 464 5839 Fax

American Medical Association

Physicians dedicated to the health of America



News Release

EMBARGOED FOR RELEASE: 3 p.m. (CT) Tuesday, October 13, 1998

Media Advisory: To contact David Olds, Ph.D., call Sarah Ellis at 303/315-5571. To contact Felton Earls, M.D., call Joanna Hernandez at 617/432-3892.

Home Nurse Visits to Children at Risk Can Reduce Behavior and Substance Use Problems

No easy task to advance policy in this area

CHICAGO—Prenatal and early childhood home visits by nurses reduced subsequent antisocial behavior and experimentation with drugs in adolescents born into high risk families, according to an article in the October 14 issue of *The Journal of the American Medical Association (JAMA)*.

David Olds, Ph.D., from the University of Colorado Health Sciences Center, Denver, and colleagues conducted a fifteen-year follow-up of 315 adolescents to evaluate the long-term effects of prenatal and early childhood home visitation by nurses. At the time of pregnancy, many of the children's mothers in the study were unmarried, younger than 19 and/or of low socioeconomic status (SES).

The authors found that adolescents born to nurse-visited women reported fewer episodes of running away from home, arrests and convictions and violations of probation than did their counterparts who received prenatal and well-child care in a clinic. The children who had the home visits also had fewer sexual partners and smoked and drank less. Their parents reported that they reported fewer behavioral problems related to their use of drugs and alcohol. However, there were no program effects on less serious forms of antisocial behavior, initiation of sexual intercourse, or use of illegal drugs.

The researchers add: "This program prevented only the more serious forms of antisocial behavior leading to arrests and convictions."

--more--

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(ANTISOCIAL BEHAVIOR)

According to the article, juvenile crime is a significant problem in the United States. In 1996, law enforcement agencies made 2.9 million arrests of juveniles (children under age 18) and juveniles accounted for 19 percent of all arrests and 19 percent of all violent crime arrests. Childhood-onset (prior to puberty) antisocial behavior is associated with neuropsychological deficits (e.g., impaired language and intellectual functioning, attention deficit/hyperactivity disorder) and harsh, rejecting parenting early in the child's life. The adolescent-onset (after puberty) type has been hypothesized to be a reaction to the limited number of responsible roles for adolescents in Western societies.

The authors conclude: "The concentration of beneficial effects among children born to unmarried women of low SES is consistent with the results of other preventive interventions that have shown greater effects for children of families at greater social risk. This suggests that these kinds of services ought to be focused on families in greater need by virtue of the mothers' being unmarried and poor."

(*JAMA*. 1998;280:1238-1244)

Editor's Note: This research was supported by grants from the Prevention Research and Behavioral Medicine Branch of the National Institute of Mental Health and from the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services.

Editorial: Positive Effects of Prenatal and Early Childhood Interventions

In an accompanying editorial, Felton Earls, M.D., from the Harvard School of Public Health, Boston, writes: "One can only speculate on how much stronger the effects of this early intervention would have been if the program had continued beyond the child's second year of life or if efforts had been made to engage the wider social settings in which the families lived."

He continues: "Perhaps by deepening understanding of the effects of early intervention on brain development, the political resolve to use this knowledge will be strengthened. It is certain, however, that by not responding to the accumulating evidence that early intervention matters, disadvantaged children will continue to pay a price in terms of educational underachievement, vulnerability to substance abuse, and the many negative consequences of antisocial and criminal behavior."

(*JAMA*. 1998;280:1271-1272)

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Long-term Effects of Nurse Home Visitation on Children's Criminal and Antisocial Behavior

15-Year Follow-up of a Randomized Controlled Trial

David Olds, PhD; Charles R. Henderson, Jr; Robert Cole, PhD; John Eckenrode, PhD; Harriet Kitzman, RN, PhD; Dennis Luckey, PhD; Lisa Pettitt, PhD; Kimberly Sidor, MPH; Pamela Morris; Jane Powers, PhD

Context.—A program of home visitation by nurses has been shown to affect the rates of maternal welfare dependence, criminality, problems due to use of substances, and child abuse and neglect. However, the long-term effects of this program on children's antisocial behavior have not been examined.

Objective.—To examine the long-term effects of a program of prenatal and early childhood home visitation by nurses on children's antisocial behavior.

Design.—Fifteen-year follow-up of a randomized trial. Interviews were conducted with the adolescents and their biological mothers or custodial parents.

Setting.—Semirural community in New York.

Participants.—Between April 1978 and September 1980, 500 consecutive pregnant women with no previous live births were recruited, and 400 were enrolled. A total of 315 adolescent offspring participated in a follow-up study when they were 15 years old; 280 (89%) were born to white mothers, 195 (62%) to unmarried mothers, 151 (48%) to mothers younger than 19 years, and 186 (59%) to mothers from households of low socioeconomic status at the time of registration during pregnancy.

Intervention.—Families in the groups that received home visits had an average of 9 (range, 0-16) home visits during pregnancy and 23 (range, 0-59) home visits from birth through the child's second birthday. The control groups received standard prenatal and well-child care in a clinic.

Main Outcome Measures.—Children's self-reports of running away, arrests, convictions, being sentenced to youth corrections, initiation of sexual intercourse, number of sex partners, and use of illegal substances; school records of suspensions; teachers' reports of children's disruptive behavior in school; and parents' reports of the children's arrests and behavioral problems related to the children's use of alcohol and other drugs.

Results.—Adolescents born to women who received nurse visits during pregnancy and postnatally and who were unmarried and from households of low socioeconomic status (risk factors for antisocial behavior), in contrast with those in the comparison groups, reported fewer instances (incidence) of running away (0.24 vs 0.60; $P = .003$), fewer arrests (0.20 vs 0.45; $P = .03$), fewer convictions and violations of probation (0.09 vs 0.47; $P < .001$), fewer lifetime sex partners (0.92 vs 2.48; $P = .003$), fewer cigarettes smoked per day (1.50 vs 2.50; $P = .10$), and fewer days having consumed alcohol in the last 6 months (1.09 vs 2.49; $P = .03$). Parents of nurse-visited children reported that their children had fewer behavioral problems related to use of alcohol and other drugs (0.15 vs 0.34; $P = .08$). There were no program effects on other behavioral problems.

Conclusions.—This program of prenatal and early childhood home visitation by nurses can reduce reported serious antisocial behavior and emergent use of substances on the part of adolescents born into high-risk families.

JAMA. 1998;280:1238-1244

JUVENILE CRIME is a significant problem in the United States. In 1996, law enforcement agencies made 2.9 million arrests of juveniles (children <18 years). Moreover, 19% of all arrests and 19% of all violent crime arrests were accounted for by juveniles. Although the number of juvenile Violent Crime Index arrests (ie, for murder, forcible rape, robbery, and aggravated assault) declined in both 1995 and 1996, the rate in 1996 was still 60% higher than the 1987 level.¹

For editorial comment see p 1271.

Antisocial behavior can be classified according to its time of onset: prior to puberty (childhood onset) vs after puberty (adolescent onset).^{2,3} Childhood onset is characterized by more serious behavioral disruption, such as violent behavior toward classmates and cruelty toward animals beginning as early as age 3 years, but occurs less frequently. The adolescent-onset variety, although sometimes expressed as aggression toward peers, is generally less serious (eg, shoplifting, lying to teachers and parents) and occurs so frequently that some consider it normative.³ Childhood-onset antisocial behavior is associated with neuropsychological deficits (eg, impaired language and intellectual functioning, attention-deficit/hyperactivity disorder) and harsh, rejecting parenting early in the child's life.^{4,5} The

From the University of Colorado Health Sciences Center, Denver (Drs Olds and Luckey); Cornell University, Ithaca, NY (Mr Henderson, Drs Eckenrode and Powers, and Ms Morris); the University of Rochester, Rochester, NY (Drs Cole and Kitzman and Ms Sidor); and the University of Denver (Dr Pettitt).

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Table 1.—Flow of Patients From Recruitment During Pregnancy Until 15 Years After Delivery of First Child

	Treatment Groups*		
	1 and 2 (n = 184)	3 (n = 100)	4 (n = 116)
Program Implementation			
No. of completed prenatal home visits, average (range)	...†	8.6 (0-16)	8.6 (0-16)
No. of completed postnatal home visits, average (range)	...	...	22.8 (0-59)
Intervening years			
No. of fetal, infant, or child deaths	10	7	9
No. of children adopted‡	7	6	2
No. of maternal deaths§	1	1	0
15-Year follow-up study			
No. of missing biological mothers	12	1	4
No. who refused to participate¶			
Mothers	6	5	4
Adolescents	10	8	7
No. of completed interviews			
Parents (biological or custodial)	152	81	97
Adolescents	144	77	94
No. of cases with school data (grades 7-9)	139	68	84
No. of cases with teacher report data¶	117	66	79
No. of cases with probation or family court data#	60	27	29

*Treatment groups 1 and 2 are the comparison; treatment group 3 was nurse-visited during pregnancy; and treatment group 4 was nurse-visited during pregnancy and infancy. Of 500 eligible persons invited to participate, 100 refused and 400 were randomized to the various treatment groups.

†Ellipses indicate data not available.

‡There were 2 adoptions in which interviews were conducted with the child but not the mother. They are not shown.

§For both cases in which the mother died, the adolescents were interviewed.

¶Refusals include 8 mothers who refused to participate during earlier phases and were not approached for the 15-year follow-up.

¶Data are for cases with at least 1 mathematics or English teacher report of classroom behavior.

#Data are for subsample of children who resided in original community for their entire lives.

adolescent-onset type has been hypothesized to be a reaction to the limited number of responsible roles for adolescents in Western societies.²

In earlier articles, we have shown that a program of prenatal and infancy home visitation by nurses improved women's prenatal health-related behavior³ and reduced the rates of child abuse and neglect,^{4,5} maternal welfare dependence, closely spaced successive pregnancies, maternal criminal behavior and behavioral problems due to use of alcohol and other drugs,⁶ and children's intellectual impairment associated with prenatal exposure to tobacco.^{9,10} These aspects of maternal and child functioning represent significant risks for early-onset antisocial behavior.¹¹

This article examines the extent to which this program produced a reduction in children's criminal and antisocial behavior. We expected that the program would reduce antisocial behaviors indicative of the early-onset type but did not expect it to have as dramatic an effect on adolescent-onset antisocial behavior.¹¹ We expected that program effects would be concentrated on children born to women who were unmarried and from low-income families at registration during pregnancy. One of the treatment conditions used in this study consisted of prenatal home visitation with no postpartum follow-up. We expected that the group receiving only prenatal home visitation would function better than the

comparison group but not as well as the group that received prenatal and postnatal home visitation.

METHODS

The details of this study's design can be found in an earlier article.⁸ A summary of the design is given herein.

Setting, Participants, and Randomization

Pregnant women were recruited from a free antepartum clinic sponsored by the Chemung County, New York, health department and the offices of private obstetricians in Elmira, NY. We actively recruited women with no previous live births who were less than 25 weeks pregnant and who were young (aged <19 years at registration), unmarried, or of low socioeconomic status (SES). Women without these sociodemographic risk characteristics were permitted to enroll if they had no previous live births. From April 1978 through September 1980, 500 women were invited to participate and 400 enrolled. Eighty-five percent were young, unmarried, or from low-SES households (August Hollingshead, PhD, unpublished manuscript, 1976). After completing informed consent and baseline interviews, women were stratified by sociodemographic characteristics and randomized to 1 of 4 treatment conditions. Persons involved in data gathering were blinded to the women's treatment conditions.

Treatment Conditions

Families in treatment group 1 (n = 94) were provided sensory and developmental screening for the child at 12 and 24 months of age. Based on these screenings, the children were referred for further clinical evaluation and treatment when needed. Families in treatment group 2 (n = 90) were provided the screening services offered those in treatment group 1 in addition to free transportation (using a taxicab voucher system) for prenatal and well-child care through the child's second birthday. There were no differences between treatment groups 1 and 2 in their use of prenatal and well-child care (both groups had high rates of completed appointments). Therefore, these 2 groups were combined to form a single comparison group as in earlier articles. Families in treatment group 3 (n = 100) were provided the screening and transportation services offered to treatment group 2 and in addition were provided a nurse who visited them at home during pregnancy. Families in treatment group 4 (n = 116) were provided the same services as those in treatment group 3 except that the nurse continued to visit through the child's second birthday.

Program Plan and Implementation

In the home visits, the nurses promoted 3 aspects of maternal functioning: (1) positive health-related behaviors during pregnancy and the early years of the child's life, (2) competent care of their children, and (3) maternal personal development (family planning, educational achievement, and participation in the workforce). In the service of these 3 goals, the nurses linked families with needed health care and human services and attempted to involve other family members and friends in the pregnancy, birth, and early care of the child. The nurses completed an average of 9 visits during pregnancy (range, 0-16) and 23 visits from birth to the child's second birthday (range, 0-59). Details of the program can be found elsewhere.^{12,13}

Overview of Follow-up Study

The current phase of the study consists of a longitudinal follow-up of the 400 families who were randomized to treatment and control conditions and in which the mother and child were still alive and the family had not refused participation at earlier phases. The flow of patients from recruitment through the 15-year follow-up is presented in Table 1. Interviews were conducted with the adolescents, their biological mothers, and their custodial parents if the biological mother no longer had custody. As-

assessments using parent reports used interview data from the parent who was judged to have had the greatest amount of recent experience with the child.

Assessments and Definitions of Variables

Assessments conducted at earlier phases are specified in previous articles.^{7,8} At the 15-year follow-up assessment, adolescents completed interviews that measured whether they had been adjudicated a person in need of supervision (PINS) resulting from incorrigible behavior such as recurrent truancy or destroying parents' property; their frequency of running away from home; and the number of times they had been stopped by the police, arrested, convicted of a crime or of probation violations, and sent to youth correctional facilities.¹⁴ They also reported on their disruptive behavior in school; number of school suspensions; delinquent and aggressive behavior outside school; experience of sexual intercourse; rates of pregnancy; lifetime number of sexual partners; and frequency of using cigarettes, alcohol, and illegal drugs during the 6-month period prior to the 15-year interview.¹⁶

Variables were created to summarize the number of occurrences of being stopped by the police, arrested, convicted (adjudicated) of the original crime or of probation violations, and sent to a youth correctional facility. Although we asked the children to report their number of school suspensions and disruptive behaviors in school, we used archived school data and teacher reports to measure these outcomes because they are less subject to reporting bias than are self-report data.

A variable was constructed to characterize the total number of cigarettes currently smoked per day. Separate variables were constructed to count the number of days the children had consumed alcohol or used illegal drugs during the 6-month period prior to the interview. The adolescents were asked questions regarding the effect of alcohol on 5 domains of their lives (trouble with parents, trouble at school, problems with friends, problems with someone they were dating, trouble with police).¹⁶ These data were summarized in an alcohol-use behavioral problem scale (range, 0-5). Corresponding questions regarding use of illegal drugs were omitted because of clerical error.

The self-reports of antisocial and delinquent acts were factor analyzed and found to produce 2 factors, major delinquent acts and minor antisocial acts, with Cronbach α coefficients of .82 and .68, respectively. The adolescents also completed the Achenbach Youth Self-Report of Problem Behaviors, which produces 2 broadband scales: internalizing

(anxiety/depression, social withdrawal, and somatic complaints) and externalizing (delinquency and aggression) behavior problems.¹⁷

Parents were asked questions about their children's behavioral problems (the Achenbach scale); school suspensions; arrests; and use of cigarettes, alcohol, and illegal drugs, including the effect of alcohol and other drugs on their children's lives. Variables were constructed to coincide with those based on the child's self-report of behavior. Parents' reports of their children's behavioral problems caused by substance use included children's use of illegal drugs (range, 0-10).

The number of short-term and long-term suspensions were counted from an abstraction of the children's school records for grades 7 through 9. In New York State, long-term suspensions require a hearing and usually are for serious infractions such as assaulting a student or teacher. Records were analyzed when there were complete school data for 2 of the 8 years. The students' current teachers in English and mathematics completed an "acting out" scale that rated children's disruptive behavior in the classroom (eg, disruptive in class, defiant, obstinate, stubborn).¹⁸

Finally, the records of 116 children who lived in Chemung County for their entire lives were reviewed by the Chemung County Probation Department and the Chemung County Family Court. Identifying information on the adolescents (name, birth date, sex, Social Security number) was provided to these departments for purposes of matching their records with the participants in this study. The department staff summarized the counts of arrest and PINS records within treatment and risk-status groups. Individual identifiers were not returned in the abstraction of these data, although the children's treatment group, sex, and risk status (ie, whether they were born to an unmarried mother from low SES) were returned.

Statistical Models and Methods

The study was conducted with an intention-to-treat approach. A core statistical model was derived that was consistent with the one used in the earlier phases of this research. It consisted of a $3 \times 2 \times 2 \times 2$ factorial structure and 6 covariates. The classification factors were treatment groups (1 and 2 vs 3 vs 4), maternal marital status (married vs unmarried at registration), social class (Hollingshead I and II vs III and IV at registration), and sex of child. All interactions among the first 3 factors were included.

Interactions with sex of the child also were examined. Although sex was a sig-

nificant predictor of the antisocial behavior outcomes, it did not interact in a fully interpretable way with other terms in the model for some outcomes, so it was included without interactions. Where program effects were moderated by the child's sex in a coherent way, we have noted this in the presentation of the findings, in which case the model includes SES as a covariate rather than a classification factor and includes all interactions among treatment, marital status, and sex. This model was preferable to a 4-factor classification structure with all interactions because of the low incidence of some outcomes for certain subclasses, compromising the stability of the Poisson log-linear models used in the analysis. In addition, for 2 variables, the core log-linear model produced unstable variance estimates for the tests of treatment main effects. In these cases, SES and marital status were included without interactions for that test.

Race of the mother was among a number of additional classification factors examined in deriving the core model but was not included because it was not a significant predictor of outcomes once other terms were included.

The 6 covariates included in the final models were maternal age, maternal education, locus of control,¹⁹ support from husband or boyfriend, maternal employment status, and paternal public assistance status. All covariates were measured at registration and tested for homogeneity of regressions for the hypothesized contrasts.¹⁹

Dependent variables with normal distributions were analyzed in the general linear model and low-frequency count data (eg, number of arrests) in the log-linear model (assuming a Poisson distribution). In the log-linear model, the analysis was carried out and estimates were obtained in terms of the logs of the incidence. We use the term *incidence* to refer to the actual count or mean of counts during specific periods of measurement. A careful examination of the distributions of each of the dependent variables was carried out. Low-incidence count variables with values higher than 20 were analyzed in a log-linear model, correcting for overdispersion.

For outcomes reported by more than 1 respondent (eg, child and parent or teachers), we carried out repeated-measures analyses, adding to the basic model fixed factors for respondent and a random factor for individuals. The focus of interpretation was on the average of the 2 sources of information.

All treatment contrasts focused on the comparison of the combination of treatment groups 1 and 2 (the comparison group) with treatment group 4 (the pregnancy and infancy nurse-visited group)

Table 2.—Equivalence of Treatment Conditions on Maternal Background Characteristics Measured at Registration for Children Assessed at 15-Year Follow-up*

Dependent Variables	Total Sample of Treatment Groups			Low SES, Unmarried Sample of Treatment Groups		
	1 and 2 (n = 148)	3 (n = 79)	4 (n = 97)	1 and 2 (n = 62)	3 (n = 30)	4 (n = 38)
Unmarried, %	62	58	64	100	100	100
Low-SES household, %	64	70	81	100	100	100
White, %	90	91	88	87	87	77
Smoker (>4 cigarettes/day)	47	46	58	51	60	59
Male children, %	55	44	55	44	53	49
Mother working, %	39	36	31	24	20	20
Mother receiving public assistance, %	9	10	13	23	29	20
Father working, %	70	70	67	42	50	52
Father receiving public assistance, %	4	3	3	10	5	2
Husband or boyfriend in house, %	58	76	60	21	47	22
Maternal age, mean (SD), y	19.3 (2.9)	19.5 (3.1)	19.4 (3.7)	18.6 (2.5)	19.0 (2.8)	18.2 (3.3)
Maternal education, mean (SD), y completed	11.2 (1.5)	11.6 (1.5)	11.1 (1.8)	10.7 (1.4)	10.9 (1.4)	10.3 (1.5)
Husband or boyfriend education completed, mean (SD), y	11.4 (1.4)	11.7 (1.7)	11.5 (1.8)	11.1 (1.4)	11.0 (1.8)	10.8 (1.5)
Grandmother support, mean (SD)†‡	100.4 (10.1)	97.7 (9.2)	101.3 (10.3)	101.6 (10.9)	98.1 (10.3)	104.1 (11.2)
Husband or boyfriend support†	99.6 (10.5)	102.0 (9.0)	99.0 (9.9)	94.2 (10.8)	98.6 (9.4)	96.8 (9.3)
Locus of control, mean (SD)†	99.3 (10.1)	100.6 (9.5)	100.6 (10.2)	97.5 (10.2)	99.2 (10.3)	99.1 (9.9)
Incidence of maternal arrests in New York State prior to randomization§	0.09	0.13	0.06	0.13	0.13	0.18

*Treatment groups 1 and 2 are the comparison; treatment group 3 was nurse-visited during pregnancy; and treatment group 4 was nurse-visited during pregnancy and infancy. SES indicates socioeconomic status.

†Standardized to mean (100) and SD (10).

‡Locally developed scale that assesses degree to which individual provides emotional and material support to mother.

§Incidence indicates the mean number of infrequently occurring events within the stated period. Individual cases may have values greater than 1.

because we hypothesized that the greatest treatment effect would be exerted by the combination of prenatal and postnatal home visitation, as found in earlier evaluations.^{7,8} The results for the group that received prenatal home visitation only (treatment group 3) are included to report whether that group had intermediate levels of functioning. To address our primary hypotheses, treatment effects also are shown for adolescents whose mothers were unmarried and from low-SES households at registration during pregnancy. All estimates of treatment main effects and effects for the unmarried, low-SES group are derived from a common statistical model.

RESULTS

Equivalence of Treatment Groups on Background Characteristics

As indicated in Table 2, for those families for which 15-year assessments were completed, the treatment groups were essentially equivalent on background characteristics for both the sample as a whole and for women who were unmarried and from low-SES households. Small differences on some background variables (such as paternal receipt of public assistance) led us to include them as covariates.

Encounters With the Criminal Justice System

Table 3 shows that adolescents born to nurse-visited women (treatment group 4) reported more frequent stops by police

($P < .001$) but fewer arrests and convictions and violations of probation ($P = .005$ and $.001$, respectively); the arrest and convictions and probation violation effects were concentrated among children born to women who were unmarried and from low-SES families ($P = .03$ and $< .001$, respectively). For the subsample of children who lived in Chemung County for their entire lives, nurse-visited children (treatment group 4) had fewer official PINS records ($P = .007$). Nurse-visited children whose mothers were unmarried and from low-SES families were reported by their parents to have been arrested less frequently than were their counterparts in the comparison group ($P = .05$). In addition, among adolescents born to unmarried women from low-SES households, those in treatment group 4 reported fewer instances of running away ($P = .003$). As indicated in Table 3, with the exception of parent report of child arrests, most of these effects were present for children whose mothers were visited only during pregnancy (treatment group 3).

The effect of the treatment group 4 program on the children's reports of running away was concentrated in girls, whereas the effect on parents' reports of the children's arrests and children's reports of convictions and probation violations was greater for boys (data not shown). The effect of the program on arrests was not limited to any specific type of crime, although property crimes were more frequent and, therefore, accounted for a larger portion of the program effect on arrests overall.

School Suspensions, Behavior Problems, and Use of Substances

Table 4 shows that children born to nurse-visited (treatment group 4) women who were unmarried and from low-SES households reported having fewer sexual partners ($P = .003$), smoking fewer cigarettes per day ($P = .10$), and consuming alcohol fewer days during the 6-month period prior to the 15-year interview ($P = .03$). Parents of children born to nurse-visited, unmarried women from low-SES families reported that their children had fewer behavioral problems related to their use of alcohol and other drugs ($P = .08$). For these outcomes, there was some indication that the group visited by nurses only during pregnancy (treatment group 3) did not do as well. Although adolescents in the unmarried, low-SES group reported smoking fewer cigarettes, they also reported higher levels of illegal drug use and their parents reported more behavioral problems due to the use of alcohol and other drugs than did their counterparts in the comparison group. There were no treatment differences in teachers' reports of the adolescents' acting out in school; short-term or long-term suspensions; the adolescents' initiation of sexual intercourse; or the parents' or children's reports of major delinquent acts, minor antisocial acts, or other behavioral problems.

COMMENT

Adolescents born to nurse-visited (treatment group 4) women who were un-

Table 3.—Adjusted Rates of Children's Encounters With Criminal Justice System From Birth to 15 Years of Age*

Dependent Variables	Total Sample					Low-SES, Unmarried Sample				
	Treatment Group			P Value†		Treatment Group			P Value†	
	1 and 2	3	4	T1 & T2 vs T3	T1 & T2 vs T4	1 and 2	3	4	T1 & T2 vs T3	T1 & T2 vs T4
Ever PINS, %	13	11	8	.75	.33	14	10	5	.63	.14
Incidence of times ran away‡	0.29	0.23	0.34	.63	.07	0.60	0.14	0.24	<.002	.003
Incidence of times stopped by police	0.80	0.53	2.25	.24	<.001	1.16	0.78	1.46	.34	.46
Incidence of arrests	0.36	0.16	0.17	.005§	.005§	0.45	0.15	0.20	.02	.03
Incidence of convictions and probation violations	0.27	0.06	0.10	<.001§	<.001§	0.47	0.07	0.09	<.001	<.001
Incidence of times sent to youth corrections	0.05	0.05	0.04	.98	.98	0.06	0.03	0.02	.32	.12
Incidence of arrests (mother report)	0.12	0.11	0.08	.73	.37	0.19	0.16	0.04	.79	.05
Incidence of PINS records (subsample, archived data)¶	0.31	0.17	0.03	.06	.007	0.35	0.33	0.00	.94	.07
Incidence of arrests (subsample, archived data)¶	0.35	0.14	0.32	.15	.84	0.55	0.22	0.44	.24	.74

*Treatment group 1 and 2 (T1 and T2) are the comparison; treatment group 3 (T3) was nurse-visited during pregnancy; and treatment group 4 (T4) was nurse-visited during pregnancy and infancy. Data are adjusted for socioeconomic status (SES), maternal marital status, age, education, locus of control, support from husband or boyfriend, and working status; husband or boyfriend use of public assistance at registration; and sex of child. PINS indicates person in need of supervision.

†Test of treatment effect performed on odds ratios for percentage outcomes and difference of logs of incidence for incidence outcomes.

‡Incidence indicates the mean number of infrequently occurring events within the stated period. Individual cases may have values greater than 1.

§Test conducted without interactions for SES and marital status.

¶No covariates were included in the analysis of this outcome.

Table 4.—Adjusted Reports of Problem Behavior, Sexual Activity, Pregnancy, and Use of Substances at 15-Year Follow-up*

Dependent Variables	Total Sample					Low-SES, Unmarried Sample				
	Treatment Groups			P Value†		Treatment Groups			P Value†	
	1 and 2	3	4	T1 & T2 vs T3	T1 & T2 vs T4	1 and 2	3	4	T1 & T2 vs T3	T1 & T2 vs T4
No. of minor antisocial acts, mean‡	2.89	2.54	2.88	.50	.86	4.06	8.25	3.38	.42	.47
No. of major delinquent acts, mean§	3.02	2.79	3.57	.93	.48	4.08	8.45	3.99	.60	.77
No. of externalizing problems, mean¶	13.73	13.65	13.88	.95	.89	14.16	15.63	11.85	.42	.17
No. of internalizing problems, mean¶	10.58	11.19	11.66	.46	.19	10.82	11.15	9.85	.80	.44
No. of acting out problems, mean¶	9.61	8.97	9.47	.41	.85	10.36	9.79	10.58	.62	.85
Ever had sexual intercourse, %	35	35	42	1.00	.32	45	55	46	.44	1.00
Ever pregnant or made someone pregnant, %	3	2	4	.97	1.00	8	8	7	.90	.74
Incidence of sex partners#	1.56	1.10	1.16	.48	.90	2.48	2.23	0.92	.73	.003
Incidence of short-term school suspensions	0.28	0.11	0.27	.96	.97	0.32	0.16	0.11	.11	.63
Incidence of long-term school suspensions	0.04	0.00	0.01	1.00	1.00	0.15	0.01	0.04	.97	.25
Incidence of cigarettes smoked per day	1.30	0.91	1.28	.49	.76	2.50	1.32	1.50	.07	.10
Incidence of days drank alcohol	1.57	1.81	1.87	.97	.96	2.49	1.84	1.09	.41	.03
Incidence of days used drugs	2.28	3.55	2.04	.49	.54	4.04	9.38	2.50	.01	.24
Alcohol impairment, self-report	0.52	0.50	0.47	.95	.35	0.49	0.38	0.55	.36	.60
Alcohol and drug impairment, parent's report	0.18	0.20	0.28	.96	.68	0.34	0.62	0.15	.05	.08

*Treatment groups 1 and 2 (T1 and T2) are the comparison; treatment group 3 (T3) was nurse-visited during pregnancy; and treatment group 4 (T4) was nurse-visited during pregnancy and infancy. Data are adjusted for maternal socioeconomic status, marital status, education, locus of control, support from husband/boyfriend, and working status; husband/boyfriend use of public assistance at registration; and sex of child.

†Test of treatment effect based on mean differences for means, odds ratios for percentages, and difference of logs of incidence for count data outcomes.

‡Minor antisocial acts included lied to parents, lied to teacher, took car without permission, stayed out all night without permission, been passenger in car where driven drunk, and used fake identification to enter bar.

§Major delinquent acts included hurt someone who needed bandages, stole something worth more than \$50, stole something worth less than \$50, trespassed, damaged property on purpose, hit someone because did not like what he or she said, carried weapon, set fire on purpose, and been in fight with gang members.

¶Average of parent and child reports of behavioral problem (analyzed with repeated measures).

¶Average of mathematics and English teachers' reports of students' disruptive behavior in school (analyzed with repeated measures).

#Incidence indicates mean number of infrequently occurring events within the stated period. Individual cases may have values greater than 1.

married and from low-SES families had fewer episodes of running away from home, arrests, and convictions and violations of probation than did their counterparts in the comparison group. They also had fewer sexual partners and engaged in cigarette smoking and alcohol consumption less frequently. Their parents reported that they had fewer behavioral problems related to their use of drugs and alcohol. There were no program effects on less serious forms of antisocial behavior, initiation of sexual intercourse, or use of

illegal drugs. Children in treatment group 4, irrespective of risk, reported being stopped by police more frequently, but they reported fewer arrests and convictions and violations of probation, and the official PINS records corroborated this pattern. The higher rates of being stopped by police is an anomalous finding that has no coherence with any other effects and is likely to be either a sampling or reporting artifact.

The concentration of beneficial effects among children born to unmarried wom-

en of low SES is consistent with the results of other preventive interventions that have shown greater effects for children of families at greater social risk.²⁰ This suggests that these kinds of services ought to be focused on families in greater need by virtue of the mothers' being unmarried and poor.

In general, these findings are consistent with program effects on early-onset antisocial behavior rather than on the more common and less serious antisocial behavior that emerges with puberty.⁸

The mere presence of arrests, convictions, and probation violations by the time the children were 15 years old suggests that these children started offending early and that they may be on life-course trajectories that portend recurrent and more serious offenses in the future. Given that early-onset antisocial behavior is associated with (1) subtle neurological impairment, (2) harsh, punitive, and neglectful parenting, and (3) family contexts characterized by substance abuse and criminal behavior,²⁻⁵ it is important to note that this program has affected these aspects of maternal, child, and family functioning at earlier phases in the child's development.⁶⁻¹¹ Moreover, genetic vulnerability to impulsivity and aggression is expressed much more frequently when vulnerable rhesus monkeys experience aberrant rearing²¹ (also Allyson J. Bennett, PhD, K. Peter Lesch, Armin Heils, et al, unpublished data, 1998), adding to the plausibility of the findings reported here.

The prenatal phase of the program reduced fetal exposure to tobacco, improved the qualities of women's prenatal diets, reduced rates of pyelonephritis, improved levels of informal social support, and reduced intellectual impairment and irritable behavioral styles associated with fetal exposure to tobacco.^{8,10,11,22} Prenatal exposure to tobacco is a risk factor for early behavioral dysregulation, problems with attention, and later crime and delinquency.²² Moreover, the combination of birth complications (and, by implication, neurological impairment) and rejecting parenting substantially increases the likelihood of violent offenses by the time children are 18 years old.⁶

We did not expect prenatal home visitation (treatment group 3) by itself to be as effective as it was in preventing criminal behavior among children born to low-SES, unmarried women. This occurred even though these children's mothers showed almost none of the postnatal benefits observed for those visited during pregnancy and infancy (such as reduced welfare dependence, substance abuse, criminal behavior, and child abuse and neglect).⁸ The mechanisms through which these beneficial effects occurred will be examined in future reports, with a focus on the alteration of maternal prenatal health and the children's corresponding neuropsychological functioning,^{22,23} as well as prenatal stress, given that stress during pregnancy affects the social and neuromotor development of nonhuman primates.^{24,25}

The impact of the full program (prenatal and infancy home visitation) on children's use of alcohol and number of sexual partners is important because re-

cent evidence indicates that alcohol use prior to age 15 years multiplies the risk of alcoholism in adulthood²⁶ and multiple partners increase the risk for sexually transmitted diseases, including human immunodeficiency virus infection.^{27,28} The effect of the program on alcohol use is consistent with greater alcohol consumption observed among adult rhesus monkeys who experienced aberrant rearing.²⁹ These findings must be tempered, however, with an acknowledgment of their limitations.

The first limitation is that most of the positive results were concentrated among children born to women who were unmarried and from low-SES households. Although we hypothesized originally that the effects would be greater for women who experienced higher levels of stress and who had fewer personal resources, we did not fully operationalize the stress and resource variables prior to the beginning of the trial. We chose to use characteristics used for sample recruitment as indicators of long-term stress (eg, coming from a low-SES household) and having few personal resources (eg, being unmarried), 2 factors associated with a host of adverse outcomes. However, positive early results from a large urban replication of this study focusing almost exclusively on unmarried, low-income women support our interpretation that the effects observed in the current study are due to the program.³⁰

The second limitation is that the arrest and conviction data were based primarily on the children's and parents' reports, which may be subject to treatment-related reporting bias. To validate the children's and parents' reports of undesirable behavior, we compared the rates of school suspensions derived from the school records with the parents' and children's reports of suspensions and found no treatment differences in accuracy. We also regressed the English and mathematics teachers' averaged reports of the adolescents' acting out in school on the adolescents' self-reports of their acting out in school separately for the nurse-visited and comparison group children and found no treatment differences in the slopes of these regressions.

Importantly, the pattern of mean differences for treatment groups 1 and 2 vs treatment group 4 for PINS records on the subsample of children who lived in Chemung County for their entire lives corroborated the pattern of the children's reported arrests. The PINS finding increases our confidence that the treatment differences in the adolescents' reported involvement with the criminal justice system are not the result of the nurse-visited children and their parents simply underreporting their actual lev-

els of involvement. The absence of program effect with the official arrest data may be explained by a significant, 9-fold higher rate of official arrest records prior to randomization (0.44 vs 0.05) found for treatment group 4 mothers who were unmarried and of low SES and whose children remained in Chemung County compared with their treatment group 1 and 2 counterparts.

Finally, we note that the adolescents' self-reports of delinquent and antisocial behavior are not completely consistent with the data on reports of arrests and convictions. A survey that used follow-up questions to the assault questions asked in the current study showed that the answers to the questions we used produced responses that frequently were trivial (eg, 33% of the serious violent responses and 64% of the self-reported minor assaults were too insignificant to lead to arrests).³¹ This suggests that the particular questions used in this study regarding delinquent behavior did not adequately assess the severity of delinquency. Thus, the treatment differences found in reports of arrests and convictions are likely to be indications of underlying treatment differences in the severity of antisocial behavior that were not assessed adequately by the set of questions asked about particular antisocial behaviors.

This program prevented only the more serious forms of antisocial behavior leading to arrests and convictions. Other types of prevention programs may be necessary to reduce more normative types of disruptive behavior among young adolescents.³² In light of the impact of this program on maternal and youth crime and corresponding government expenditures,^{8,33} the US Department of Justice is now supporting an effort to make this program available to a larger number of high-crime communities.³⁴

This research was supported by Senior Research Scientist Award 1-K05-MH01382-01 (Dr Olds) and grants from the Prevention Research and Behavioral Medicine Branch of the National Institute of Mental Health (R01-MH49881) and the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services (grant 96ASPE278A). Earlier phases of this work were supported by the Bureau of Maternal and Child Health, Department of Health and Human Services, Washington, DC; the Robert Wood Johnson Foundation, Princeton, NJ; the W. T. Grant Foundation, New York, NY; the Ford Foundation, New York; and the Commonwealth Fund, New York.

We thank John Shannon for his support of the program and data gathering through Comprehensive Interdisciplinary Developmental Services, Elmira, NY; Alise Mahr, Darlene Batrone, Karen Hughes, Barbara Lee, Sherry Mandel, and Barbara Ganzel for tracing and interviewing the families; Kathleen Buckwell, Sondra Thomas, and Sharon Holmberg for coding the data; Robert Chamberlin, MD, MPH, and Robert Tatalbaum, MD, for their contributions to earlier phases of this research; the Chemung County Probation Department (John

Sutton, director) and the Chemung County Family Court (Marie Brewer, chief clerk) for their assistance with extraction and coding of the criminal justice data; Del Elliott, PhD, Zorika Henderson, Dave Huizinga, and John Reid for their comments on the manuscript; Jackie Roberts, Liz Chilson, Lyn Scasafabo, Georgie McGrady, and Diane Farr for their home visitation work with the families; and the families who participated in the research.

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microorganisms, or costs of antibiotics.^{11,12} Many reports do not focus on the outcomes these measures have on patients, although a recent study reported decreased rates of some nosocomial infections.¹³ Scientifically sound programs that can be shown to improve the quality of patient care, not merely save costs or measure the performance of physicians vis-à-vis use of antimicrobials, are sorely needed.

Quality improvement has become synonymous with the drive to eliminate variation. However, there is a danger that standardization could lead to antibiotic prescribing patterns that could be described as homogeneous: Antibiotic restriction programs pose the danger of fostering monosynaptic decision making, ie, reflexive prescribing of favored compounds, that could heighten the potential for misuse of unrestricted drugs. There are now many examples in which the extensive use of single classes of antimicrobials have led to marked increases in resistance, such as the occurrence of ceftazidime-resistant *Klebsiella pneumoniae* on hospital wards where ceftazidime was administered most frequently.¹⁴ Efforts to encourage heterogeneity and individualization of antibiotic use might offer the best hope for stabilizing the selection of resistance.

The appropriate use of consultation with infectious disease specialists and medical microbiologists is an obvious technique to encourage heterogeneity through individualization of drug selection. Any method that brings more information to the bedside that will affect clinical decision making will encourage heterogeneity. Advanced computer systems can assist physicians when selecting antibiotics by providing up-to-date antimicrobial susceptibility patterns for nosocomial pathogens recently isolated from the local hospital, by displaying the costs of formulary antimicrobials, by recommending dosages and durations of therapy, by calling attention to drug incompatibilities, and even by creating guidelines for antibiotic use that are locally derived and acceptable to physicians.¹⁵ Computer-assisted decision support, based on the principles of epidemiology and using a flexible and dynamic medical informatics system, can be used to inform and improve antibiotic decisions rather than to enforce them. These patient-centered strategies may reduce the total amount of antibiotic use, promote unintentional random use of specific antimicrobials, and, thereby, stabilize antibiotic resistance. The key principle is that the individual physician retains control of antibiotic use on the basis of relevant information available at the bedside, using the computer system as a tool.

In a recent World Health Organization Symposium, Acar¹⁶ called for reexamining the relationship between resistance and antibiotic consumption, noting that "positive changes in prescribing behavior occur when information on resistant organisms is released to practitioners and the public. The impact of such information has not been investigated and measured." Within this scenario, making useful information available at the point of care and meeting the needs of physicians to use data more efficiently in their daily work should become the focal point for optimizing antibiotic use and, perhaps, reducing the selection pressure in the antibiotic balloon.

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I am grateful to Matthew H. Samore, MD, David C. Classen, MD, MS, and Stanley L. Pestotnik, MS, RPh, for comments on earlier drafts of the editorial.

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Positive Effects of Prenatal and Early Childhood Interventions

The article by Olds and colleagues¹ in this issue of THE JOURNAL continues a series of publications of well-designed experiments examining the effects of early intervention on maternal and child outcomes.²⁻⁶ These important studies represent considerable progress toward establishing proof that early intervention can produce positive and persistent changes

in human development and also strengthen the base of knowledge regarding the nature of infant vulnerabilities and the hazards these infants and their families face from substandard

See also p 1238.

living environments. This mounting evidence intersects in a timely way with increasing interest among policymakers in the effect of early intervention on brain development and suggests specific strategies and policies to substantially improve

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the lives of children living in the most disadvantaged circumstances in our nation.

The study by Olds et al¹ provides convincing evidence that home visitation by nurses during the prenatal period and the first 24 months of postnatal life produces long-lasting beneficial effects on children's antisocial behaviors assessed at age 15 years. Compared with other study groups, adolescent offspring of poor, unmarried mothers who received the nurse home visits reported fewer instances of running away, arrests, convictions and violations of probation, lifetime sex partners, and days having consumed alcohol during the previous 6 months. Rather surprisingly, beneficial effects also were observed for those who received the more limited intervention of home visitation during the prenatal period alone, although these were of lesser magnitude than the full intervention with visits during both the prenatal period and postnatal life.

The potential of early intervention to reduce youth crime has important implications; the US Department of Justice is supporting development of the program in a number of high-crime communities. However, the limitations of the study by Olds and colleagues¹ must be kept in mind, in particular the use of self-report as the chief measure of the behavioral outcomes. In this study, the reports of adolescents were in general accord with the reports of parents and teachers and with school records. Although the study is methodologically sound to assess such outcomes from several independent sources, investigators in this field typically have found much less agreement than expected between such sources. Self-report questionnaires originally were introduced to overcome known biases associated with recording information in official records. Therefore, there is no strong reason to assume that school records should be a criterion for the validity of self-reports. Moreover, teachers and parents are known to have quite different perceptions of behavior problems and make their judgments based on observations in dissimilar contexts. In fact, the agreement between parents and teachers is less good for children in higher grades than those in lower grades because older children typically have more teachers and spend shorter periods of time with the same teacher.

The authors did find some discrepancies, however, between the adolescents' reports and probation and court records, which the authors attribute to failure of their survey questions to adequately assess the severity of delinquent behavior. In addition, the meaning of some terms, such as police contacts, is vague. There is also the troubling inconsistency that adolescents in the most intensively treated group reported more contact with the police but fewer arrests and convictions than those in the control condition. Even though the authors suggest that this is an anomalous finding, it remains troublesome.

These results build on outcomes previously reported from the same study that demonstrated enduring benefits to the mothers who received the home visit intervention.⁵ Taken together, the evidence suggests that supplementing a disadvantaged home environment through nurse visits improved parenting behavior and promoted healthier biological and behavioral development of the children. Much has been made about the importance of the first few years as a critical phase of the life course. This notion was ushered in at the beginning of this century through the metaphors of psychoanalytical theory and is now being reformulated in biomedical terms. Evidence from animal experiments is providing some remarkable insights into the complexity of mechanisms associated with maternal care.⁷

The authors suggest that the visitation treatment program, starting with the reduction of biological risks to the fetus and culminating in the enhancement of emotional and educational support for mothers, altered a developmental pathway in which antisocial behavior surfaces early in life and persists during the life span. This pattern contrasts with antisocial behavior beginning later in childhood. Although the assessment of antisocial behavior in middle adolescence represents the most difficult time to discriminate between these alternative pathways, it remains plausible that the intervention set in motion a favorable set of direct and indirect influences on children's lives that improved their outcomes over the long term. A single developmental mechanism cannot account for the findings. It is more likely that a combination of behavioral predispositions and environmental advantages were modified during a decisive period of human development.

Comparison of the findings of Olds et al¹ with those reported by investigators in the Infant Health and Development Program (IHDP)²⁻⁴ provides greater insight into the limits to which developmental trajectories can be changed in early life. The IHDP study was an intensive 8-year intervention for low-birth-weight premature infants, many of whom were also socially and economically disadvantaged, and involved home visits and child development center services. The intervention improved cognitive scores and reduced behavioral problems primarily in those with heavier birth weights. The intervention thus appeared to modify social influences regulating early development more than it altered the biological status of children at the highest level of biological risk (ie, those weighing <1500 g). Together with the findings of Olds et al¹ that nurse visitation improved outcomes primarily for those in the worst social and economic condition, these studies suggest that a targeting of resources in designing intervention programs is warranted.

It is only through intensive and persistent labor that studies such as that of Olds et al reach fruition. Their value is based on learning as much as we can from them because replications of such experiments are not practical. The fact that monthly home visits discharged during the first 2 years of a child's life can have an enduring effect on personal and social development is good news. This finding confirms theories about the salience of early development and provides a sturdy foundation for expanding educational and health promotion for disadvantaged families. However, policy considerations should place nurse home visitation within the larger context of the social integrity of neighborhoods and the availability and quality of medical, social, and child care services in which the lives of poor families are situated. One can only speculate on how much stronger the effects of this early intervention would have been if the program had continued beyond the child's second year of life or if efforts had been made to engage the wider social settings in which the families lived.

Unfortunately, it will be no easy task to advance policy in this area, regardless of how compelling the evidence. This is currently reflected in the absence of national standards for the quality of child care, the limited capacity of the Head Start Program to reach the majority of eligible children, and the superficial treatment afforded child care issues in the recent welfare reform legislation.⁸ Perhaps by deepening understanding of the effects of early intervention on brain development, the political resolve to use this knowledge will be strengthened. It is certain, however, that by not responding to the accumulating evidence that early intervention matters,

disadvantaged children will continue to pay a price in terms of educational underachievement, vulnerability to substance abuse, and the many negative consequences of antisocial and criminal behavior.

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Low-Tech Autopsies in the Era of High-Tech Medicine

Continued Value for Quality Assurance and Patient Safety

It's back. The autopsy question, that is. It will not go away quietly. In 1983, in a theme issue on autopsy, *JAMA* announced that it was "declaring war on the nonautopsy."¹ We have, in truth, based on outcomes, lost most of the battles since then. But we have not lost the war. Today marks a new offensive.

Autopsies have traditionally been performed to:

1. establish the cause of death,
2. assist in determining the manner of death (ie, homicide, suicide, etc),
3. compare the premortem and postmortem findings,
4. produce accurate vital statistics,
5. monitor the public health,
6. assess the quality of medical practice,
7. instruct medical students and physicians,
8. identify new and changing diseases,
9. evaluate the effectiveness of therapies such as drugs, surgical techniques, and prostheses,
10. reassure family members, and
11. protect against false liability claims and settle valid claims quickly and fairly.²⁻⁶

Preservation of the autopsy has been said to be a "fundamental principle of all clinical research."⁷

But the autopsy has come on hard times since the 1960s.⁸ The Institute of Medicine of Chicago, Ill, has kept autopsy data for Chicago area hospitals (a reasonable sample for urban areas) since 1923 (Figure). The autopsy rates for hospital deaths at nonteaching hospitals nationally now average below 9%; many hospitals have autopsy rates at or near 0% despite many deaths. No one seems to know what proportion of nursing home deaths are autopsied, but it appears to be between 1/100 and 1/1000.⁹

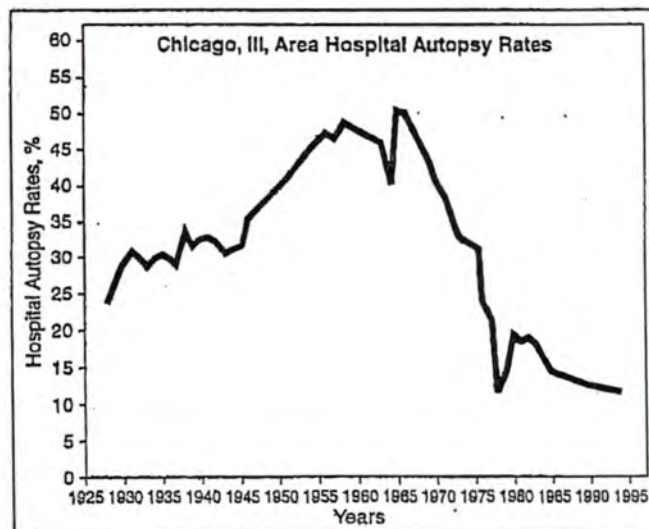
See also p 1245.

Everywhere I go to speak on quality of care and point out these chilling autopsy figures, physicians, policymakers, and the public ask me what happened. I tell them I do not know and

that reasons for the dramatic decline in autopsy rates are many and complex.⁴ Many thousands of words have been written about the impending "death" of the autopsy in the past 30 years. Various calls to arms have been issued. The autopsy is not dead, but it slumbers deeply, apparently the victim of a vast cultural delusion of denial. It is not exactly a conspiracy of silence or necessarily a massive intentional cover-up, but it is a movement with millions of players, all in complicity for widely varying reasons with the final result of "do not bother me with the truth" on the sickest patients—the ones who die.¹

In fact, there is still a giant gap between what high-tech diagnostic medicine can do in theory in ideal circumstances (very much, very well) and what high-tech diagnostic medicine does do in practice in real-life circumstances (not nearly so well), when human beings have to decide what, where, when, how, and why to use it. This gap becomes especially obvious when one looks at patients sick unto death.

Two 1998 reports validate the continued truth that there is an approximately 40% discordance between what clinical physicians diagnose as causes of death antemortem and what the postmortem diagnoses are. In one recent study with such results (44.9% discordance) at the University of Pittsburgh, Pa,



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White House Conference on School Safety:

Causes and Prevention of Youth Violence

Panelist Biographies for Session III

Lynn McDonald, Ph.D., Founder, Families and Schools Together (FAST), Madison, WI

Dr. Lynn McDonald is the Founder of Families and Schools Together (FAST). Developed in 1987, FAST integrates pre-existing mental health research with practitioner skills to address the urgent social problem of violence and persistent juvenile delinquency in our society. She has created, developed and supervised the national replication and dissemination efforts of FAST since 1989. In 1998, Dr. McDonald entered in a five year project with Family Service America (FSA) to disseminate FAST throughout its membership structure. She is also assisting Communities in Schools with a national replication of the FAST process.

Irma Howard, FAST Graduate, New Orleans, LA

Irma Howard is a 1995 graduate of the FAST program. She is a full time undergraduate student at the Southern University of New Orleans enrolled in the Sociology program and is employed full time as an Administrative Secretary with the Family Service of Greater New Orleans. Ms. Howard is married and the mother of three children. Her 16 year old daughter and 11 year old son participated in the FAST program with her. Her son received an award for Most Improved Behavior. Ms. Howard currently serves on the FASTWORKS Parent Advisory Council which organizes activities for families who have participated in the FAST program.

Mariana R. Gaston, Director, Resolving Conflict Creatively Program, New York, NY

Mariana Gaston is the Director of the Resolving Conflict Creatively Program. She is responsible for ensuring the successful delivery and implementation of conflict resolution curricula to hundreds of peer mediation programs in more than 28 New York City Public School Districts. Ms. Gaston has developed numerous specialized training models based on the Resolving Conflict Creatively Program curriculum model for educators, parents and students. Ms. Gaston has developed culturally and linguistically sensitive models for Spanish-speaking teachers, parents and students, and has helped develop similar work for Haitian and Chinese School communities.

Thomas C. Frazier, Police Commissioner, Baltimore Police Department, Baltimore, MD

Commissioner Frazier is one of the creators of the community policing concept. He established 27 Baltimore Police Athletic League Centers in 1995. The PAL Centers serve as after-school programs that operate during non-school hours and school breaks. They stress academics and responsibility, but also provide children with a safe, drug and crime free environment to engage in social and recreational activities. Commissioner Frazier also developed and implemented Community Oriented Policing in San Jose California when he was Assistant Chief of Police and has served as a consultant to the Office of Juvenile Justice and Delinquency Prevention (OJJDP) on youth-focused community oriented policing.

Sandra McBrayer, Executive Director, Children's Initiative, San Diego, CA

Sandra McBrayer is the Executive Director of the Children's Initiative, an organization dedicated to strengthening children and families. Children's Initiative works for integrated services that promote the values of collaboration, prevention and measurable outcomes in the fields of education, health, safety and economic security. She also teaches at the College of Education at San Deigo State University. In 1987, Ms. McBrayer founded and developed the first successful school for homeless and unattended youth in the United States - the Homeless Outreach School. In 1994, Ms. McBrayer was named National Teacher of the Year by President Clinton and has received recognition throughout her teaching career. She continues to speak nationally and internationally as an advocate for issues that affect children, youth and families.

Lt. Gary French, Boston's Youth Violence Strike Force, Roslindale, MA

Lieutenant Gary French is a Commander of the Boston Police Youth Violence Strike Force, a unit designed to disrupt gang activity and aggressively curtail youth violence in Boston. The Youth Violence Strike was recognized by both President Clinton and Attorney General Reno as a model for combating youth violence. Lt. French has been a member of the Boston Police Department for 15 years, serving in patrol, narcotics and street supervision. He has been rewarded for his outstanding contribution to community policing in the Dorchester section of Boston. Lt. French also served in the U.S. Army as a member of the military police from 1971 to 1973.

delinquency, substance abuse and violent behavior. Mr. Earles serves on the Board of Directors of Physicians for Human Rights and is member of the Committee on Human Rights at the National Academy of Sciences.

U.S. Representative Bobby Etheridge, D-NC

Bobby Etheridge was elected to Congress in November 1996. He serves on the Agriculture and Science Committees and as a New Member Whip. He came to Washington upon completing his second term as Superintendent of Public Instruction, a position to which he was first elected in 1988 and was reelected in 1992. Mr. Etheridge has served on the National Council of Chief State School Officers, the Governor's Executive Cabinet, the Advisory Board of the Mathematics/Science Education Network and other community and civic organizations. Mr. Etheridge has a long history of public service beginning in 1972 when he was elected to the Harnett County Commission.

Joanna Quintana Barroso, 3rd Grade Teacher, Coral Way Elementary, Miami, FL

Joanna has been an elementary school teacher for the last seven years. Growing up in New Jersey, she followed in her mother's tradition and fell in love with teaching. She teaches reading and other subjects to a largely bilingual, lower-income student body. She has been involved in a curriculum-based gun safety program and is known for turning the lives of several of her students around through personal interaction. She believes that individual contact and alternative classes for troubled students are important for targeting and reducing youth violence and delinquency.

Families and Schools Together (FAST)

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

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

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

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

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

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

Baltimore Police Athletic League (PAL)

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

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

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

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

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

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

The Resolving Conflict Creatively Program

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

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

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

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

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

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

San Diego County's Comprehensive Strategy

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

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

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

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

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

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

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

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

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

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

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

For Additional Information on these Programs Contact ...

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San Diego County's Comprehensive Strategy

C/O Children's Initiative

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School and Youth Violence: A Statistical Snapshot

-- SCHOOL SAFETY AND VIOLENCE --

Violence In the 1996- 97 School Year

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

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

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

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

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

School Crime in 1995 Compared to 1989

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

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

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

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

-- YOUTH VIOLENCE --

Young Victims of Violence

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

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

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

Crimes Committed by Young People

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

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

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

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

SOURCES

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

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PROMOTING SCHOOL SAFETY, PREVENTING YOUTH VIOLENCE AND ENCOURAGING LEARNING

--The Clinton Administration Record --

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

Helping Teachers and Principals Respond to the Early Warning Signs of Troubled Youth. President Clinton directed the Secretary of Education and the Attorney General to develop a guide to help teachers and principals identify and respond to the early warning signs of troubled youth that can lead to school violence. In August 1998, the Departments of Justice and Education released *Early Warning, Timely Response: A Guide to Safe Schools*. This guide provides schools and communities with information on how to identify 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 the First Annual Report on School Safety. In December 1997, President Clinton called for an Annual Report on School Safety, which will be released on October 15, 1998. The report will include: an analysis of all existing national school crime data and an overview of state and local crime reporting; examples of schools and 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, President Clinton expanded the Drug-Free Schools Act 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, requiring states to have in effect a law requiring local education agencies (LEAs) to expel students who bring guns to school. The President issued a Presidential Directive later that month to enforce "zero tolerance" for guns in schools, a policy requiring the expulsion of students who bring guns to schools. In school year 1996-97, the U.S. Department of Education estimates that, under zero tolerance policies, 6,093 students were expelled from public schools for bringing a firearm to school.

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

Providing Safe After-School Opportunities for Up to Half a Million Children a Year. Last year (FY98), the 21st Century Community Learning Centers program was expanded by \$40 million. This funding will enable 315 rural and urban schools in 36 states to provide school-based after-school programs, including on weekends and during the summer. This year, the President proposed a major expansion of this program to 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 the President highlighted school uniforms, a growing number of schools have adopted these policies including: New York City, Dade County, San Antonio, Houston, Chicago and Boston.

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

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

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

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

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

Building and Strengthening 14,000 Community Anti-Drug Coalitions. In 1997, President Clinton signed into law the bipartisan Drug-Free Communities Support Program. 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 AND SUPPORTING LEARNING

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

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

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

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

Striving for Excellence with National Education Standards. Seeking high national standards for all students, the President 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.

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

Satellite Downlink Site Demographics by Agency

<u>Viewing Site Locations</u>	<u>Number of Sites</u>
Public School Systems (<i>i.e., local school districts, States Dept. of Education</i>)	215
Law Enforcement Agencies	125
Colleges/Universities	113
Units of Local Government	32
Juvenile Justice Agencies	31
Cooperative Extension Offices	28
Social Service Agencies	26
Cable Television/Educational Television Networks	26
Community-based Programs (<i>i.e., Boys/Girls Clubs of America</i>)	14
Criminal Justice Agencies	10
Attorneys General Offices/Local District Attorneys	9
National Guard Units	6
Court Systems	3
Other	49
TOTAL	687*

- *Denotes site registrations through 10/13/98.*

**PHOTOCOPY
PRESERVATION**

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
006. schedule	Schedule for Hillary Rodham Clinton (partial) (1 page)	10/07/1998	b(7)(E)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19011

FOLDER TITLE:

youth Development After School Violence #2 [binder] [2]

2013-0534-S
ry1770

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 7, 1998
FINAL

WASHINGTON, D.C./WESTPORT, CT/WASHINGTON, D.C.

TRAVELING PARTY: THE FIRST LADY
WHITNEY WILLIAMS
MARSHA BERRY
KELLY CRAIGHEAD
SHARON FARMER

(b)(7)e

[006]

WESTPORT

LEAD ADVANCE: MWITU NDUGU
CLUB HOTEL
BY DOUBLETREE ROOM 722
203/853-3477 PHONE
203/855-9404 FAX
202/757-5000 CELL

SITE ADVANCE: ERIN FISHER
203/325-8154 HOME
203/964-7731 CELL

PRESS ADVANCE: ANU RANGAPPA ROOM 716
202/757-9189 CELL

SCHEDULER: HUMA ABEDIN
202/456-2587 PHONE
202/456-6244 FAX
202/625-0097 HOME
WHCA PAGER #4403

PREV RON The White House

10:00 am- [t] BRIEFING
10:25 am Location tbd
CLOSED PRESS/NO WH PHOTO

PARTICIPANTS:
The First Lady
Melanne Verveer
Janet Murgia
Steve Richetti

CONTACT: Melanne Verveer 202/456-7264

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 7, 1998
PAGE 2

10:30am- **MEETING** w/ Freshmen Democratic House Members
11:30am Yellow Oval Room
CLOSED PRESS/WH PHOTO

NOTE: See briefing book for list.

CONTACT: Melanne Verveer 202/456-2538

12:30pm- **PRIVATE MEETING**
1:00pm Residence

CONTACT: Capricia Marshall 202/456-2399

1:30pm- **BRIEFING** for Coming Up Taller Awards
1:35pm Elevator
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady
Capricia Marshall
Laura Schwartz

CONTACT: Laura Schwartz 202/456-5655

1:35pm- **MEET AND GREET** w/Awardees
1:45pm State Dining Room
CLOSED PRESS/WH PHOTO

Note: See briefing book for complete list.

CONTACT: Laura Schwartz 202/456-5655

1:50pm- **COMING UP TALLER AWARDS**
2:30pm East Room
OPEN PRESS

FORMAT:

- The First Lady, accompanied by NEA Chair Bill Ivey, John Brademas of PCAH, Jesse Trevino, and Alfred Kahn, is announced into the East Room.
- The First Lady makes welcoming remarks and introduces Jesse Trevino.

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 7, 1998
PAGE 3

- Jesse Trevino makes remarks.
- The First Lady introduces Alfred Kahn.
- Alfred Kahn makes remarks.
- The First Lady introduces John Brademas.
- John Brademas begins award presentation and reads first citation.

Note: As each citation is read, the First Lady presents an award to each awardee and poses for a picture.

- Upon conclusion, the First Lady introduces James McDaniel, students Mayleen Cancel and Candy Godoy, and pianist Rusty Magee from the 52nd Street Project.
- Mayleen Cancel makes brief remarks from off stage performance area.
- Performance by the 52nd Street Project.
- The First Lady invites guests to proceed to reception in the State Dining Room.

CONTACT: Laura Schwartz 202/456-5655

PARTICIPANTS: 180 guests.

3:15pm

DEPART South Portico
VIA Motorcade
EN ROUTE Andrews Air Force Base
[Drive time: 25 minutes]

MOTORCADE MANIFEST

LIMO: THE FIRST LADY

STAFF VAN: BERRY, CRAIGHEAD, FARMER, WILLIAMS

3:40pm

ARRIVE Andrews Air Force Base

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 7, 1998
PAGE 4

3:50pm **WHEELS UP** Andrews Air Force Base
 EN ROUTE Tweed-New Haven Airport, New Haven,
 Connecticut
 [Flight time: 50 minutes]
 [Meal: Snack]

4:40pm **WHEELS DOWN** Tweed-New Haven Airport, New
 Haven, Connecticut
 FBO: Robinson Aviation
 Phone: 203/467-9555
 Fax: 203/467-6346
 CLOSED PRESS

GREETERS:
 Richard Blumenthal, Attorney General
 Senator Harp, Clinton/Gore State Director
 Phyllis Silverman, aid to Senator Harp
 Charlotte Koskoff
 Alderman Luisa DeLauro
 Representative Patricia Dillon
 Representative John Martinez
 Representative Cameron Staples
 Representative Barbara Kennelley

4:50pm **DEPART** Tweed-New Haven Airport
 VIA Motorcade
 EN ROUTE Sandra Wagenfeld and Francine Goldstein
 Residence
 2 Judy Point Lane
 Westport, Connecticut
 [Drive time: 45 minutes]

MOTORCADE MANIFEST

(b)(7)e

5:35pm **ARRIVE** Sandra Wagenfeld and Francine Goldstein
 Residence

GREETERS:
 Sandra Wagenfeld
 Francine Goldstein
 Cynthia Friedman, WLF National Chair

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 7, 1998
PAGE 5

Ronni Ginott, WLF Connecticut Chapter Chair

5:40pm-
6:20pm

WLF ROUNDTABLE DISCUSSION

Living Room
HRC Hold: Downstairs Bedroom 1
Phone: 203/454-2802
Fax: 203/221-0484
Staff hold: Downstairs Bedroom 2
Attire: Business
CLOSED PRESS/WLF PHOTO

FORMAT:

- The First Lady greets roundtable participants in a photo receiving line and proceeds to her seat.
- Ronni Ginott makes welcoming remarks and introduces the First Lady.
- The First Lady makes brief remarks and opens discussion.

Note: Cynthia Friedman will call for the last question.

- The First Lady departs.

PARTICIPANTS: 22 guests.

Note: See briefing book for complete list.

6:25pm-
6:45pm

PHOTO RECEIVING LINE

Walkway
Wagenfeld and Goldstein residence
CLOSED PRESS/ WLF PHOTO

FORMAT:

- The First Lady proceeds to walkway for a photo receiving line.

PARTICIPANTS: 40-50 guests.

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 7, 1998
PAGE 6

6:50pm **WLF RECEPTION**
7:20pm Tent
 Back Lawn
 Wagenfeld and Goldstein residence
 OPEN PRESS/ WLF PHOTO

FORMAT:

- The First Lady and Barbara Kennelly are announced onto stage by Westport Selectwoman Diane Goss Farrell.
- Barbara Kennelly makes brief remarks and introduces the First Lady.
- The First Lady makes remarks.
- Upon conclusion, the First Lady has the option to work a ropeline.
- The First Lady departs.

PARTICIPANTS: 700 guests.

7:25pm- **INTERVIEW** w/Ann Douglas
7:40pm Room tbd
 Wagenfeld and Goldstein residence **(T)**
 CLOSED PRESS/WH PHOTO

7:45pm **DEPART** Wagenfeld and Goldstein residence
 VIA motorcade
 EN ROUTE Tweed-New Haven Airport
 [Drive time: 45 minutes]

MOTORCADE MANIFEST

(b)(7)e

8:30pm **ARRIVE** Tweed-New Haven Airport

8:40pm **WHEELS UP** Tweed-New Haven Airport
 EN ROUTE Andrews Air Force Base

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 7, 1998
PAGE 7

[Flight time: 1 hour]

9:40pm **WHEELS DOWN** Andrews Air Force Base

9:50pm **DEPART** Andrews Air Force Base
 VIA Motorcade
 EN ROUTE The White House
 [Drive time: 25 minutes]

10:15pm **ARRIVE** South Portico

RON The White House

October 6, 1998

COMING UP TALLER AWARDS EVENT

DATE: October 7, 1998
LOCATION: East Room
TIME: 1:30 p.m.
FROM: Ellen McCulloch-Lovell

I. PURPOSE

You will host the first Coming Up Taller Awards event, set to become an annual awards program of the President's Committee on the Arts and the Humanities in partnership with the National Endowment for the Arts.

II. BACKGROUND

The Coming Up Taller Awards recognize ten outstanding after school, weekend and summer arts and humanities programs fostering the development of America's young people. The purpose of the awards, and this event, is to focus national attention on concrete examples of the arts and humanities benefiting this country -- in this case by providing opportunities and safe havens to children, especially those living in family and community circumstances that limit their development and in some cases endanger their lives. Accompanied by a cash award (\$10,000 each), the awards not only reward these programs with recognition but also contribute significant support to their continued work.

In September 1994, when you and President Clinton announced the new members of the President's Committee, you asked the Committee to "offer ideas about how we can provide children with safe havens to develop and explore their own creative and intellectual potential." In response, the President's Committee issued *Coming Up Taller: Arts and Humanities Programs for Children and Youth at Risk*, which identifies promising arts and humanities programs and the characteristics that make them successful. You unveiled this report at a White House ceremony in April 1996.

You also have visited a number of the arts programs profiled in *Coming Up Taller*, including Manchester Craftsmen's Guild in Pittsburgh, and Gallery 37 in Chicago.

The Coming Up Taller Awards were established as follow-up to the report.

The 1998 awardees include:

- **Appalachian Media Institute, Appalshop, Whitesburg, KY**

For an internship program to train young people in how to explore, profile, and communicate the history, traditions, and future of the region using the media arts.

- **Arts Apprenticeship Training Program, Manchester Craftsmen's Guild, Pittsburgh, PA**

For providing inner-city children a chance to work along side master artists in an aesthetic and learning environment that celebrates beauty, imagination, human dignity and accomplishment.

- **The Experimental Gallery, The Children's Museum, Seattle, WA**

For its innovative partnership between the cultural community and the juvenile justice system to provide young offenders the chance to re-build their lives through museum exhibit development and other artistic endeavors.

- **The 52nd Street Project, New York, NY**

For giving children the experience of success through writing and putting on plays and for engaging scores of theater artists to mentor, humor and inspire the children of the Clinton neighborhood.

- **Gallup Performing Arts Academy, Gallup, NM**

For giving children the chance to explore the diversity and richness of this nation through the arts and humanities.

- **Kaleidoscope Preschool Arts Enrichment Program, Settlement Music School, Philadelphia, PA**

For giving hundreds of children a head start in learning by developing and implementing an arts-infused preschool curriculum for the children living in a neighborhood housing project, and evaluating its impact.

- **PAH! Deaf Youth Theatre, Wheelock Family Theatre, Boston, MA**

For meeting the creative and developmental needs of deaf young people.

- **Street-Level Youth Media, Chicago, IL**

For demonstrating how technology, art and social commentary can come together as a skills-building, community-building and prevention strategy for children.

- **Urban smARTS, Departments of Arts and Cultural Affairs and Community Initiatives, City of San Antonio, San Antonio, TX**

For building on the power of the arts to prevent violence and build young lives, and for recognizing that an arts program can serve as an effective gateway to a range of child and family support services.

- **The Yard (Youth At Risk Dancing), Cleveland School of the Arts, Cleveland, OH**

For developing a rigorous modern dance training program to give young men the motivation and means to stay in school and to soar in dance and other aspects of their lives.

These winners were picked from 615 nominations from 48 states and the District of Columbia. An independent National Jury made recommendations to PCAH and NEA from 50 semifinalists.

The Coming Up Taller Awards program are supported by the National Endowment for the Arts and the following companies and individuals: Annco Foundation, Earth Sciences & Technologies International, The Green Family Foundation, Thomas M. and Victoria O'Gara, Podesta Associates, The Rodgers and Hammerstein Organization, The Rodgers Family Foundation, Travelodge Franchise Systems, and Universal Studios.

A publication celebrating the ten award-winning programs will be available at The White House event. Produced by the President's Committee, in-kind support was provided by Hachette Filipacchi (publishers) and Beth Singer Designs.

At the ceremony, a personalized Lucite award will be presented by you to each of the ten winning programs. You will be assisted by Dr. John Brademas, Chairman of the President's Committee on the Arts and the Humanities, and Bill Ivey, Chairman of the National Endowment for the Arts. The cash component of the award will be presented at another time and place. Other speakers include Jesse Trevino and Alfred Kahn.

Jesse Trevino has earned an international reputation by painting the people and landmarks of the west side of San Antonio. His paintings hang in corporate headquarters and major museums, including the National Museum of American Art in Washington, DC. Trevino served in Vietnam, where he was severely wounded. After several years of rehabilitation, his right hand replaced by a metal hook, he taught himself to paint with his left hand. He has initiated several art apprenticeship programs for at-risk youth and speaks frequently on the importance of arts education.

YOU met Jesse Trevino at the recent conference of First Ladies of the Americas in Santiago, Chile.

Alfred Kahn, a thirteen year-old Navajo, who participates in the New Mexico Gallup Performing Arts Academy, will read a short statement about his experience in the arts.

The 52nd Street Project

James McDaniel will perform in a very short play written for children, *Night and Day*, with Candy Godoy. James is a professional actor and portrays Lieutenant Arthur Fancy on *NYPD Blue* from Steven Bochco Productions. He has appeared in numerous television, film and theater productions, including Spike Lee's *Malcolm X*. Born and raised in Washington, DC, James attended the University of Pennsylvania, majoring in veterinary medicine. He and his wife, Hannelore, have two sons, Dorian and Evan. James has worked closely with The 52nd Street Project for a number of years.

Candy Godoy is a thirteen year-old student at Salk School of Science in NYC. She has been involved with The 52nd Street Project for three years. She likes to play first base, read and take care of her three dogs, two fish, one frog and one newt.

Within the play is a short song whose lyrics were written by **Willie Reale**, founder and Artistic Director of The 52nd Street Project. Willie is a 1994 MacArthur fellowship winner, playwright,

lyricist and actor. He is also the person who wrote the following from which the Coming Up

Taller title was created: *There is no way to fast forward and know how the kids will look back on this, but I have seen the joy in their eyes and have heard it in their voices and I have watched them take a bow and come up taller.*

Rusty Magee, an accomplished young composer and lyricist for theatre, television, and film, wrote the music for the song. Rusty will accompany the performers at the event.

III. PARTICIPANTS

Pre-Brief Participants

THE FIRST LADY

Ellen McCulloch-Lovell

Meet and Greet

-see attached list

Program

-The First Lady

-Dr. John Brademas, NYU President Emeritus

-Bill Ivy, NEA Chairman

-Jesse Trevino, artist

-Alfred Kahn, performer

-52 Street Project

IV. PRESS PLAN

Open press.

V. SEQUENCE OF EVENTS

1:30 p.m. YOU receive briefing at the elevator.

1:35 p.m. YOU proceed to the State Dining Room to meet with John Brademas, Bill Ferris, Diane Frankel, Harriet Mayor Fulbright, Bill Ivey, the performers, and two representatives from each of the ten winning programs (see list above).

*Note: One child will have a gift to present to you.
One child, Baranda Bacigalupo, is deaf.*

1:45 p.m. The Coming Up Taller awardees are announced to their seats in the East Room. (2 minutes)

1:47 p.m. YOU, accompanied by John Brademas, Bill Ivey, Alfred Kahn and Jesse Trevino, are announced into the East Room. (2 minutes)

Program Begins

YOU make welcoming remarks and introduces Jesse Trevino. (3-4 minutes)

1:51 p.m. Jesse Trevino speaks. (5 minutes)

1:56 p.m. YOU introduce Alfred Kahn. (1 minute)

Alfred Kahn speaks (1 minute)

1:58 p.m. YOU introduce Dr. John Brademas and Bill Ivey.
(1 minute)

John Brademas begins the awards portion of the program by going to the lectern and reading the first citation. (Awards portion: 25 minutes)

As the citation is read, awardee (and child partner) come forward on to the stage and YOU will hand the award to the child and pose for a picture with awardee and child. John Brademas and Bill Ivey will read 5 citations each.

Two Social Aides will be at stage to aid in award presentation.

2:23 p.m. After the last award is presented, YOU introduce Mayleen Cancel, Candy Godoy, Rusty Magee and James McDaniel (2 minutes).

Mayleen Cancel, Candy Godoy, James McDaniel and Rusty Magee perform. (5 minutes)

YOU thank the 52nd Street Project and invite Guests into the State Dining Room for a reception and walk off the podium with John Brademas, Bill Ivey, Alfred Kahn and Jesse Trevino. (1 minute).

2:32 p.m. YOU have the option to mingle in the reception or depart.
(approx.)

VI. REMARKS

To be provided by Speechwriters

THE WHITE HOUSE
WASHINGTON

TO: THE FIRST LADY

WHAT: COMING UP TALLER AWARDS

WHEN: WEDNESDAY, OCTOBER 7, 1998

WHERE: BRIEF: AT ELEVATOR
MEET: STATE DINING ROOM
EVENT: EAST ROOM
RECEPTION: STATE DINING ROOM

NOTES: APPROX. 180 GUESTS/OPEN PRESS/ BUSINESS ATTIRE

FROM: CAPRICIA PENA VIC MARSHALL, LAURA SCHWARTZ

1:30 p.m. THE FIRST LADY receives briefing at the elevator on the State Floor.
Contact: Ellen Lovell

1:35 p.m. THE FIRST LADY proceeds to the State Dining Room to meet event participants, awardees and their guests. (See attached list).
** Sabrina Romano, a student from the Kaleidoscope Preschool Arts Program, has a homemade wind chime to present to the THE FIRST LADY at this time.*

1:45 p.m. The Coming Up Taller awardees are announced to their seats in the East Room.

THE FIRST LADY accompanied by the NEA Chairman Bill Ivey, Dr. John Brademas of the President's Committee on Arts and Humanities, Jesse Trevino and Alfred Kahn are announced into the East Room and proceed to the stage.

PROGRAM BEGINS

THE FIRST LADY makes welcoming remarks and introduces Jesse Trevino.

Jesse Trevino makes remarks.

THE FIRST LADY returns to the podium and introduces Alfred Kahn.

Alfred Kahn makes remarks.

THE FIRST LADY introduces Dr. John Brademas.

Dr. John Brademas begins the awards portion of program by reading 1st citation.

**As citation is read, awardee and student for the award proceed to the stage to receive the award from The First Lady and pose for a photograph. After the first 5 awards are presented, Dr. John Brademas turns the readings on each awardee over to Bill Ivey who will read the remaining 5 awards. Same occurrence for each award.*

*** 2 Social Aides at stage to aide in award presentations.*

After last award is presented, **THE FIRST LADY** introduces James McDaniel, students Mayleen Cancel and Candy Godoy and pianist Rusty Magee from the 52nd Street Project.

Mayleen Cancel makes brief remarks about the 52nd Street Project (from performance area) and the performance begins.

THE FIRST LADY thanks the 52nd Street Project and invites guests into the State Dining Room for a reception.

2:30 p.m.

THE FIRST LADY has the option to mingle in the reception or depart.

Blue Room Participants

Event Participants

Dr. John Brademas, Chair, President's Committee on Arts and Humanities
Mr. Bill Ivey, Chair, NEA
Mr. Jesse Trevino

Sponsors of the Coming Up Taller Awards

Mr. Bill Ferris, Chair, NEH
Ms. Diane Frankel, Chair, IMLS
Ms. Harriet Mayor Fulbright, Executive Director, President's Committee on Arts and Humanities
Mr. and Mrs. Thomas and Victoria O'Gara, O'Gara Enterprises
Mr. Richard Rabinowitz, Vice President of Hachette Filipacchi
Mr. Mark Korros, Samsonite Company Stores, Chair of the PCAH private sector partnership
Mrs. Dorothea Green and Ms. Kimberly Green, Green Family Foundation
(wife and daughter of US Ambassador to Singapore)

Representatives from the ten programs receiving the awards:

Mr. Dee Davis, Executive Producer, Appalshop, Whitesburg, KY
Rhonda Thacker, student
William Strickland, President & CEO, Manchester Craftsmen's Guild, Pittsburgh
John Brewer, student
Susan Warner, Curator of Education, Children's Museum, Seattle
Cesar Vaquera, student
Willie Reale and Jenny Gersten (wife), Artistic Director, The 52nd Street Project, NYC
Mayleen Cancel, student
Roseanne Groger, Artistic Director, Gallup Performing Arts Academy, Gallup, NM
Alfred Kahn, student
Robert Capanna, Executive Director Settlement Music School, Philadelphia
Sabrina Romano, student
Jody Steiner, Director, Pah! Deaf Youth Theater, Boston
Baranda Bacigalupo, student (NB: She is deaf - will have a signer)
Paul Teurel, Special Projects Director, Street-Level Youth Media, Chicago
Noreen Jenkins, student
Eduardo Diaz, Director of Arts and Cultural Affairs, City of San Antonio
Nicholas Fraga, student
Jovita Fraga, mother
Bill Wade, Artistic Director, The Yard
Cleotha McJunkins, III, student

Performers:

James McDaniel, Culver City, CA, Professional actor, NYC and LA. Leading role in *NYPD*.
Works with The 52nd Street Project.
Rusty Magee, NYC. Pianist
Candy Godoy, NYC, student

President's List

COMING UP TALLER CEREMONY - Wednesday OCT 7 1998 - 3:00 PM White House - Business - East
Visitors Entrance

Page 1

THE FIRST LADY

REPORT DATE: October 6, 1998
REPORT TIME: 4:56 PM

Accepts and No Responses

Ms. Claudine Adamec

Hon. Aida Alvarez

Administrator, Small Business Administration
Washington, DC

Ms. Mary Elizabeth Armistead

Kaleidoscope Preschool Arts Enrichment Program
Philadelphia, PA

Ms. Baranda Bacigalupo

Pahl Deaf Youth Theatre
Boston, MA

Hon. David J. Barram

Administrator, General Services Administration
Washington, DC

Ms. Lelani Barrett

Mr. Christopher Beakey

Mrs. Madeleine M. Berman

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First Lady Hillary Rodham Clinton "Coming Up Taller" Awards Ceremony

October 7, 1998

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

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

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

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

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

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

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

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

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

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

Those who participate in such programs are more likely to win academic honors, more

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

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

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

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

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

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

Jess Trevino makes remarks...

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

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

Alfred Kahn makes remarks...

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

member of the President's Committee for the Arts and Humanities.

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

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

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

Awards are presented

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

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

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

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

52nd Street Project performs

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

that.



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