

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	Larry Bentz to POTUS re thank you [partial] (2 pages)	06/15/1998	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Jennifer Klein
OA/Box Number: 13528

FOLDER TITLE:

At Risk Convening/School Safety [2]

2014-0536-S

kc1517

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]
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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)]

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**The Attorney General
The Secretary of Education**

Melanne Verveer
Rahm Emanuel
Bruce Reed

TO: The First Lady

FROM: Jen Klein, Neera Tanden, Nicole Rabner

RE: School Violence

DATE: July 16, 1998

Since our last discussion on the recent outbursts of violence in schools, we have been working with the President's advisors to create a schedule of events on school violence that would frame the Administration's response to the issue around root causes of the tragedies. ~~In so doing, we hope to shield it from partisan exploitation in the future.~~

Why not have a meeting?
Last week, the President endorsed Child Access Prevention (CAP) legislation, which would impose liability on adults if they allow children easy access to loaded firearms. This event attempted to connect the school shootings to efforts to keep guns out of the hands of children. In framing the discussion around such issues as guns, we believe conservatives will be less likely to raise the specter of school violence as a political issue because gun control is such a difficult issue for many Republicans.

In addition, we are in the planning process for future events around school violence that would build on these recent efforts:

Meeting with Experts: We are now planning your private meeting with experts from diverse fields to discuss the root causes of these extreme incidences of violence. The purpose of this meeting is to give you (and the President if he joins you) an opportunity to hear different views on the subject, in order to better inform future discussions and events. The participants will have a wider variety of expertise than the President's closed meeting with experts on April 24th, touching upon such topics as the media's promotion of violence, the problem of family breakdown, and increased access to guns. This meeting is currently scheduled for July 29th.

Guideline for Helping Principals and Teachers Respond to the Early Warning Signs of Troubled Youth: The President's advisors plan to release a new guide on early warning signs of troubled youth developed by the National Association of School Psychologists, in conjunction with the Departments of Education and Justice. The guide will help schools identify the early warning signs that lead to violence and will recommend actions schools can take when students act in a violent or threatening manner. The President's advisors are planning to have the President release these guidelines as part of a radio address in August.

Additional Police Support for Schools: The President will be able to announce new Justice Department COPS Office grants to state and local law enforcement agencies to help place more police officers in schools. This event could be the subject of a radio address in late August or in September.

National School Safety Day / Annual Report on School Safety

The President will participate in a National School Safety Day, set for early October, on which he and other Administration officials would discuss the broader problem of violence in our schools and would address students across the country through satellite downlinks. During this event, the President would release the National Report on School Safety, which will provide an overview of crime and violence in schools and will highlight programs and activities that have proven to be effective in helping to create safe environments for learning. As part of his activities, he will meet with the experts and representatives of communities affected by these recent school shootings to discuss how we as a nation can address the underlying problems leading to these recent outbursts of school violence. We recommend that you participate in this day of activities.

copy to
DC
H
any photo?

76
Cleared by:
Jose Cordero
Mickey Ibarra

22 Jan 1998
to HRC, B(see)

July 13, 1998

Mr. Larry Bentz
Principal
Thurston High School
333 North 58th Street
Springfield, Oregon 97478-6999

Dear Larry:

Thanks so much for your warm note about my visit to Springfield. I'm glad I could spend time with you and meet your family, and it's good to know that your children are doing better now. I was also pleased by your kind words about Gretchen Michael and my advance staff.

During my time in Springfield, I was deeply moved by the feelings of courage, hope, and optimism shared by so many. Although I know it will be difficult for the community to heal after such a tragedy, I'm confident that the bravery and extraordinary spirit of the students, parents, teachers, and administrators will help Thurston High look forward to a future full of promise. As we continue our discussions on ways to make our schools safer, I will keep your comments in mind.

You, your family, Thurston High School, and the people of Springfield remain in my thoughts and prayers.

Sincerely,

Bill Clinton

I was very moved by your account of your own children - Hillary and I have worked hard to promote adoption & thank you for doing it - I agree with you about prevention.

THE WHITE HOUSE

WASHINGTON

July 13, 1998

Mr. Larry Bentz
Principal
Thurston High School
333 North 58th Street
Springfield, Oregon 97478-6999

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[001]



Thurston Senior High School

333 N. 58th Street
Springfield, Oregon 97478-6999
(503) 744-5000

June 15, 1998

The President
The White House
Washington, DC 20500

Dear Mr. President

I would like to thank you for your visit to Thurston High School last Saturday. The impact was immediate, healing, and I believe long-lasting.

The Thurston community has been slowly working its way back to some semblance of normality, but in the back of everyone's mind for the last three weeks has been the shooting. Your appearance provided both comfort and affirmation of the strength of the community, their love for their children, and their belief in the quality of Thurston High. Both Sunday and today, everywhere I went people sought me out and expressed their appreciation. Similar impact occurred with the student body, who had already demonstrated incredible resilience and maturity, and continue to do so. The visit of the President helped eased the pain of this year being known as the "year of the shooting" by making it also known as the "year the President came to Thurston". I cannot begin to describe the impact upon the families most closely involved. The scene in the library was both moving and awe-inspiring. As I walked with you around the library I sensed the emotion and comfort that the Thurston families felt. Clearly your visit was a tremendous step forward for most of those present.

(b)(6)

001

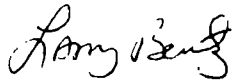
(b)(6)

My further thanks for your support of the concepts contained in the bill introduced by Senator Wyden, Senator Smith, and Congressman DeFazio last week - it may have made a difference in our case. I would also hope and ask for future efforts that might concentrate on more prevention. If Bill and Faith Kinkel had access to more effective interventions perhaps this wouldn't have happened. There just isn't anything out there for parents to access. A common situation that we run in to all the time with challenging students is the response from police and/or Services to Children and Families that they can't intervene until "the student has done something". Well, Kip did something and it was too late. I don't say this to find fault with either agency - I've been associated with CSD/SCF far too long as a foster parent not to appreciate the efforts of the people who work there, and also have a long-standing and positive relationship with the Springfield Police Department. The sad reality is that there is a tremendous void in services for teen-agers - perhaps some day we'll learn how to fill it.

I must also pass on my appreciation for the work of your staff in planning and implementing the actual visit. They were all extremely sensitive to our situation and allowed me to adjust plans as needed to fit my perception of our needs (particularly in regards to the arranging of limited media coverage). In particular I owe a great deal to Gretchen Micheal who lead the team - she was simply outstanding to work with. I would never have known that this was her first experience as the lead.

In any case, thank you again for your visit to Thurston High. It made a difference, you made a difference, both for me professionally and personally. Thank you.

Sincerely,



Larry Bentz
Principal



FACSIMILE

DATE: 6/12/98

TO: Jennifer Klein

FAX#: 456-2878

FROM: Mary Beth Donahue
Chief of Staff

Phone: 202/690-7431 Fax: 202/401-5783

COMMENTS:

To follow is the executive summary of the
HHS report which was referenced in The
Philadelphia Inquirer on May 20, 1998.
Please call me to discuss.

 Pages [including this cover]

Adolescent Time Use, Risky Behavior and Outcomes: An Analysis of National Data

Nicholas Zill, Christine Winquist Nord, and Laura Spencer Loomis

Westat, Inc.

September 11, 1995

For the Office of the Assistant Secretary for Planning and Evaluation

U.S. Department of Health and Human Services

EXECUTIVE SUMMARY

Participating in positive, goal-directed activities gives teenagers a chance to develop skills, build character, and sample different fields of human endeavor. It may also lessen their chances of engaging in risky behaviors, such as drug use or delinquency, by occupying idle time, strengthening commitment to school and other conventional institutions, and exposing teens to beneficial peer and adult influences. There has been considerable debate, however, as to how effective youth programs are in preventing misbehavior. More evidence is needed as to how today's teenagers spend their time and whether constructive activities help to deter problem behavior.

The present study made use of several large-scale data bases to examine the time-use patterns of American adolescents in the late 1980s and early 1990s, compare them with those exhibited by young people 10 to 20 years ago, and test whether participation in extracurricular activities reduces the chances that young people will engage in various risky behaviors. The data analyzed came from *Monitoring the Future* (an annual survey of high school seniors), the *Longitudinal Study of American Youth*, the *National Education Longitudinal Study* begun in 1988, and an earlier longitudinal study called *High School and Beyond*. The risky behaviors studied were dropping out of school, having children while still teenagers, being delinquent, smoking, using marijuana or cocaine, and binge drinking.

The study found that U.S. teenagers have a lot of discretionary time available to them and, for most, that time is *not* being filled with activities that build their skills or characters. For example, today's 10th grade students devote on average only one half hour per day to homework. Less than 20 percent of them read for pleasure almost every day, only 15 percent work daily on hobbies, arts, or crafts, and just 5 percent routinely use personal computers for schoolwork or recreation. Less than a third attend religious activities once a week or more, about a fifth participate in youth groups or organized recreational programs that often, and a similar fraction take weekly classes outside of school in music, art, language, or dance. One in eight takes weekly sports lessons outside of school, while one in fourteen volunteers or performs community service activities.

How then do teenagers spend the considerable amounts of free time at their disposal? They watch television (two and a half hours per day, on average); they talk with other teens on the telephone (60 percent say they do so on a daily basis); and they hang out with friends in malls and other neighborhood hangouts (64 percent do this at least one or twice a week). As they get older, they work for pay at

relatively low-skill jobs that do little to prepare them for the more complex and demanding jobs at which they are likely to later work. Sixty percent of U.S. 12th graders and 27 percent of 10th graders do seven or more hours of paid work per week during the school year.

When the study compared adolescent time use in the 1990s with that in the mid-1970s or early 1980s, overall patterns were surprisingly similar. The changes found were mostly in a negative direction as far as constructive use of time was concerned. For example, high school students in 1990 spent no more time doing homework than earlier cohorts did, despite taking courses that were supposedly more rigorous. Teenagers in the 1990s were less likely to read books, do household chores, or attend religious services on a regular basis than their predecessors were. Compared to the early 1980s, fewer students in the 1990s participated in band, orchestra or chorus in school, in traditional hobby clubs such as photography or chess, or in cheerleading or drill team. On the other hand, almost as many went out for varsity sports, and slightly more took part in academic clubs, such as science, computer, or foreign language clubs, math team, or debating society. Overall, however, the increased emphasis on academics that has supposedly dominated American education in recent years has not resulted in much apparent change in intellectual effort or studying behavior among American adolescents.

Not only is the time use of the average American teenager relatively unproductive, there is considerable inequality in the extent to which different groups of teens use their free time in constructive as opposed to idle or detrimental ways. Young people from families with low levels of parent education or family income, who would seem to be most in need of organized skill-building and character-nurturing activities, were found to be least likely to engage in such activities. Likewise, students whose parents were uninvolved in the PTA and other school-related activities did not participate in constructive free-time activities as often, nor spend as much time doing homework, as students with involved parents. Students enrolled in general or vocational/technical programs in high school had much less exposure to extracurricular activities than students enrolled in academic or college-preparatory programs.

The time-use patterns of 10th graders were predictive of what they would be doing one year after high school. Those who were "homework-focused" were twice as likely to be enrolled full time in postsecondary school as those who were focused on paid employment as 10th graders. Conversely, those in the latter group were twice as likely as those in the former to be employed full time after high school. However, the link between doing more paid work as a teenager and full-time employment as a young adult was weaker than the association between doing more homework and full-time college enrollment. This indicates that the jobs that adolescents hold are not giving them the skills or experience necessary to obtain stable full-time employment after high school.

Time-use patterns of 10th graders were also predictive of whether they would engage in a variety of risky behaviors. For example, compared to those who reported spending 1-4 hours per week in extracurricular activities, students who reported spending no time in school-sponsored activities were 57 percent more likely to have dropped out by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested. These significant negative relationships were found after controlling for related family, school, and student characteristics such as parent education and income levels, parent involvement in school-related activities, and students' grades. Up to a point, students who spent more time (5-19 hours per week) in extracurricular activities were even less likely to engage in risky behavior. However, there was not as great a deterrent effect among those who spent large amounts of time (20 or more hours per week) in extracurricular pursuits.

One behavior that proved an exception to the rule that extracurricular participation reduced risky conduct

was binge drinking. After other factors were controlled, time in extracurricular activities did not show a significant relationship with underage drinking. The difference may be due to the greater social acceptability of drinking in adult society, compared with cocaine or marijuana use, or to another finding of the study. This was that one form of extracurricular activity -- varsity sports -- actually seemed to predispose young people to binge drinking.

When data on adolescent time use and risky behavior were analyzed separately for males and females, similar relationships were found. One difference was that the deterrent effect of extracurricular participation on teen childbearing was more clearly evident among females than males. Similar relationships were also observed when the number of activities in which students participated was used as a measure of extracurricular involvement instead of hours per week.

Participation in two specific forms of extracurricular activity, varsity sports and music or drama, showed somewhat different relationships to later risky behavior. Students who participated in varsity sports were less likely than non-participants to drop out of school or become smokers by their senior years. On the other hand, student athletes were significantly *more* likely to have engaged in binge drinking, as noted above. Also, male (but not female) athletes were more likely to have become teen parents. By contrast, students who participated in band, orchestra, chorus, or in a school play or musical were significantly less likely than non-participants to engage in nearly all the problem behaviors: dropping out of school, being arrested, becoming smokers, using drugs, or engaging in binge drinking. Female (but not male) performers were also less likely than non-performers to have become teen parents.

The findings indicate that organized youth activities can help to deter risky behavior in adolescence and young adulthood. However, the effectiveness of an activity depends not just on the degree to which it occupies idle time, but also on the extent to which it develops skills, creates challenges, and provides fulfilling experiences for teen participants. It depends as well on the attitudes that other participants have about engaging in specific high-risk behaviors. If the group code encourages some forms of risky behavior, such as binge drinking or sexual promiscuity, participation in the activity may be counterproductive.

DEPARTMENTS OF EDUCATION AND JUSTICE

ACTIVITIES TO BE ENGAGED IN TO RESPOND TO SCHOOL VIOLENCE

In response to the recent series of homicides, shootings, and threats of homicide the Departments of Education and Justice are proposing the following activities:

- o ANNUAL REPORT ON SCHOOL SAFETY: ED and Justice are developing a Report on School Safety. The Report will provide the public with an overview of crime and violence in school's as well as an overview of what programs and activities have proven to be effective in helping to create safe environments for learning.

Proposed Date for Completion/Release: October/November 1998

Department Leads:

- o NATIONAL SCHOOL SAFETY DAY: ED and Justice are proposing that the President set aside a day (same day that Annual Report on School Safety is released) when he and other Administration officials can talk about the need to end violence that is occurring in our schools. Activities being contemplated include: Address to students by the President; release of teachers guide on activities to be engaged in during the day.

Proposed Date for Completion/Release: October/November 1998

Department Leads:

- o GUIDELINE FOR HELPING PRINCIPALS AND TEACHERS RESPOND TO THE EARLY WARNING SIGNS OF TROUBLED YOUTH: ED and Justice will join with the National Association of School Psychologists to develop a guide on early warning signs of troubled youth. The guide will help schools identify the early warning signs that lead to violence and offer recommended actions schools can take when students act in a violent or threatening manner.

Proposed Date for Completion/Release: August 1998

Department Leads:

- o ED/JUSTICE LISTENING SESSIONS WITH YOUTH: The Secretary and Attorney General will host several (specific number to be

determined) sessions with youth. The sessions which will be conducted over the next year will provide the Secretary and Attorney General with the opportunity to talk directly to youth about issues related to crime, violence, drugs, and guns. Youth view's regarding possible solutions to the problem will be sought.

Proposed Date for Completion/Release: First Session to be held in July.

Department Leads:

- o LINKING MENTAL HEALTH SERVICES TO SCHOOLS: ED and Justice will work with officials from HHS to develop better processes for linking community mental health services to schools. Currently, many schools lack resources to provide adequate mental health services to students, these services however are available in some communities. Processes for linking schools to community mental health services will be developed.

Proposed Date for Completion/Release: Meeting with HHS to be held in June/July.

Department Leads:

- o DEVELOPING EFFECTIVE PLAN FOR RESPONDING TO CRISIS: This component has two aspects. They are as follows:

--Model Crisis Plan: ED and Justice will develop a Model Crisis Response Plan for school districts. The Plan would provide schools with recommendations as to what they should do when an emergency / crisis strikes.

--Responding to Crisis (Federal Role): ED and Justice will reanalyze their response to school crisis and disasters. ED and Justice currently offer assistance to schools and communities immediately following a disaster. The procedure for providing assistance to schools needs to be reexamined.

Proposed Date for Completion/Release:

Department Leads:

- o STUDY OF ALTERNATIVE SCHOOLS: ED will undertake a major new study of alternative schools to ascertain how these schools (including such alternatives as Charters) can be better used as ~~alternatives~~ to the street~~s~~ for students who have been expelled from school.

Proposed Date for Completion/Release:

Department Leads:

- o GUIDELINES FOR RESPONDING WHEN GUNS AND OTHER WEAPONS COME INTO SCHOOL:: Justice and ED will be developing guidance for educators on what to do when weapons come into a school. ED/Justice will examine procedures used in Boston and other jurisdictions for evaluating all students who bring weapons to schools.

Proposed Date for Completion/Release:

Department Leads:

- o ADDITIONAL POLICE SUPPORT FOR SCHOOLS: The President asked the Attorney General and Secretary of Education to ~~report~~ report back to me before the start of the school year on ways that we can help to provide more police in our schools, just as we have provided more police in our communities.~~§~~

Proposed Date for Completion/Release: August 1998

Department Leads:

- o MEETING WITH SITES IMPACTED BY SCHOOL VIOLENCE: ED and Justice will hold meeting with sites impacted by recent shootings (Pearl, Paducah, Jonesboro, Springfield, Richmond, Edinboro, Moses Lake) to assess what Federal agencies did after the shooting that was helpful as well as what we could be doing.

Proposed Date for Completion/Release: July/August 1998

Department Leads:

- o HOSTING MEETING OF ED AND JUSTICE ORGANIZATIONS TO COORDINATE RESPONSES TO SCHOOL CRIME AND VIOLENCE: ED and Justice will host meeting of major constituent groups, e.g., NEA, AFT, PTA, CSSO, CGCS, and IACP, PERF, NOBLE, NSSA etc. to coordinate activities around issue of school safety.

Proposed Date for Completion/Release: July 1998

Department Leads:

- o DEVELOPMENT OF MODEL DISCIPLINARIAN CODE (A CODE FOR THE 21ST CENTURY): ED and Justice will examine school discipline issues that have arisen over course of past several years that are not being adequately addressed by schools, e.g., threats to injure or kill other students, and with support

of experts from educational groups and law enforcement
develop model responses to the issues.

Proposed Date for Completion:

Department Leads:

o DATA COLLECTION:

JULY 8 MEETING ON AT RISK YOUTH

→ Resistance to Pres. involvement - too soft

→ Message:
→ Prevention words
→ We can build on it

→ Okay w/ structure

I. PURPOSE

As the nation's attention remains focused on the issue of school violence, and as Congress considers a juvenile justice that does not include funding for prevention, you would bring together a broad cross-section of experts and practitioners to discuss the issue of at-risk youth. The discussion would highlight successful prevention programs that work to reduce juvenile crime, delinquency and other social problems.

3 kinds of speaker,

II. STRUCTURE

The program would begin with opening remarks by the President (tentative), you, and Attorney General Reno. You would then moderate a panel discussion on at risk youth, addressing: (1) what it means to be "at risk"; (2) what promising models exist in communities across the country; and (3) how we can replicate programs that are working. At the conclusion of the panelists' presentations, you would open the program to questions from the audience.

The event is scheduled to be held in the State Dining Room. There would be approximately 10 participants in the panel discussion and an audience of 80-90 people.

A. Opening Remarks

B. Panel Discussion

1. What does it mean to be "at risk"?

Proposed speakers

Dr. Howard Snyder, National Center for Juvenile Justice, Pittsburgh, Pennsylvania. He would discuss statistics on juvenile crime rates, divorce rates, teen pregnancy rates, and changing demographics in general.

David Hawkins, President, Developmental Research and Programs, Inc., Seattle, Washington. He would discuss the four primary influences on children's lives -- family, peers, schools and community -- and how each can determine whether children have the support they need to develop appropriately or become at risk of delinquency.

2. What promising models are working in communities across the country?

- a. Family

Proposed Speaker:

Dr. David Olds, University of Denver Health Sciences Center, Denver, Colorado. Dr. Olds would discuss the proven success of early intervention -- particularly home visiting -- to prevent child abuse and reduce juvenile crime. The Elmira, New York nurse home visiting program that Dr. Olds developed and evaluated found 79 percent fewer verified reports of child abuse and neglect; a 15-year follow-up of the families served found 54 percent fewer arrests among their children by children's 15th birthday. The program is being replicated in Memphis, Tennessee, and Denver, Colorado.

b. School/Peers

Proposed Speakers:

Geoffrey Canada, Director of the Beacon Schools Program, New York City. The Beacon Schools create safe, drug-free havens where children and youth receive vocational training, counseling, and academic enrichment. Community-based organizations work collaboratively with community advisory councils and schools to develop and manage the 40 Beacon schools. Students' performance on standardized reading tests has improved, and police report fewer juvenile felonies in the community.

Reba Bullock, Life Skills program, Baltimore Public Schools, Baltimore. The Life Skills program is a substance abuse prevention program for junior high/middle school students. The program provides information and counseling to help students resist pressure from the media and their peers to use drugs and to raise their own expectations about their futures. Reba Bullock would discuss how the Life Skills program has been effective in reducing alcohol, cigarette, and marijuana use among young adolescents. (Bullock has found that these results have been sustained through the end of high school.)

Pam Riley, Ed.D., Director of the North Carolina Center for the Prevention of School Violence, Raleigh, NC. Dr. Riley would discuss her work on violence prevention using conflict resolution and peer mediation, education for students about the law and legal system, and other school-based interventions.

c. Community

Proposed speakers:

Reverend Rivers of Boston (cover of Newsweek). Rev. Rivers would discuss how his faith-based anti-gang initiative creates partnerships among churches, community police, and community-based organizations, to reach

out to youth, particularly those at risk of gang involvement.

Deanne Calhoun, Executive Director of Youth ALIVE!, Oakland, California. Ms. Calhoun would discuss Oakland's fight against youth gun violence through partnerships with law enforcement, prevention programs and public education.

Ron Roberts, San Diego County Board of Supervisors, San Diego. Mr. Roberts would discuss San Diego's efforts to coordinate with schools, police officers, health and social service providers, clergy, business people, and community leaders to promote the healthy development of children while also taking a tough stance against juvenile offenders. The city has established a Children's Trust Fund to invest in prevention.

Dr. Earls, Director of the Project on Human Development in Chicago Neighborhoods. This research project has found that neighborhood cohesiveness/collective efficacy is the key indicator of pro-social behavior. Dr. Earls would discuss efforts in Chicago and elsewhere to help support neighborhood efficacy as part of larger anti-crime initiatives.

3. How can we replicate programs that are working?

Proposed speaker:

Del Elliott, Ph.D, Director, Center for the Study and Prevention of Violence, University of Colorado, Boulder, Colorado. Dr. Elliott focuses on replicating programs that work in the area of crime, delinquency, violent behavior, substance abuse, and school drop out.

C. Questions and Answers from Audience

III. POSSIBLE ANNOUNCEMENT

We hope to announce specific new commitments (by organizations such as the Boys and Girls Clubs and police groups) to help reach the goals of the Safe Kids Coalition -- a private initiative coordinated by the Department of Justice and led by the United Way. This coalition has committed to:

- Create constructive after-school opportunities for 100,000 more children;
- Reduce truancy by one-third in 200 communities;
- Ensure that 100,000 more children participate in effective programs to prevent and discourage drug and alcohol abuse;
- Enroll at least 500,000 children -- approximately 10% of the children eligible for Medicaid but uninsured -- in health insurance programs.

- / Develop new programs in 200 communities to teach gun owners about safe, responsible gun ownership; and to get illegal guns out of the hands of juveniles.

TO: Hillary Rodham Clinton

FROM: Jen and Neera

RE: Youth Violence Event Ideas

DATE: June 23, 1998

Based on our previous conversations we wanted to discuss your interest in the following proposed events:

1. A private meeting with experts and thinkers to discuss the root causes of these recent extreme incidences of violence in our schools. Such a discussion could include authors and academics, such as Cornel West and Sylvia Ann Hewlett, author of *The War Against Parents*; William Finnegan, author of *Cold New World*; Fox Butterfield, author of *All God's Children: The Bosket Family and the American Tradition of Violence*; Robert Coles; Shirley Burggraf, author of *The Feminine Economy and Economic Man*; Sissela Box, author of *Mayhem: Violence as Public Entertainment*; Steve Marans, of the Yale Child Study Center; and Robin Karr-Morse, author of *Ghosts in the Nursery*. We are now gathering recommendations for participants and could schedule this meeting for any time in July.

Yes _____ No _____

2. As part of the at-risk convening, we were planning to announce new commitments to a private initiative coordinated by the Department of Justice and led by the United Way, called the Safe Kids Coalition. The Department is still very interested in your involvement in an event where you would announce specific commitments by organizations such as the Boys and Girls Clubs and police groups. This coalition has committed to:

- Create constructive, engaging after-school opportunities for 100,000 more children;
- Reduce truancy by one-third in 200 communities;
- Ensure that 100,000 more children will participate in effective programs to prevent and discourage drug and alcohol abuse;
- Enroll at least 500,000 children -- approximately 10% of the children eligible for Medicaid but uninsured -- in health insurance programs.
- Develop new programs in 200 communities to teach gun owners about safe, responsible gun ownership; and to get illegal guns out of the hands of juveniles.

Yes _____ No _____

3. The President's policy advisors are in the planning stages for a series of events around the issue of school violence.

1) Early warning guide release: This guide will be authored by the Department of Justice and the Department of Education and will contain research-based information for principals and teachers

on how to identify and refer deeply-troubled youths. One thought is to release this guide at a meeting with officials from Springfield, Jonesboro, and other cities recently affected by school shootings. The guide should be ready by the end of August.

2) National School Safety Day. The Department of Justice has proposed marking a specific day on which the President would address students and teachers on school safety, with downlinks to schools across the country. As part of the event, the President would unveil an annual report on school safety that will contain data on school crime, as well as successful strategies to reduce school violence, and a checklist for parents on school safety. This event could take place in late September and early October.

3) Various smaller developments. The Departments of Education and Justice are in the process of developing other, smaller guidelines and reports that the President may choose to release. These include the development of a crisis management plan; a study on alternative schools to place expelled kids; and guidelines to respond to guns and other weapons in schools.

Are you interested in taking part in any of these events?

Yes _____ No _____

In addition, we are now in the process of discussing a larger convening with the President's crime, education and health policy staff and hope to forward you ideas upon your return from China.

Person, Title (Issue)	Address	Recommended By	Qualifications for Recommendation
David Olds, Ph.d, Director (Early Childhood/Prevention Efforts)	Prevention Research Center for Family and Child Health University of Colorado Health Sciences Center 303 E. 17th Avenue, Suite 200 Denver, CO 80203	Department of Justice	Dr. Olds, original work examined the effects of prenatal and postpartum nurse visitation programs in Elmira, NY. He currently is carrying out an urban replication of the Elmira study in Memphis, Tennessee; a 15-year follow-up study of the Elmira sample which found that children of the participating mothers had more than 50% fewer arrests; and another replication in Denver area.
David Hawkins, President (Risk Factor Analysis)	Developmental Research and Programs, Inc. 130 Nickerson, Suite 107 Seattle, WA 286-98109 (206) 286-1805 fax: (206) 286-1462	Department of Justice	Dr. Hawkins, along with his colleague Dr. Richard Catalano, is the lead practitioner and academic in the area of risk-focused prevention. He pioneered the development of programs to fill service gaps in area of juvenile delinquency, violence, teen pregnancy, school dropouts and drug and alcohol abuse.

Del Elliott, Ph.D, Director (Pre-School, Testing What Works)	Center for the Study and Prevention of Violence University of Colorado Campus Box 442 Boulder, CO 80303 (303) 492-1266 fax: (303) 443-3297	Department of Justice	Dr. Elliott is Professor of Sociology and Director of the Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado. He focuses on replicating programs that work in the area of crime, delinquency, violent behavior, substance abuse, and school drop out.
Pam Riley, Ed.D., Director (School-based Prevention and Intervention)	North Carolina Center for the Prevention of School Violence 20 Enterprise Street, Suite 2 Raleigh NC 27607 (919) 515-9397 fax: (919) 515-9561	Department of Justice	Dr. Riley is the Director of the North Carolina Center for the Prevention of School Violence. Prior to her current position, she was a high school principal and teacher. She is North Carolina's Coordinator of Youth for Justice.
Reverend Ray Hammond (Mentoring, Involvement of Faith-Based Organizations)	National Ten Point Leadership Foundation Ella J. Baker house 411 Washington Street Boston, MA 02124 (617) 282-6704 FAX: (617) 822-1832	Department of Justice	The Ten Point Coalition is a non-profit organization providing church-anchored, street-level work with some of America's most at-risk children. The foundation's primary mission is to help provide African-American Christian Churches with strategic vision, programmatic structure and financial resources necessary to support inner city youth.

Dr. Meda Chesney-Lind (Working with Girls)	Women's Studies Program University of Hawaii at Manoa 2424 Maile Way Honolulu, HI 96822 (808) 956-6313 fax: (808) 956-9616	Department of Justice	Ms. Chesney-Lind is the author of over fifty monographs and papers on the subject of women and crime, and female delinquency. She is a past VIP president of the Western Society of Criminology. She received the Paul Trappen Award for Outstanding contribution to the field of Criminology.
Deanne Calhoun, Executive Director (Gun Violence Prevention)	Youth ALIVE! 3012 Summit Avenue, Suite 3670 Summit Medical Center Oakland, CA 94609 (510) 444-6191 fax: (510) 444-6195	Department of Justice	Ms. Calhoun spearheads Oakland, California's fight against youth gun violence, through partnerships with law enforcement, prevention programs and public education.
Glenda Hatchett, Chief Judge (Juvenile Court)	Fulton County Juvenile Court 445 Capitol Avenue, SW Atlanta, GA 30312 (404) 730-1128 fax: (404) 730-1120	Department of Justice	Judge Hatchett is noted for national leadership in innovations in the Juvenile Court System. Judge Hatchett envisioned an early intervention program for unruly and ungovernable children, providing services to the children and families to prevent the children from becoming delinquent. The truancy project is a collaboration among attorney volunteers and the court. Judge Hatchet has also worked with President Jimmy Carter on the Atlanta Project, an effort to fight social problems in urban areas.

Bernadine Broadhouse (Juvenile Prosecution)		Department of Justice	Washington state prosecutor, excellent first-time offender program ... More information later.
Chief Whering (Community Policing)	c/o Steve Marans Yale Child Study Center 47 College Street, Suite 212 New Haven, CT 06510 (203) 785-7047	Department of Justice	Chief Whering is Chief of Police in Yale, New Haven, location of the Child Development-Community Policing (CD-CP) Program, an innovative program between the New haven Department of Police Services and the Child Study Center at the Yale University School of Medicine. The CD-CP program has provided a wide range of coordinated police and clinical responses.
Rose Alverado, Ph.D. (Early Childhood/Family Strengthening)	University of Utah Department of Health Education HPER N-215 Salt Lake City, UT 84112 (801) 581-7718 fax: (801) 581-5872	Department of Justice	Dr. Rose Alvarado is a Research Assistant Professor in the Health Promotion and Education Department and is currently the Director of the Family Strengthening project funded by the Office of Juvenile Justice and Delinquency Prevention.

William E. Milliken, President (School Drop Out Prevention)	Communities in Schools, Inc. 1199 North Fairfax Street, Suite 300 Alexandria, VA 22314-1436 (703) 519-8999 fax: (703) 519-7213	Department of Justice	Heads an organization that brokers social services to 173,000 youth in 879 school- based project sites. Board member of the America 2000 Coalition, The Family School, the Community Learning and Information Network. Served as a White House Advisor on Youth Issues during the Carter Administration.
Finn-Aage Esbensen, Professor (Gang Prevention)	Department of Criminal Justice 1100 Neilhardt Lincoln, NE 68588-0630 (402) 472-6383	Department of Justice	As a researcher, Dr. Esbensen has an extensive record of publications and presentations on topics which include the relationship between gang membership and delinquent behavior, community structure, social disorganization, and drug impact and the impact of diversion.
Joe Marshall, Founder (After School Programs)	Omega Boys Club and Street Soldiers P.O. Box 884463 San Francisco, CA 94188-4463 (415) 826-8664	Department of Justice	One of the most significant youth workers in the country. Founded Omega Boys Club and weekly radio station program of "street soldiers", aimed at getting juveniles to turn in their guns.
Gary Walker, President (After School Programs)	Public/Private Ventures 2005 Market Street, Suite 900 Philadelphia, PA 19103 (215) 5567-4400 fax: (215) 557-4469	Department of Justice	Public/Private Ventures provides state-of-the-art research on youth development and conducted the impact study of Big Brothers/Big Sisters of America.

Scott Henggler, Professor of Psychiatric and Behavioral Sciences (Intervention Programs)	171 Ashley Avenue Annex 3 Charleston, SC 29425 (803) 792-8003 fax: (803) 792-7813	Department of Justice	Dr. Henggler is Professor of Psychiatry and Behavioral Sciences and Director of the Family Services Research Center at the Medical University of South Carolina. Much of Dr. Henggler's research concerns serious antisocial behavior in adolescence and the development of effective treatments for such behavior.
Rolf Loeber, Professor (Pathways to Serious and Violent Offending)	University of Pittsburgh Western Psychiatry Institute and Clinic 3811 O'Hara Street Pittsburgh, PA 15213-2593 (412) 383-1015	Department of Justice	Dr. Loeber is an expert on the causes of delinquency, substance use and mental health problems in juveniles. Dr. Loeber has lectured extensively on social and behavioral factors in the development of serious aggression, risk factors and prevention of anti-social behavior.
Geno Natalucci-Persichetti, President (Juvenile Corrections)	National Association of Juvenile Corrections and Detention Administration 51 N. High Street, #881 Columbus, OH 43266-8783 (614) 466-8783	Department of Justice	Serves as Director of Ohio's Department of Youth Services. Has provided national leadership in juvenile treatment over the past 20 years.
Tony Earles	Chicago Project	NIJ	In studies of neighborhood crime patterns, found that the key variable is collective efficacy: involvement of adults in the lives of children.

Ron Roberts (Comprehensive Community-Wide Initiatives)	San Diego County Bd of Supervisors, San Diego (619)531-5544	Department of Justice	San Diego is coordinating with schools, cops, health and social service providers, clergy, business people, and community leaders to promote the healthy development of children while holding those juveniles that offend accountable. The city has established a Children's Trust Fund to invest in prevention at the front end.
Deborah Yates, Director (Aftercare)	Thomas O' Farrell Youth Center	Department of Justice	

Public Papers of the Presidents

March 7, 1996

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HEADLINE: Remarks in a Roundtable Discussion at the White House Leadership Conference on Youth, Drug Use, and Violence in Greenbelt

BODY:

The President. Well, hello and good afternoon. Let me again thank all of you who are participating and all of you who came to the White House yesterday. I know that the event which we just held with the students at Eleanor Roosevelt was shown here, so I have no further introductory remarks. I'm anxious to get to the panel, except to say one thing briefly.

In the 12 years that I served as the Governor, when I had the opportunity not only to go to every community in my State but from time to time to travel throughout the country, I saw a modern example of what the framers of the Constitution intended when they set up State governments, and they basically devolved a certain amount of authority throughout our country. They wanted the States and, ultimately, communities to be laboratories of democracy. And they thought, the people who set our country up, that once in any laboratory a solution to a problem was found it would be like science, that that then would be adopted and people would go on to another set of problems.

What I think is happening in our country, is that nearly every serious challenge we face has been dealt with brilliantly by somebody, somewhere, whether it's in education or in dealing with the crime problem or you name it. The one place where their laboratory of democracy probably fell down is that its human affairs are not like science, and very often, even though things are working well, they're not adapted, adopted, embraced as they should be.

So I think that all of you who are struggling and working to find ways to mobilize the energies not only of your communities but willing, then, to see it spread across the country are doing the most important thing you could be doing because it's the second half of what the framers of the Constitution knew we'd have to do in order to meet all the challenges of the future. I mean, they couldn't have imagined the world that we live in now, but they set up a system that requires the second half -- and you are that.

I thank you for being here. I'm anxious to go forward, and I'd like to begin

by having, I think, about four opening statements, beginning with Joe Califano. And I want to begin by just thanking you, sir, for the work that you have done at your center and the work that you have done for so many years now to try to help people deal with all kinds of substance abuse problems. And we'd be glad to hear from you.

[Joseph Califano, director, Center for Alcohol and Substance Abuse, thanked the President, commended the White House Conference, broadly linked cigarette smoking with drug abuse, and commended the President's effort to prevent cigarette smoking among youth.]

The President. Reverend Jackson?

[Civil rights leader Jessie Jackson thanked the President for his years of interest in the subject and then surveyed the students asking how many students knew people in their age group who had died or been jailed because of drugs, who knew fellow students who brought guns to school, and asked how many students had told school officials. He said that the lack of response to the last question demonstrated silent complicity with the drug and violence culture and added that the effort to win the war on drugs must be initiated as a struggle by youth. He linked the media and poverty to the drug and violence culture and added that the national response was to lock them up rather than to lift them up. He advocated targeting the base of the drug culture, like the enemy base in a war. He advocated a parents' coalition of 20,000 in 50 cities to get more deeply involved in their children's education, working with teachers to improve children's lives, as well as 100 ministers working with juvenile court judges to reclaim youth rather than jail them. He concluded by urging the young to rise up and be the warriors and leaders in the struggle.]

The President. Let me just say, yesterday Reverend Jackson and I spent a few minutes together in preparation for this day. And he went through what he was going to say. And the thing I want to say, quite apart from the incredible power of his remarks, is that he has given us a way to take what is working and to spread it across the country. And we now have to see if we're willing to do that.

Can you find 20,000 parents in 50 cities? Can you find this number of churches in 50 cities? Can we prove that we can take these -- if you want to prove that you -- we know objectively we can't jail our way out of the crisis, but we have never presented, frankly, a constructive alternative that we could spread across the country. You can build a jail in one city and another, and it looks about the same. This program or that program or the other program may not look the same in every community.

So the great -- the enduring genius of what he has said today may well be his

plan that would allow us to systematically make a difference across the country and offer us an alternative approach to this in the future. And I thank you, sir.

Jim -- Mr. Burke.

[James Burke, chairman, Partnership for a Drug-Free America, said there was not a single social issue in this country in which illegal drugs was not embedded. He then cited the progress made in recent years against drug use which he attributed to changing attitudes towards drugs. He said that the media had made a major contribution to changing the Nation's attitude toward drugs after Len Bias died. He advocated listening to the children and getting them involved in the solution.]

The President. I would like to now call on a remarkable person who has probably laid a costlier sacrifice on the altar of our modern troubles than almost any other American, and who has responded by devoting her life to trying to help us work our way out of it, Dr. Lonise Bias. Thank you for being here.

[Lonise Bias, mother of Len Bias who died a drug-related death in June 1986 and Jay Bias who was murdered in December 1994, advocated four essentials to resolve the program: unconditional love; community (come unity); faith in Jesus; and a commitment to character over image. She said that many problems with our young people stems directly from the flow of information and that we must monitor the source of the information reaching our children. She said that when she started addressing young people, she spoke largely to the issues of drugs and self-esteem but that new issues constantly advance, such as violence, moral values, HIV/AIDS, and respect for authority and advocated changing our approach to adapt to the changing needs of young people.]

The President. We have a number of distinguished people on this panel, and I'd like to -- I think it's time we began with the young people and hear from them. So I will just call on them and then I want to call on some of the other panelists who are here who have done so many important things. But let me begin by asking Karen Lee, who is a senior here at Eleanor Roosevelt, who joined Students Against Violence a year ago, immediately after her classmate, Julie Ferguson, was abducted across from the school and killed. I'd like to ask her what has been happening here, what happened in the antiviolence program and where it's going, and what impact it's had on the students in the schools.

[Ms. Lee said that after the death of classmates, students and faculty were scared, angry, and hurt, but decided to join together and fight against the violence. The group believed that violence is often the result of the lack of alternatives, and they tried to provide some of those alternatives, such as peer

mediation, peer counseling and mentoring programs. The groups also worked to raise community awareness to the presence of violence and held memorials, candlelight vigils, and just simple gatherings to remind them of the past and give hope for the future.]

The President. How many students here at the school are involved in it?

[Ms. Lee said that Students Against Violence had approximately 20 very active members.]

The President. Thank you. I want to come back to that in a moment with some of our other panelists, but I'd like to go now to Izaak Prado, who is a junior at a community school in Visalia, California. A former drug user, a former gang member who is in the second phase of the Tulare County Juvenile Drug Court in Visalia, he's returned to school; he says his attitude and his outlook have changed and that in his program associated with the drug court he attends mandatory drug counseling, sets goals, and learns from the experience of older men about how to handle peer pressure and stay away from drugs.

There are a lot of people talking here today; you've actually had to walk the walk. And I thank you just for having the courage to sit up here on this panel. I would like to ask you to make whatever statement you would like to make about your experience and what you would say to other young people and what you think you could do to make a difference there.

Mr. Prado. Well, I'm here because I got in trouble. I got in trouble for possession.

The President. I just want to make sure they can hear you. I think they turned the mike up. That's good.

[Izaak Prado described the program and how his attitude had changed toward drugs and gangs and said that the program should be expanded nationally.]

The President. Could you tell the people who are here how you happened to be placed in the drug court when you were arrested, or whatever happened to you? How did you wind up going into the drug court?

Mr. Prado. Well, I was arrested, and I was sent to see the judge. And since my case was in affiliation with drugs, they gave me an opportunity to come into the program.

The President. You had the choice about whether to go into the drug program or be punished conventionally in the criminal justice system, right?

Mr. Prado. Yes. And I chose to be part of the program. And it's not like you can just drop out of the program if you feel you can't complete it. You know, once you make it, it's a commitment, and you have to stay in it for approximately 9 months.

The President. Let me say that a lot of people here in this audience will be familiar with the drug courts, but one of the first ones in the country was established in Miami. And I happened to have, just by family accident, the exposure to it many years ago because my brother-in-law was the public defender in the drug court. So I have sat for hours on end on two different occasions in the Miami drug court. And all the people there also have to voluntarily choose to be in the drug court's jurisdiction to choose the path of rehabilitation to avoid automatic jailing of people who just got into this.

And one of the parts of our crime bill that we're still struggling to preserve funding for is a small stream of money to help people establish these drug courts around the country. And you're a pretty good walking advertisement for it, and I thank you for what you've done.

I wonder if any of the other panelists would like to ask Izaak a question before I go on to anyone else. Anyone have a question you want to ask him?

Well, I thank you. You hang in there.

[Reverend Jackson asked Mr. Prado if he was afraid that after he leaves the program he will return to drug use. Mr. Prado said that when he started he thought he would but that the program had changed his attitude.]

The President. You heard Dr. Bias say it's what happens in your mind that's the most important thing. So, you hang in there. We're for you.

I'd like to ask Margaret Alstaetter, who's here to my left, a freshman at Wilmington College in Ohio, and she's the Students Against Drinking and Driving Student of the Year. To raise awareness of alcohol-related issues, she coordinated a mock accident, planned public service announcements, organized Red Ribbon Week activities, and conducted a lot of other projects involving local elemental schools and young people.

And so I'd like to ask her to say whatever is on her mind and ask her whether she thinks the SADD movement has helped to change the attitude of students about what is or is not the cool thing to do, or is or is not an acceptable thing to do, and whether or not it -- whether having a chapter like this at every college and at every high school in the country would make a difference in the culture, to go back to what Mr. Burke said about our ability to change people's

views of this. But talk a little about your own experience and tell us what you think.

[Ms. Alstaetter discussed SADD's main program, the Contract for Life, and described its main components of empowerment, caring, and prevention. She said that SADD is not a set program but something that each chapter designs for itself, her chapter working closely with, drug-free programs in elementary schools. She described Red Ribbon Week in which high school students develop entertainment with anti-drug themes and present them to elementary school students, and described several special days with anti-drug themes.]

The President. Thank you very much. Let me ask you this: How many people are in your organization?

Student. In my high school, we have about 70 active members.

The President. That's good.

Barry McCaffrey. Let me, if I may, intervene. We're scheduled to terminate at 1:15 p.m., but, Mr. President, knowing how valuable your time is, nonetheless you did make me your Drug Czar. So could we go beyond this to 1:30 p.m., do you think, to get some of the power of these comments out on the table?

The President. He's only been out of uniform for a few days, and he's already off schedule. [Laughter] I would like to stay very much until at least 1:30 p.m., until we hear from everybody. Thank you very much, General.

Let me say, I think -- I wanted you to hear from these three students. Now, I'd like to come back and sort of pick up the issues, starting with -- Karen talked about school violence and I would like to call on a couple of people now to discuss how they have dealt with it.

Carl Cohn is the superintendent of the Long Beach Unified School District in California. It's the third largest school district in California; there are 81,000 students in this school district. And 2 weeks ago, I went to his school district to one of the schools there, named for the great American baseball player, Jackie Robinson. And he was, as far as I know, the first major school district in the country to implement for elementary and junior high school students a school uniform policy.

I went out there because we had worked, particularly through the Attorney General's office and through the Department of Education, through Secretary Riley, to make sure that the school district and that others who wish to do the same thing could do so legally, explain how it could best be done, and then put together a handbook which you could then mail to every school district in the

country explaining how Long Beach had done what they've done and how a school district who was interested in this could do it.

And when I first heard about it and, indeed, when I mentioned it in the State of the Union Address, my last State of the Union Address, I always try to keep up with the reaction -- on balance, it was the most positive reaction I ever got, except for all of the nasty letters I got from kids saying, "How dare you suggest that school uniforms would be a good thing. It would be the most boring, awful thing that ever happened, our liberties would be trampled," and in one fell swoop, one remark, I turned myself into an old fogey before the entire country. But I must say, having gone out there, since the State of the Union, I think that at least every American needs to hear about the Long Beach experience, particularly in light of what Karen said and others have said.

So, Carl, the floor is yours.

[Mr. Cohn said that since introducing the uniforms, there had been a dramatic reduction in school crime at the elementary and middle school level.]

The President. Let me just inject a couple of facts here, in case any of you are thinking about this. First of all, there was not a uniform school district policy. He allowed every school, by some process or another, to choose their uniforms. And they were basically just comfortable school clothes, like I saw one of the young people was in a -- the uniform for the boys was blue slacks and a white shirt with a collar every day. It wasn't -- and there was some variation within that. And then the uniform for the girls was the same thing or a skirt.

And each school got to choose their own colors and got to decide what the parameters of the uniform were. If the school chose, the teachers and the principal also wore the uniform, but that varied by school. But the young man that he mentioned, for example, said his school was located in a high crime area where the gangs associated gang membership with the colors red and blue, so the school chose black, white, and green for the school uniform. And to see this young attractive African-American student saying, "I don't have to look over my shoulder anymore when I walk to and from school, I feel safe," that's worth something.

The other student who spoke was a young -- I think a 13 year old student, who is a terrifically powerful young woman who said that she felt one of the reasons that the learning had gone up and discipline and behavior problems had gone down is that it gave all the children a sense of unity, and that all of them were being judged based on what was on the inside, rather than on the outside. It's interesting. And in that sense, she said she thought the children who came from well-to-do families were helped as much by the policy as children who came from

poor families. And they also had to set up a system so kids who came from families who couldn't afford it and all that, and they covered all that.

But if you have any interest in this I would urge you to write to Carl because it's hard to quarrel with the results and what the kids said. Maybe it's not the thing for every school district and every school, but they had a lot of problems and to see them drop in a breathtaking fashion I think is a real tribute to the courage and vision of the people of that school district. And I thank you for what you did.

[Reverend Jackson said that the program worked in both wealthy schools, where the students focus on lap tops rather than boom boxes, and not-so-wealthy schools, where poor students don't have to try to keep up. He suggested that the program should go one step further and require that the students sew their own clothes.]

The President. Before you laugh too much about the last comment Reverend Jackson made, let me remind you that the most famous cloth spinner of the 20th century was Mohandas Gandhi. That was his main non-work activity.

So I'd like to call on Yvonne Green who is the director of the safe schools initiative in and around East Capitol and Marshall Heights in Washington, DC. She has a very challenging job. And she is helping to establish the kind of school and community partnerships that the rest of us so often talk about. So I'd like to ask her whether the Safe and Drug-Free School funds out of the crime bill have helped her and what she's done with it and what she thinks it's making a difference.

[Ms. Green, director, Safe and Drug-Free Schools, briefly described her program to make the communities safer and more education-friendly. She said one of the current initiatives was setting up a community mediation team and described mediation training in the community. She described funding of the program through the drug-free schools program and suggested that when there are school-community partnerships, that somehow the funding be made available to both groups, making both groups responsible and accountable for the funds and the outcome.]

The President. Thank you very much. That's a very good idea.

Now, if you will remember, Izaak said that he was involved in the drug court system in his hometown of Visalia, California. I'd like to call now on Judge Jeff Tauber, who is here, who initiated the design implementation of the Oakland drug court program, which was one of the Nation's first. He's now president of

the National Association of Drug Court Professionals, and he advises Federal, State, and local agencies about how to establish these drug courts.

So I'd like for him to talk about this. In view of -- you heard the statistics Reverend Jackson mentioned. We know more than half of the individuals that come into the criminal justice system in the country have some sort of a substance abuse problem. And I'd like for him to tell me what he thinks the results are from the drug courts that have been established enough -- in time for us to evaluate them and what he believes the future of the drug courts movement is.

[Judge Tauber briefly described the drug courts program and their community base, indicating that research shows that the program dramatically reduces recidivism by 40 to 60 percent. He described how the drug courts have successfully collaborated with other organizations and other agencies in the communities.] The President. I want to open the floor if anybody has questions of Judge Tauber. But I want to emphasize to all of you -- remember Izaak's story. Not only are these courts reducing the recidivism rates, these people are not going to prison in the first place -- they are not going to prison in the first place. And as far as I -- the only courts that I've any experience with, the option to go through the regular system or to go into the drug court, since the drug court imposes certain responsibilities on the defendant going in, is left with the person who is charged, as it was in Izaak's case.

But I think the question of what the aggregate impact on this country would be if every community of any size had a court like this -- which requires a community support system because you've got to show up on a regular basis and all that -- is quite significant. And the one I watched in Miami for long periods of time on two separate occasions, the whole atmosphere was different, the chemistry of the court was different, the way that the defense lawyer and the prosecutor and the judge related to each other was different, because they knew what they were trying to do was to save the defendant and in the process get the law observed and make the community safer.

It's a very exciting thing. I would like to see it done everywhere. And I think what you're doing is very important.

Would anyone like to ask any questions of Jeff before we go on?

Judge Tauber. I would like to add one thing if I may. I just wanted to thank you and this administration for its support of drug court and the Attorney General and the Department of Justice, because I think that we had the opportunity to grow and to grow in a very, I think, a very thoughtful and responsible way because of that support.

The President. Thank you.

Judge Tauber. Thank you.

The President. Now, if you remember, our third young person, Margaret, talked about the Students Against Drunk Driving and what they were trying to do to keep our young people sober and drug free. I'd like to now call on Kurt Landgraf, who is the president and CEO of DuPont Merck Pharmaceutical Company, who is now the representative of the National Pharmaceutical Council here. And he will discuss the \$ 33 million program I announced in my speech.

I say this because we know that the students need help and support at home. We also know, whether you believe -- you know, there's this endless debate that started that basically was the study of people who had an alcohol addiction, about whether it's all a matter of weak will and bad habits or whether some people are biologically pre-disposed to it have problems. We know that whether you believe it's totally determined or not, there are all kind of differences both in the home situation and in people's makeup that makes it more important than ever that we get the parents involved early, making good decisions and understanding what to do.

So I'm excited about this and I'd like to ask Kurt just to talk a little bit about this program, why the pharmaceutical companies decided to do it and how they expect it to work.

[Mr. Landgraf described the National Pharmaceutical Council initiative, using 17,000 sales reps from 15 companies in the pharmaceutical industry to provide information developed by the Office of Drug Control Policy to health care professionals to identify and help parents to identify persons at risk in terms of drug abuse. On a more personal note, he indicated that the drug industry was involved for three reasons: Once you become aware of the problem, it is essential for business to participate in the solution; the industry has the resources to effectively implement the program; and finally, if no action was taken, it would effect the children, including his children, and nothing was more important than the children.]

The President. Thank you. I want to say a special word of thanks to you, sir, not only to you, individually, but to the people in your business. You know the United States has the most successful pharmaceutical industry in the world. And it depends, in part, for its success on a decent partnership with the Federal Government, especially through the Food and Drug Administration.

And the statement you have just made is the statement that I think is very

important, that in many respects the collective influence of American business practices is far greater on the American people than the influence of the Government is, and that's as it should be in many respects because we have a free enterprise system, we believe in a private economy and it has served us rather well.

But the statement you just made is a very important statement -- that even in a global economy, when you have to worry about the worldwide competition, the home base still matters. And in the end business has to be able to do well by doing good, because America must be strong for the private economy to flourish. And that's a very important statement, and I thank you for it.

I have intentionally saved for last among our panelists -- and I want to give the Governor a chance to say a word as we close -- but the sheriff of Jacksonville, Florida, Nat Glover, because he is one of the most unusual success stories in our country. He was elected sheriff in a community in which is a majority white community, and which is also a majority of the other political party.

[Laughter] And he was elected sheriff because people of all races and both political parties and all backgrounds trusted him to take the lead in lowering the crime rate and making the streets safer. It wasn't a political issue, at all; it was a human issue.

And he was elected by promising, in effect, to have his office on the street. And I had the extraordinary opportunity to spend a day with him, not just at a rally of young people giving a talk, which I got to do, but actually walking the streets and watching him relate to people, the young and old alike, and seeing how they looked at him as the source of energy for delivering them from their own fears. And it was an extraordinary thing.

So I wanted him to talk about what he's done in relating to the community and what the successes have been and to just thank him publicly for being a role model for law enforcement around the country. But I'd like to ask him to say a few words and maybe reflect on what he's heard here today and what he's trying to do in Jacksonville.

Sheriff Glover.

[Mr. Glover thanked the President for the conference and stated that his community-oriented policing strategy was working. He described the transition of a low-income community after putting 31 officers in the community.]

The President. Thank you.

Governor.

[Gov. Parris Glendening thanked the President and described how violence touches individuals in the community. He indicated that he had talked with a pastor in a Montgomery County church where there had been 68 funerals for the church, 25 percent from gun violence, and described how his wife's was robbed 5 years earlier. He said that while community efforts were important, personal responsibility was key.]

The President. Thank you very much. As a we -- yes, Jesse? [Laughter]

[Reverend Jackson said that he believed this could be a turning point in the war on drugs, and he supported the community policing initiative but he noted that police corruption must be held in check, allowing police to become the true leaders at the grassroots. He then asked that students who will be 18 years old by November and who are registered to vote.]

The President. That's pretty good.

[Reverend Jackson then asked that students who will be 18 years old by November and who are not registered to stand. He encouraged all those students to register and vote in November for a better future.]

The President. I would like to thank Eleanor Roosevelt again for hosting us and thank all of the others who made this possible. I want to thank the panelists. I hope all of you who came to this conference got something out of their moving statements, their personal experiences, and perhaps some ideas you can take home. I want to assure you that the Vice President and General McCaffrey and I and the other members of our Cabinet will read the reports of all the various sessions of this conference.

I have only two regrets as I leave here. One is that we couldn't spend all day hearing from all the young people who are here. And the other is that we couldn't spend all day listening to all the people who are here from the conference who could have just as well been on this panel.

I want to thank you for the life you're leading, the work you're doing. Many of you out there in this audience I've had some personal involvement with, and I feel personally indebted to you -- you know who you are -- and I thank you for that.

This is our country's great challenge. And if you look at these fine young people that were here, the rest of us owe it to them to meet it. And I feel more optimistic than I did before I came here today that we'll do exactly that.

Thank you, and God bless you all.

NOTE: The President spoke at 12:18 p.m. in the auditorium at Eleanor Roosevelt High School.

LANGUAGE: ENGLISH

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