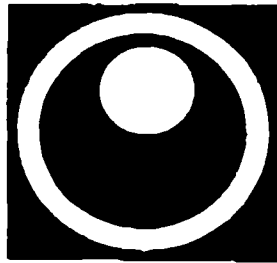


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THE PARENTING INSTITUTE

facsimile

TRANSMITTAL

to: NICOLE RABNER

fax #: 202-456-2878

re: FOLLOW-UP TO MRS. CLINTON'S INTEREST IN
SUGGESTIONS NOT REQUIRING CONGRESSIONAL ACTION

date: 8/27/98

pages: 5

message:

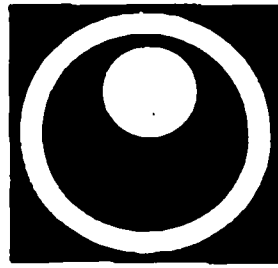
Nicole

I would very much appreciate
your input re. timing and/or suggested
changes or additions to the following
proposal — in advance of sending it on
to Mrs. Clinton

Many thanks for your thoughts
and please extend my greetings
to Jennifer!

(P.S. I still don't hear any reference
to Annunzio being mentioned by President Clinton
in his address re. school violence in Massachusetts)

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THE PARENTING INSTITUTE



August 27, 1998

Ms. Hilliary Rodham Clinton
The White House
Washington, D.C.

Dear Mrs. Clinton

In a conversation immediately following our dinner at the White House last week, I told you that Meredith and I would sketch out a brief overview of a suggested sequel to last year's summit on brain development, this time focusing on the roots of violence.

Last year's conference was important in laying the groundwork for the public and the media's acceptance of the basic science of early brain development and the crucial role of early nurturing and cognitive stimulation in that process. Thanks to your efforts combined with the work of others, this task is now basically done. At this point, however, this information is seen as soft news, interesting, but primarily of interest to parents in their efforts to "build smarter babies." The American public has yet to grasp the revolutionary implications of this information for social policy, particularly as it relates to the prevention of violence.

As you know, we continue to throw money after many extraordinarily expensive and preventable problems including school failure, drug abuse and violent behavior (suicide, domestic violence, assault, homicide). The brain development science provides graphic evidence that each of these problems could be reduced and in many cases stemmed by adequate attention to parenting during the first 33 months of explosive brain development.

Both Meredith and I believe that the demonstrated link between early experience and violence is an unparalleled political opportunity to fundamentally shift our human system at all levels of government from fixing (or locking up) what's gone terribly wrong to protecting and enhancing each child's unique potential from the beginning. The growing scientific evidence connecting early experience and later violent behavior adds a sense of urgency that has been missing from our public discourse on early child development issues. We believe that when a majority of Americans come to understand

that both school readiness and the prevention of violence begins in the womb, it will take the plight of infants and toddlers to the door step of every American household whether they have young children or not.

You expressed great frustration in our conversation with the lack of any widespread political support for early development programs, despite your best efforts. I have long shared that frustration with you. In the wake of school shootings, the public is desperately searching for something that makes sense. Given this political climate, we believe that if the research highlighted in Ghosts From the Nursery becomes widely understood that it will shift the political landscape.

Enclosed for your consideration, is a draft of our ideas for what might be done at a two day summit on early brain development. An ideal outcome from this effort would be to help lay a foundation for a multifaceted campaign that would redefine education (not limited to schools) as beginning at zero or birth.

With two and a half years remaining to you and President Clinton in your term of office, this may be an opportunity to weave that which you have long believed and passionately espoused into the basic fabric of the American community. The kind of visibility and credibility that you can give this crucial information would set the stage for placing early child development on the top of the nation's social policy agenda.

Sincerely,


Robin Karr-Morse

The School Shootings Tracing the Roots of Violence in Earliest Development

Proposal Event: A second summit on early brain development focusing on the roots of violence. (To be followed by a third and possibly fourth summit.)

Conceptual framing

It is clear that creating preventive social policy for families with young children can not be accomplished from the top (administrative level) down. Comprehensive policies and programs to support the adequate nurturing and stimulation of young children (including high quality developmentally appropriate child care and home visitation programs) will only be institutionalized across the nation when a critical mass of voting Americans believe it to be in their self interest to demand them.

As taken for granted as it is now, it was only a short hundred and fifty years ago that few could imagine that government should take a role in educating children from ages six to eighteen years. Based on the new research on the brain and the crucial role of the first years in laying the foundation for how we think and relate to others, we now know that in order for children to succeed in school and to avoid predictable problems, including violent behavior, it is essential that they receive adequate emotional nurturing and cognitive stimulation from the beginning. This summit, along with the first and the third and possibly a fourth will lay the foundation for a campaign to redefine public education of children as beginning at zero.

The school shootings and the stories of very young murderers in the news, while tragic, provide a window of opportunity to focus the American public on the importance of healthy brain development in the first years of life as our best opportunity to prevent these problems.

Rationale: Such a framing would be

- A proactive response to the school shootings from the administration
- A process which would elevate the importance of preventive social policy without the need to involve Congress.
- The next logical step in educating the American public in the importance of earliest child development (gestation to age three).
- An essential step in creating urgency with regard to early childhood policies and programs. By framing the brain development research inside the issue of violence, this issue becomes relevant to every American household rather than being relegated to the special interest of parents only.

Goals:

- 1) To create public awareness of the preventable roots of violent behavior in brain-based experiences Occurring in the first 33 months of life.
- 2) To take advantage of the heightened public concern about violence to generate a strong on-going public education campaign on the relevance of the first years to these issues.

- 3) To move early home visitation and high quality, developmentally appropriate child care to the top of the policy agenda nationally by linking these programs with the prevention of violence.

Two Day Program :

Day One: What science is teaching us about the roots of violence.

- Overview of the linkages between early experience and later violent behavior: Robin Karr-Morse
- Effects of trauma and abuse in the developing brain : Dr. Bruce Perry, Baylor College of Medicine, Houston Texas
- High licking and grooming mothers: Michael Meaney, Douglas Hospital for Children, Montreal
- Effects of stress in utero: Mary Schneider, , Harlow Primate Laboratory, University of Wisconsin Madison Wisconsin.
- Effects of maternal depression: Geraldine Dawson, University of Washington, Seattle; Ed Tronick Children's Hospital, Boston
- Effects of neglect: Harry Chugani, Wayne State University, Michigan
- The early memory: Joseph LeDoux
- Effects of maternal deprivation: Tiffany Field, University of Miami
- When Attention Deficit Disorder becomes Oppositional Defiant Disorder: William Barkley, Professor of Psychiatry and Neurology, University of Ma. Medical Center

Day Two:

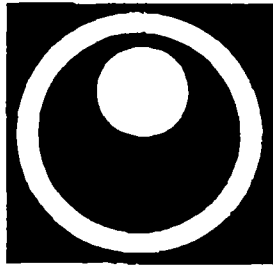
Models that Work: Evidence Based Practice

- Nurse Home Visitation: David Olds
- Healthy Families America: Deb Daro, National Committee on the Prevention of Child Abuse, Chicago
- Perry Pre-School: David Weikert
- Enriched Day Care: Craig Ramey, University of Alabama
- Touchpoints: T. Berry Brazelton, Childrens Hospital, Boston

Strategies for Making it Happen

- Overview of the timely opportunity to link early development to violence: Meredith Wiley
- Exploring effective framing and language: Susan Bales, Benton Foundation, Washington D.C.
- Creating a powerful coalition: Sandy Newman, Executive Director, Fight Crime, Invest in Kids, Washington D.C.
- Developing a strategic plan: Ellen Galinski, Family Work Institute, New York

cc: Nicole Rabner



Robin Karr-Morse, M.Ed., L.P.C.



facsimile

TRANSMITTAL

to: NICOLE RABNER

fax #: 202-456-~~6256~~ 2878

re:

date: 8/30

pages: 4

message:

Nicole — The following 3 pages are clipped from a feature article running in yesterday's Oregonian. The full text was 3 full pages, but I copied these because they reflect our ongoing blindness to the roots of this problem — and our greatest opportunity to stem it.

Also — our media picked up no reference to the first 3 years of the President's Massachusetts talk on school violence. Did they miss it or did President Clinton?!

\$1.50

August 30,
1998

Sunrise
Edition

Portland,
Oregon

Rough & ready

Those who warm to things wild answer the call of Iceland's rugged landscape.
Travel, T1



Ready to lead

Cade McNown hopes to take UCLA to the top of the Pac-10.
Football Preview
Section, N1



Airline grounded

The pilots' strike slows down Northwest's hubs and sends passengers hustling for flights but mostly spares PDX. Business, B1

Sweet victory

A team of alumni from Bucknell University wins the Hood to Coast Relay. Sports, B1

Weather



Sunny, warm
High 86
Low 60

Complete weather
please see
Business, B12

The Sunday Oregonian

Kinkel's boyhood troubles explode in rage, destruction

The 16-year-old charged in the Springfield school shootings, adrift and never measuring up, spiraled out of control despite his parents' vigorous efforts to save him

Kip Kinkel peered out a window of his house. "Where is she?" he asked nervously, interrupting a phone conversation with two friends. They had called to console Kip after he was kicked out of school that day for having a loaded gun in his locker. About 30 minutes later, Faith Kinkel's Ford Explorer turned into the driveway. Kip helped his mom carry groceries into the kitchen. He didn't waste time. "I love you," Kip told her. He shot her once.

By MAXINE BERNSTEIN
of The Oregonian staff

"Please, Mom, close your eyes," Kip urged, when he saw her breathing a short time later. He shot her two more times. By dawn, he'd leave a bomb beneath her body in the garage.

The once shy, freckle-faced boy whom his mother affectionately called her "lil' angel" police would call a cold-hearted killer, accused of blasting away his parents and then going on a shooting rampage at Thurston High School. Despite accounts by teachers and friends that they never saw this coming,

a close examination of Kip's life shows his troubles had festered since he was young.

Interviews with relatives, classmates, teachers, friends, coaches, neighbors and acquaintances reveal a boy who was insecure as a young child, was unable to live up to his parents' expectations as an adolescent and turned to guns and explosives as his antidepressants.

From an early age, Kip seemed disconnected from his parents and an older sister, who excelled at most everything they did. He struggled to be accepted, struggled to achieve, struggled for attention all his life — but often came up short.

His parents, in turn, strove to steer Kip toward positive pursuits. Yet though they were veteran educators, their son posed problems even they were unsure

The investigation

Reporter Maxine Bernstein spent 2½ months in Springfield examining what led up to the deaths of Bill and Faith Kinkel, and their son's shooting rampage at Thurston High School.

This account is based on interviews with more than three dozen people, including Kip's classmates, relatives, neighbors, family friends, teachers, coaches and school officials.

Details of what happened the afternoon Kinkel's parents died emerged from calls his father made shortly before he was killed, phone conversations Kinkel had with two classmates that afternoon and interviews with close family friends familiar with the investigation. Official sources confirmed the account.



KINKEL

The series

Monday: As school reopens, attention shifts to the survivors of the shooting at Thurston High.

Next Sunday: Communities nationwide struggle to find answers and resume a sense of normalcy in the wake of school violence.

Please turn to
KINKEL, Page A14

NOTICE THE JUMP FROM BIRTH TO FIRST GRADE: THE invisible years

THE COUCHES DURING WHICH FAITH GAVE birth to their second child.

Kipland Philip Kinkel was born Aug. 30, 1982, at Sacred Heart Medical Center in Eugene. Bill Kinkel, then 43, and Faith, 41, were delighted to have a son. Their daughter, Kristin, was 5.

The Kinkels had settled comfortably into what they considered their dream house — an A-frame chalet nestled among tall Douglas firs above the McKenzie River, 10 miles east of Springfield. Faith Kinkel wrote relatives that she was living in "God's country." Bill Kinkel planned to teach for another 10 years and retire.

Their friends kidded them about being older parents. But they took it in stride.

"I admired them — gosh, here Bill will have his 30 years in and be retired before his son even gets into high school," Marcie Bushnell, then a fellow Thurston teacher, had thought.

Kip had Faith's coloring — auburn hair and blue eyes — and would acquire his father's energy and inquisitiveness.

Faith stopped teaching at Springfield High School to stay home with her baby boy. She called Kip her "li'l angel" or "li'l sweetheart" in letters to friends and relatives.

But the child nicknamed "Kipper" was a handful. From the start, he was difficult — insecure, extremely sensitive and hyper. His early years were rife with temper tantrums and fits for attention.

"He was always hanging on to her," Bushnell recalled of a time Kip was 3 or 4. "We were visiting and leaving his house one day. We were saying goodbye on their deck, and Kip ran out to the deck and clung to his mom's leg. She'd joke, 'Don't we give you enough attention?'"

Kip cried easily and, in school, was bothered that he was smaller than others his age. Because he was so sensitive about his size, his parents enrolled him in karate at age 6 or 7, thinking it would boost his self-

Kipland P. Kinkel chronology

● **Born:** Aug. 30, 1982

● **First grade:** Parents decide to hold Kip back one year, citing slow emotional, academic and physical development.

● **Age 6 or 7:** Parents enroll Kip at Eastgate Kenpo Karate, hoping it will boost his self-esteem. Kip is bothered that he is smaller than most children his age. Kip lasts a few months.

● **Middle school:** Parents are concerned about Kip's hyperactivity and quick temper. He tells classmates he's taking Ritalin. Kip gets suspended for two to three days for kicking a student in the head after the student called him a name. Kip tells a teacher off, and Kip's father takes him out of school early for 2½ months to home-school him in English and social studies. Kip develops fascination for explosives.

● **January 1997:** Kip arrested for kicking a rock — 12 inches in diameter — off a highway overpass in Bend.

● **June 1997:** Parents take Kip to Eugene psychologist Jeffrey Hicks. He is diagnosed as clinically depressed and begins taking Prozac.

● **October 1997:** Kip stops seeing Eugene psychologist and apparently stops taking Prozac.

● **Fall 1997:** Bill Kinkel decides to buy his son a rifle, hoping he will be able to channel Kip's fascination with guns in a positive manner. Kip gets a .22-caliber semiautomatic Ruger rifle.

● **Dec. 13, 1997:** Classmate Jeff Anderson celebrates his 15th birthday, inviting Kip and other friends to his house. They're playing videogames in Jeff's room, when Kip skips out and scrawls "K-I-L-L" on the Anderson driveway. Anderson's mother bans Kip from returning to the house.

● **High school:** Guns, bombs and violent thoughts fill Kip's schoolwork. He gives an informative speech on "How to Make a Bomb" before his speech class. He constantly writes about "killing everybody" in his literature class journal assignments, and he often is told to leave the class to rewrite the passages.

● **January 1998:** Bill Kinkel asks a tennis colleague about a "Glock." Bill says he's thinking of buying his son the gun but will ensure that Kip uses it properly and under tight supervision.

● **February 1998:** Kip breaks the bargain with his dad. Neighbors hear him shooting the gun in the back yard. His dad takes Kip's gun away. He buys a gun cabinet, has it placed under his and Faith's bed, and wears the key around his neck.

● **April/May 1998:** Kip and his friends get caught on a midnight prank, toilet-papering a Springfield house. Bill Kinkel finds a padlocked trunk in his son's room. He breaks the lock and finds two other guns — a .22-caliber pistol and a sawed-off shotgun. His dad confiscates the weapons and grounds Kip, taking away his phone, television and computer privileges, and forbids sleepovers through the summer.

● **May 19:** Kip and classmate Korey Ewert arrange a gun deal by phone.

● **May 20:** Korey Ewert brings to school a .32-caliber pistol, stolen from the home of Thurston student Aaron Keeney. Ewert hands the gun in a paper bag to Kip in exchange for \$110. Kip places the bag in a rear corner of his locker. Scott Keeney, Aaron's father, notices his gun is missing and alerts the school. Kip is pulled out of second-period study hall while school administrators search his locker.

● **May 28:** Kip is arrested at school and taken to the Springfield police station. Kip whispers, "They'll get theirs," to Ewert as they're being

escorted out of school. Kip is charged with receiving stolen property and possession of a weapon on school grounds. He is released to his father about 1:30 p.m.

● **May 20:** Father and son stop at Bob's Burger Express for lunch, and then return home. Bill Kinkel calls Kip's academic counselor to check on Kip's school credits. Scott Keeney to apologize and the Oregon National Guard to inquire about a boot camp. Kip overhears the conversation, and a short time later, police say he shoots his father in the back of the head.

● **May 20, 4:30-5:30 p.m.:** Kip talks by phone with his buddies Tony McCown and Nick Hlaasen on a conference call. He tells them, "It's over. Everything's over."

● **May 20, about 6 p.m.:** Faith Kinkel arrives at home. Kip helps her bring groceries into the kitchen. He tells her "I love you," then shoots her once. He notices she's still alive, says, "Please close your eyes, Mom," and shoots again.

● **May 20, evening:** Kip booby-traps the house, assembling explosives in nooks and crannies, and places one bomb beneath his mother's body.

● **May 21:** Before 8 a.m. Kip drives to Thurston High School, parks a block from school and walks onto campus, entering the school through a rear hallway. He pulls his .22-caliber semiautomatic rifle from beneath his trench coat and shoots two students in the hallway. He continues to the cafeteria and fires 50 rounds before students tackle him. He manages to fire one shot from a 9mm handgun. Tackled to the ground, Kip tells the students on top of him, "Just shoot me . . . shoot me now."

The Oregonian

* THESE ARE THE ONLY REFERENCES TO KIP'S FIRST 5 YEARS — IN SPITE OF THE FACT THAT CLEAR DIFFICULTIES HAD ALREADY SURFACED.



KIPLAND P. KINKEL ■ A CLEAR PATH TOWARD DESTRUCTION

Kinkel: Father hoped gun purchase would be positive step

■ Continued from Page A14

kept the materials he used to assemble the bombs: clocks, bottles, batteries, ammonia, baking soda.

He wired what authorities called a "very sophisticated" bomb with 1 pound of explosive charge in a crawl space near the home's garage. Elsewhere, he left two crude pipe bombs, a hand grenade, two 155 mm Howitzer canisters and a basketball-turned-bomb.

"They were still finding explosives there a week later," ally friend Berry Kessinger said. "There were bombs everywhere. I'm surprised he didn't blow up the house."

As educators who spent decades handling difficult students, Bill and Faith Kinkel were confident they could turn Kip around. But ultimately they realized the strategies that worked so well in their classrooms were failing with their son.

Exasperated, they sought professional help after Kip finished middle school.

By June 1997, they were concerned about Kip's melancholy, mop behavior and wanted someone outside the school system to evaluate him. On the advice of Richard Bushnell, Kip's parents took their son to see Jeffrey L. Hicks, a Eugene psychologist.

Hicks counseled Kip in a tidy, one-room office filled with stuffed animals. Kip was diagnosed with clinical depression and began taking Prozac, an antidepressant.

It seemed to calm him. His parents were pleased with Hicks.

"They liked him, and Kip seemed to like him," said Cullen, the Springfield High teacher. "He worked well with Kip."

But, still, Kip's brooding perplexed his parents.

Bill, desperate for a better understanding of Kip's problems, pulled one of his adult Spanish students aside on the last day of class, June 2

ures and BB guns gradually grew into a passion for violent movies and a taste for heavy metal music, such as Marilyn Manson and Nirvana, laced with lyrics of death and destruction.

His parents continued to restrict his television and video game privileges. But Kip would find a way around the limits, such as watching television in the middle of the night when his parents were asleep.

Kip used the Internet to obtain bomb-making recipes and boasted to middle-school classmates about his hobby. He took books such as "The Anarchists' Cookbook" to school. On an Internet account, he cited his occupation: "Student surfing Web for info on how to build bombs."

After his parents found a catalog for bomb-making material Kip had obtained through the Internet, they cut his computer use.

"Bill knew Kip had an interest in explosives," Jacobson said. "He described it as an obsession."

After explosives, Kip became enchanted with guns — first reading about them and their various models, manufacturers, bullets, bores and barrels. Soon, he badgered his parents to buy him one.

As a child, if Kip showed an interest in something, Faith generally tried to encourage it.

She drew the line with guns. Bill could not.

"In all the years they were married, Bill said this was the one thing they disagreed on," recalled Rod Ruhoff, a tennis partner.

Kip's pestering wore Bill down. He worried that Kip would get his hands on a gun anyway, so he relented. It might also bring father and son closer, he thought. They'd take a firearms safety course together, and Bill would channel his son's interest positively.

Bill knew little about guns. He sought advice from Denny Sperry during a break on the doubles court. If he was going to get Kip a gun, Sperry suggested a bolt-action, single-shot .22-caliber rifle. But Kip persuaded his dad to get him the more lethal weapon: a .22-caliber semiautomatic rifle. Bill set parameters that Kip use the rifle only under adult supervision.

Child psychologists who have not evaluated Kip but have worked with

They talked about Ducks football. Thurston High, Bill's interest in tennis, travel and teaching. Bill raved about his daughter. Only when Close began to discuss a private issue in his life did Bill Kinkel disclose his troubles.

"He said there were only two things in his life that weren't great: One was that his wife was still teaching and not yet retired; he couldn't take many of the trips he wanted to," Close said. "And, second, he has this boy who was a very troubled child."

It was the first mention of Kip. Bill spotted a thick book in Close's L.L. Bean carry-on bag, titled "Clinical and Forensic Interviews of Children and Families." Bill wanted to know the signs that precede juvenile violence.

Close rattled them off: dysfunctional family, child abuse, drugs, a change in the child's peer group, special education placement, criminal arrest, lack of parental supervision, parents' minimizing a problem, cruelty to animals, access to guns.

"All of a sudden he just freaked," Close said. "He said, 'We have a very good family, but I've got this son who's always been very strong-willed, always wanted to get his way. We're educators, but we've got this boy who's always been difficult.'"

Bill stood, his head down. He said Kip was not interested in school, was obsessed with violence and had been arrested for vandalism.

"I'm not a gun nut. But every kid around here has got guns," Bill said in what Close described as a rehearsed way. "We decided to let him have a gun. We lock the gun up and keep it secure. I wanted control over the situation."

Close advised him to set limits. Bill rolled his eyes and said, "We tried that stuff, it doesn't work with him."

"I believe the guy was tormented," Close said. "He said he was a good kid, but he was scared to death of him. He was worrying that he was capable of getting, really, really mad."

That weekend, an unprovoked Kip scratched the word "K-I-L-L" in whip cream on a friend's driveway. Kip was one of four friends Jeff Anderson invited to his house on his 15th birthday. Jeff's mother banned

to make a bomb. He didn't let on it was a major deal," Jacobson said. "Through the whole thing, I don't think they realized how dangerous he was."

Kip's violent prose continued. In Kevin Rowan's literature class, Kip filled his daily journal assignments with guns, bombs and knives.

"He'd write, 'If I was the ruler of this country, I'd go and bomb...' and sometimes it would get too graphic," classmate Cassidy Rhoden recalled. Or he'd write about "being Godzilla and walking down the street and killing everyone." Once he wrote about hurting a classmate who got on his nerves.

Rowan often interrupted him as he read his work aloud.

"Mr. Rowan would sometimes cut in, 'That's rude — you don't need to be saying things like that,'" classmate Tessa Manka said. "Mr. Rowan would have him rewrite it more politely."

Kip would slam his books down and angrily storm out.

Bill, who was friendly with Rowan, was apparently informed. Again, Bushnell and Stone said they were unaware of the writings, but Bushnell wishes he had been told.

"If I had been aware of it, I probably would have gone to Bill and Faith and done an assessment as to where we were with Jeff Hicks, and talked directly to Jeff Hicks. Obviously, things didn't come together exactly right," Bushnell said.

Although Bushnell was close to the Kinkels, Bill never told him that he had gotten Kip a gun. It was mostly Bill's tennis pals who knew.

"Bill never included the right people in that," Bushnell said. "I don't know whether it was Bill's pride... I wish Bill had come to me."

Kip stoically continued down the hallway to the school cafeteria.

He entered through the northeast door and fired 50 rounds from his rifle into the crowded cafeteria, striking more than 20 students. Mikael Nickolaussen, hit multiple

prank — toilet-papering a house.

Bill grounded his son through the summer — cutting off his phone, television and computer privileges, and preventing him from going on sleepovers. His dad, growing more distrustful of his son, went through Kip's room and found a padlocked trunk he had hidden. He cut the lock. Inside were more guns — a sawed-off shotgun and .22-caliber pistol. Friends said Kip had bought them from students — one before getting on the school bus one day.

The confiscation of his guns did not deter Kip from his obsession. "It was something he felt he couldn't live without," Conner suggests.

On May 19, classmate Korey Ewert arranged to sell Kip a stolen gun. Ewert had snatched the gun from the home of Thurston High student Aaron Keeney. He had entered the Keeney home through a back door, knew where to look and walked off with a .32-caliber pistol, Ewert's uncle said.

The next morning, Kip brought \$110 in cash to school — three weeks' worth of savings, partly earned staining his parents' deck at \$5 an hour. Ewert handed Kip the gun in a paper sack; Kip placed it in a lower corner of his locker.

Aaron's father, Scott Keeney, noticed his pistol missing and called the school early May 20. Kip was pulled out of his second-period study hall. As administrators searched his locker, he waited in the small office of Stone, school disciplinarian and football coach.

"Coach, what's going to happen if I have the gun?" Kip asked. Stone told him the school had no tolerance

for guns; he would not be able to return to school for a year.

Kip dropped his head and mumbled, "Sorry, coach."

"He looked up one time like he was ready to cry but sucked it in," Stone said. A police officer took Kip into the hallway, searched him, cuffed him and walked him to a cruiser parked in front of the school.

As Kip and Korey were escorted out of school, Kip whispered to Korey, "They'll get theirs."

What's next:

Kipland P. Kinkel turns 16 today and is expected to be transferred from the Sidworth Juvenile Detention Facility in Eugene to the Lane County adult jail. He has been indicted on 58 felony counts in the killing of his parents May 20 and the shooting May 21 at Thurston High School that left two students dead and at least 22 wounded.

He faces four counts of attempted murder, 25 counts of attempted aggravated murder with a firearm, one count of attempted aggravated murder and numerous other charges.

He has not entered a plea, but he has re-enacted the high school shooting in a videotaped confession. His court-appointed attorneys, Richard Mullen and Mark Sabitt, have declined to comment.

His aunt, Claudia Jurwold of Arizona, has been appointed his legal guardian.

Trial is scheduled for April 6.



Old-Time
FAIR DAYS
VALUES

BEAT ALL S ATE F PRICES
IF MARRON BAYS

Sen/Nicole/Neera-

This is very good info
related both to decreasing
violence, increased sense of
safety + improved race relations.
They would be useful participants
in the conference.

—
Show Neera
—

PHOTOCOPY
HRC HANDWRITING

THE NEW HAVEN SOCIAL AND HEALTH ASSESSMENT: TRENDS 1992-1996

In the early 1990s, a committee of New Haven parents, teachers, administrators, and members of a consulting team from Yale University met to decide how to monitor school and community efforts to combat problem behaviors such as school failure, substance use, violence, and high-risk sexual activity among city youth. As a result of these meetings, the Social and Health Assessment (SAHA) was developed. The SAHA is a survey that assesses attitudes and perceptions, school and community involvements, and high risk behaviors of middle and high school students. The survey is given at regular intervals by a team of researchers, headed by Mary Schwab-Stone, MD, from the Yale Child Study Center. The SAHA has become the cornerstone of the city's efforts to monitor behaviors, attitudes and perceptions that bear on the quality of life of its young people and on their potential for successful academic and social development.

The SAHA was given in 1992, 1994 and 1996 to all 6th, 8th and 10th grade students in their classrooms by trained administrators. In 1996, 2500 students completed the survey. Students taking the survey were predominantly of minority ethnicity; a substantial proportion participated in the free or reduced lunch program (an indication of family poverty status); and many came from highly mobile families. Highlights of interesting trends from 1992 to 1996 are presented in summary below.

SENSE OF SAFETY

Significantly more students feel safe at school and in their neighborhoods.

Feeling unsafe in ordinary contexts such as school and neighborhood, is associated with willingness to be physically aggressive, depressed mood, antisocial activity, and decreased academic achievement. There was a remarkable 24% increase for 10th graders and substantial increases for 6th and 8th graders in their reports of feeling safe on school buses or while walking to school. Feeling safe in school rose dramatically among 10th grade students from 1992 to 1996; more younger students also reported feeling safe at school. In addition, more students reported feeling safe while standing in front of their school buildings, at after school activities, and in school restrooms. Given the relationship between feelings of safety and psychosocial adjustment, these changes in perceptions of safety are quite meaningful and may carry broad, positive implications for the well-being of New Haven students.

VIOLENCE

There have been marked decreases in the number of middle and high school students who have seen someone shot or stabbed, carried a gun, or been involved in gang fights.

Concerns about the effects of violence on New Haven's young people have been at the forefront of a number of city and school programs. Studies have shown that exposure to violence adversely affects children's development in many areas, including their ability to function in school, emotional stability, and orientation toward the future. The SAHA explores several issues related to violence, including witnessing violence, being victimized and committing violence. Although exposure to violence remains high, these trends are encouraging.

RACE RELATIONS

More students feel good about the experiences they have had with people of other races, are spending time with friends of other races, and believe that students of different races are respected at their schools.

There is reason for optimism in the changing experiences and perceptions on race among New Haven's schoolchildren. Race relations among high school students especially appear to have improved: more 10th graders reported doing things with students of other races in 1996 than in 1992 and perceived that people in their schools respect students of different races (70% in 1996 compared to 50% in 1992).

HIGH-RISK SEXUAL ACTIVITY & AIDS

Student rates of sexual intercourse and having multiple partners have declined in New Haven, while remaining unchanged nationally.

Each year more than one million adolescent pregnancies occur nationally. These pregnancies have far-reaching effects on the teenage parents and their children. For example, pregnancy is the most common reason for dropping out of school among young women. SAHA results indicate that, while there is reason for concern about the level of high-risk sexual activity among New Haven middle- and high school students, there is also reason for hope. Fewer students in all grades are reporting that they have become sexually active. The longer students delay initiating sexual activity, the more likely they are to make responsible choices that reduce the associated risks. Current findings (combined with research that links decision-making skills and knowledge of AIDS to decreased intentions to engage in sexual behavior) indicate that continued prevention efforts are essential.

SUBSTANCE USE

Alcohol, marijuana and cigarette use stabilized between 1994 and 1996 after increasing between 1992 and 1994.

Much concern and public interest has been raised about national trends indicating increases in substance use among students. Health problems associated with substance use and abuse are well known, but substance use also affects academic achievement and relates to school dropout. Current substance use among New Haven's 8th graders is high compared to a recent national survey conducted by the National Institute on Drug Abuse. Among 10th graders, however, levels of use in New Haven are similar to those reported nationally and to those reported for youth in Connecticut as a whole. Despite moderately high levels of substance use, the stabilization of this behavior is encouraging in light of increases among youth nationwide.

STUDENT OUTLOOK

Attitudes toward school and expectations for the future are generally positive and students are more optimistic than in the past.

A positive outlook, feeling involved in school, a sense of future opportunity, and freedom from severe worries and depressive feelings are important for optimal development academically, socially and emotionally. Thus, the SAHA queries students about general outlook, worrying, and depressed feelings. Most students believe it is important to do well in school — more than 95% believe that it is important to get at least a B average and have good enough grades to get into college. Students also believe that their chances of graduating from high school are high; since 1992 there have been large improvements, particularly among 8th graders who will be transitioning to the highest-risk year for dropping out. In addition, fewer students reported feeling hopeless about the future or feeling down about things, and more students said they believed they would have a happy family life.

CONCLUSION

The changes over four years in student behavior and attitudes, and in perceptions about the safety of the environment and about the climate of respect for racial differences, are quite remarkable. It is difficult to see changes of this magnitude over such a relatively short time period, and these findings should be cause for optimism and for renewed efforts to support the developmental potential of New Haven's youth.

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REPORT
ON THE
SOCIAL AND HEALTH ASSESSMENT
(SAHA)

TRENDS 1992 - 1996

New Haven Public Schools

Reginald Mayo, Ph.D.
Superintendent

Childhood depression

Rich or poor, more kids struggle with symptoms

By Marilyn Elias
USA TODAY

Youngsters in two environments — the prosperous, manicured suburbs of Connecticut and the state's grim inner-city neighborhoods — appear to be living on different planets.

But these kids have more in common than meets the eye: Depression is an equal-opportunity malady for U.S. youngsters, says Columbia University psychologist Suniya Luthar.

Her studies on 500 Connecticut adolescents show that depression is just as likely to strike

affluent teens as poor ones. "It's surprising," Luthar says, "because lots of people think, 'What do well-off kids have to be depressed about?'"

Rich, poor or in between, kids all across the USA are experiencing symptoms of serious depression at higher rates than any generation in modern history, recent surveys suggest.

Youth depression will be a key topic of concern at the American Psychological Association (APA) meeting in San

Francisco this weekend.

Depression is hitting at younger ages than ever before, says social psychologist Ronald Kessler of Harvard Medical School, Boston. In his study of 8,098 Americans 15 to 54 years old, only 2% ages 45 to 54 reported symptoms of clinical depression by their late teens. Among those 15 to 24, 23% had serious depression before 20.

The rise probably doesn't reflect fading memory or reluctance to admit problems, Kessler says, since there's no similar younger-generation jump for other mental illnesses. "Depression is just happening younger."

Continued from 1D

And it can spawn other major problems. New studies show that youngsters who develop depression and/or anxiety are three to four times more likely than peers to have drug or alcohol abuse problems by their mid-20s. Yale Medical School epidemiologist Kathleen Merikangas will tell the APA.

Suicide rates for U.S. children and teens quadrupled between 1950 and 1995, another sign of depression's toll. In 1995, 2,227 Americans under age 20 took their own lives.

Defining depression in kids can be tricky. They may show typical adult symptoms such as long-term sadness and irritability. But some children are unable to express their feelings, and teen depression can be mistaken for normal behavior.

There are no sure-fire answers to why youthful depression is on the upswing, but new findings offer clues.

Kessler's survey finds that 62% of depressed people had at least one other mental disorder first, most commonly anxiety. "I think a lot of the depression with kids is anxiety-driven. The world is just a much scarier place," Kessler says. "Nowadays,

kids can watch people getting murdered on TV every day."

COVER STORY

Luthar's Connecticut study shows suburban teens are more anxious than inner-city kids. "It's the enormous pressure to succeed, to get into a decent college," she speculates.

Greater isolation also may be spurring childhood depression. "Kids used to grow up in large, close-knit, extended families. And our grandparents sat in comforting spiritual furniture," says Martin E.P. Seligman, the APA's president. "Children are alone more now. Individualism is rampant, and it's not a good buffer against the defeats we all face."

There are some major findings on how depressed kids differ from healthier peers:

- Their parents are more likely to be divorced or at war.

- Seriously depressed teens are seen by themselves and teachers as less socially adept than peers. They misread neutral scenarios as rejection, "and that makes them shy and withdrawn," University of Texas psychologist Kevin Stark says.

- Kids who believe bad experiences are the result of permanent causes in themselves, not changeable behaviors or conditions, are more apt to be depressed.

- There's a strong stress-depression link in teens. Depression doesn't hit the two sexes equally after early adolescence. Between 11 and 15, girls' depression rates soar; by 18, they have about twice the depression rate of males. Past studies have found adolescent girls, like women, tend to dwell on problems more than males. This keeps women depressed longer.

New studies with 615 teens show that girls worry much more than boys about matters they can't control well — popularity, ap-

pearance, family problems, etc. — University of Michigan psychologist Susan Nolen-Hoeksema will report to the APA. Girls may be "constantly trying to solve problems they can't solve," she says. Female socialization to please and care for others may be one reason for the sex difference, she says.

But boys are seriously underdiagnosed for depression, psychologist William Pollack of McLean Hospital/Harvard Medical School argues in his new book, *Real Boys: Rescuing Our Sons From the Myths of Boyhood* (Random House, \$24.95).

Pollack's studies on boys show traditionally macho attitudes are linked to greater depression. And in a new study of eighth-grade girls, the more girls endorse conventional femininity for women, the higher they score on depression scales. Wellesley College psychologist Deborah Tolman will tell the APA.

Both psychologists say rigid sex roles can squelch kids' true feelings. "Depression is about loss," Tolman says, "and what greater loss can there be than yourself?"

Alongside this bad news, there will be some positive reports at the APA. A small but growing number of school programs on problem-solving show positive effects in preventing depression. Research on depressed adolescents finds therapy stressing change in their approach to problems is highly effective.

The most potentially cheering news involves parents' power. They can make a negative or a huge positive difference. New studies find depressed kids more likely than peers to have guilt-inducing, controlling, rejecting or uninterested parents.

"Parents have to look at their own lives, too," says Los Angeles therapist Judith Harris. Kids who beat depression often have parents willing to listen with care and perhaps for the first time embrace a child who isn't the kid they'd hoped for, Harris says. They may need to cultivate and praise other strengths in mediocre students. They may need to give extra support amid stressful transitions such as divorce.

New research with adolescents shows parents' key role, Yale University psychologist Susan Reyland says. As kids' perception of parental rejection increases, their psychological functioning declines, Reyland will tell the APA.

"What it says to us as parents is we have power. . . . Don't be misled into thinking peers are the main influence. Their relationship with parents is the most time-tested one. It's parents who give kids core feelings of goodness and lovability."

Please see COVER STORY
next page ►

Teen crime may get worse, say experts

Broken families, high energy cited in rising violence

By Mark Stewart
THE WASHINGTON TIMES

Michael Gurian describes himself as an optimist, but when conversation turns to the recent rash of school shootings by adolescent boys, that optimism can be hard to sustain.

"I think it's actually going to get worse before it gets better," says Mr. Gurian, a family therapist, educator and author of eight books, including his latest, "A Fine Young Man."

"You've got boys who are inclined to prove themselves, especially traumatized boys with a lack of economic opportunities, a broken family system and constant shaming in a lot of their backgrounds. They're lashing out," he said.

Are today's problem teen-age boys out-of-control monsters or just forlorn, misunderstood loners seeking love in all the wrong places and in all the wrong ways? Experts on adolescent development say it's both, but they differ on which is the cause and which is the effect.

Once that distinction is made, they say, the problem can be attacked more appropriately.

There is no question that adolescent boys' behavior recently has given American society cause for concern. Wade Horn, a child psychologist who directs the National Fatherhood Initiative, said he isn't as worried by the well-publicized school shootings as he is by the recent campus rioting at colleges such as Michigan State and Penn State.

Mr. Horn, like Mr. Gurian, ties that violence to the mistakes our society has made in raising adolescent boys.

"And we're not talking inner-city kids, either," Mr. Horn says of the college rioting. "I see that as much more of an outgrowth of the lack of socialization among our adolescent males. These kids feel entitled to what they want now. That's all it is."

For instance, in the recent rash of bomb scares in the Washington metropolitan area, the culprits may have been adolescent boys.

For teen boys, having "too much energy and too much time on their hands and not enough to do is a bad mix," says Troy Parrish, a counselor with Christian Counseling Associates in Columbia, Md. "Girls tend to be more social. They'll spend time with each other and develop friendships. Boys are into action and activity and doing things."

Frederica S. Wilson — a school principal in Miami and founder of the 500 Models of Excellence Project, a mentoring program for black students in the Dade County area — says the problem boils down to a simple lack of supervision.

Add to that boys' natural testosterone levels, and the combination can prove lethal.

"Since boys are naturally more aggressive and are more risk-seeking, they get into trouble more," Mr. Horn says. "It's hard for single mothers, as diligent as most of them are, to control that kind of behavior by themselves."

Christianity Today's Aug. 10 cover story — written by David Grossman, a military expert on the psychology of killing — detailed how today's culture, particularly as conveyed in the media, is subconsciously teaching children how to kill by desensitizing them to violence through movies and video games. Boys, who are more likely to play violent video games than girls, have become expert marksmen through the hundreds of dollars' worth of quarters they've pumped into such arcade attractions. Mr. Grossman noted that the

schoolyard shootings in Jonesboro, Ark., and Pearl, Miss., bear out how frighteningly accurate teen killers have become.

"We're seeing larger quantities of problems," Mr. Parrish says. "Now, it's not just a kid not doing well in school. Now, it's a kid getting into fights because he's not doing well in school, and meanwhile, back home he's got a pregnant girlfriend and he drinks too much. There are multiple problems now."

Mr. Gurian argues in "A Fine Young Man" that understanding the basic biological differences between boys and girls is crucial to raising civilized teen-age boys. Modern feminist thinking, he says, has largely steered society away from that discussion.

"We're scared of it, and you can see why," he says. "Because if we start talking about biology, it bumps a lot of what some feminists have said about boys being out of

whack. We think we know what boys are all about, but we're finding out we didn't know nearly as much as we thought we did, and we can't treat boys and girls the same way."

In his book, Mr. Gurian outlines some of the differences between the sexes during adolescence, pointing out that boys are more emotionally fragile than girls and hide that fragility in bravado, aggression or silence. He talks about the "boy-specific" ways adolescent males talk, think, feel and act, and how they differ from girls.

Since boys often lag behind girls in developing verbal skills, they are more likely to experience frustration in school, which in turn leads to misdiagnosed problems and failure to spend the time and effort required to meet boys' needs.

And that, Miss Wilson says, leads to boys trying to outdo each other, often in totally inappropriate ways.

"I think that a lot of children are under the same pressure from the opposite sex," she said. "I think, personally, that we should have separate schools for boys and girls from the fifth through the ninth grades. Achievement levels would rise and a lot of the peer pressure would dissipate."

A social consensus is developing that fathers are crucial to boys' development, even though it was only six years ago that Vice President Dan Quayle started a national furor by saying just that.

"No. 1, we're trying to raise a society without a father, and we have a huge literature that shows that fathers exert greater influence over children's behavior than mothers," Mr. Horn says. "No. 2, boys, primarily little boys, become

men through observing their fathers. No. 3, boys [without fathers in the home] lack models about how men should treat women. They don't see their father respecting their mother the way they should."

Many experts on boys agree that it's too late to get fathers back into the equation once boys reach adolescence, but mentoring is one suggested solution for boys already in trouble. Miss Wilson, whose Florida program reports major successes through the use of mentors, says boys are easier candidates for such help than girls.

Whereas girls are picky about their mentors, "boys will gladly accept granddaddies in their lives as mentors," she says.

Mr. Gurian subscribes more to an "it takes a village" approach toward mentoring than many social and cultural conservatives would support. In "A Fine Young Man," Mr. Gurian asserts that adolescent boys ideally should have a clan-like "extended family" of close family friends and friends of his father, as well as his own school peers.

Mr. Parrish advocates a return to some sort of established set of morals to rein in boys' natural aggressiveness and energy.

"I'm not saying that everybody has to agree with me in a doctrinal stance," he says, "but it has to exist outside of my own personal opinion. We all have to make a commitment that will begin to set some type of restraint on me and my behavior. We have to have something to hold us in check."

"Our Founding Fathers knew that a democracy was only good for a religious and moral people. Outside of that, it doesn't function very well," he said.

The Washington Times

FRIDAY, AUGUST 14, 1998

Survey: Youths finding sex, drugs too tempting to resist

By Steve Sternberg
USA TODAY

ATLANTA — Almost half of the nation's students are sexually active — 7% before the age of 13, says new research out today.

That is just one finding of a nationwide survey of 16,262 students ages 10 to 24 that shows alarming numbers of young people flirt regularly with risky behaviors, including drinking and driving, carrying weapons to school and having unprotected sex.

"We're seeing too many kids at risk," says Laura Kann of the Centers for Disease Control and Prevention. "Too many kids practice behaviors that put them at risk of morbidity and mortality from homicide, suicide, motor vehicle crashes, unintended pregnancy, sexually transmitted diseases and, of course, HIV/AIDS."

The report, released at a national conference on HIV/AIDS education in school health programs, notes that risky behaviors often have mortal consequences.

Nationwide, 73% of all deaths in this age group result from four causes: almost one third are due to motor vehicle crashes, one-fifth to homicides, more than one-tenth to suicides and another tenth to other injuries.

Of the 48% of students who say

they've had sex, 16% say they've had four or more sex partners. Slightly more than half, 56.8%, say that either they or their partner had used a condom during their last encounter.

Overall, black students were significantly more likely than white and Hispanic students to report condom use, the survey found.

Adolescents account for half of the 40,000 people diagnosed each year with HIV. Three million get sexually transmitted diseases. One million become pregnant.

And one-third had smoked in the month prior to the survey. Smoking is as key contributor to the two leading causes of death later in life, heart disease and cancer. One-third of boys even reported smoking cigars in the last month.

"We were surprised at how quickly this behavior has taken hold," says Janet Collins of CDC. Other findings:

► Almost 80% of students reported having tried alcohol, 33% have had five or more drinks in the past month.

► Nearly 50% say they used marijuana during the past month.

► Almost 10% have tried cocaine, including crack, during the previous month.

► Nearly 20% say they have never worn seat belts.

► One-third had ridden in the past month with someone who had been drinking.

► More than 18% had carried a gun, knife or club in the prior month.

► Nearly 10% had attempted suicide in the past year, 2% of whom required medical treatment.

The research, known as "Youth Risk Behavior Surveillance, 1997," is carried out annually.

Although comparison of this year's results with those of prior years will disclose trends in youthful behaviors, those analyses are not complete, Kann says.

"Regardless of whether the numbers are up or down from past years, they are still too high," Kann says.

"What should we do about it?" Kann asks. "There are no simple solutions. There are a wide variety of behaviors caused by complex factors. The solutions are also complex."

USA TODAY

FRIDAY, AUGUST 14, 1998

WEDNESDAY JUNE 17 1998

As Girls Close Gender Gap, Worries Emerge

By BARBARA VOBEJDA
and LINDA PERLSTEIN
Washington Post Staff Writers

A generation after a great national rethinking of gender roles and the forces that classify children by their sex, the results are in: American girls are behaving more like boys—and it isn't always a pretty picture.

Girls have virtually caught up with boys in math performance and have closed the gap considerably in science. But they are now smoking, drinking and using drugs as often as boys their age. And though they are not nearly as violent as boys, girls are increasingly more likely to find their way into trouble with the law.

A status report released yesterday by a consortium of universities and research centers describes the nation's young females as a population stepping out of many traditional stereotypes that have defined girls for generations. And that, it is becoming clear, can be both good and bad.

"Adolescent girls are getting more of a sense of entitlement in healthy ways and feeling bolder, but some may be acting this out in ways that are not so healthy," said Lynn Phillips, author of "The Girls Report," which compiled the most recent research on girls from hundreds of academic and government sources. "There are ways we want girls to catch up with boys, but there are also ways we want boys to catch up with girls."

Much attention has been paid recently to the social pressures on the American male to seek out their feminine side—to become more sensitive, nurturing and in

touch with their emotions. By contrast, many sociologists expected the blurring gender lines to be an easy and liberating transition for girls. But the report suggests that their transition hasn't necessarily been a smooth psychological journey.

Some of the progress girls have made results from public policies and private efforts—to enhance math, science and sports programs for girls, for example. But more subtle social pressures also have had an effect, pushing girls to follow the less desirable patterns set by boys in other ways.

While 13 percent of eighth-grade girls reported smoking in 1991, the report shows, that figure increased to 21 percent in 1996, a faster increase than that for boys. And nearly 17 percent of eighth-grade girls used marijuana in 1996, compared with slightly more than 5 percent in 1991.

In its report, the National Council for Research on Women dealt with girls of elementary school-age through college. Among its findings were:

■ While girls are still less likely than boys to be arrested for violent crimes, the rate at which they are being arrested for these crimes increased faster than that for boys between 1991 and 1995.

■ Girls participate in a wider range of sports and exercise more than ever, but they still lag far behind boys. And a federal study found that the percentage of high school sophomore girls participating in sports declined from 46 percent in 1980 to 41 percent a decade later, while male participation remained even at 63 percent.

■ After years of concern about girls trailing boys in math performance, a 1996 test administered

**"Adolescent girls
are getting more of
a sense of
entitlement."**

Lynn Phillips, author,
"The Girls Report"

by the U.S. Department of Education found no significant differences between average scores for eighth- and 12th-grade girls and boys.

In science, girls perform about as well as boys until the 12th grade, when boys' average scores pull ahead and more boys excel in science.

"Teaching SMART," a program in Rapid City, S.D., was cited in the report as a model for helping girls in math and science.

Developed as a way to better train teachers to engage girls, the program offers several simple techniques:

Teachers should wait five seconds after asking a question before calling on a student to answer. The boys' hands typically shoot up immediately, but gradually, the teachers are likely to see more girls raise their hands.

The teachers are told to organize students in groups more often, because girls tend to thrive when they can cooperate.

Teachers learn that they can't let the students decide each time who should lead and who should record the results. Experience shows that the girls will almost always end up recording because they have nicer handwriting, said Pat Jonus, a project specialist for the program, which grew out of a similar effort by Girls Incorporated, a national organization.

One of the projects she has encouraged is called "Take Apart." Students bring in broken appliances

and the boys often have more experience with electricity, teachers are told to group the girls separately from the boys.

"That eliminates the boys taking over and empowers the girls to solve it on their own," Jonus said.

Although much of what the new report documents are the problems that face girls, it also challenges many popular stereotypes. It questions, for example, the notion that adolescent girls are doomed to go through a period of low self-esteem or that the teenage years are inevitably filled with anger and stress.

It also makes clear that, despite their convergence with boys on some measures, in many important ways, girls remain very different.

They are twice as likely to be depressed as boys, for example. And a federal survey of high school students found that 34 percent of girls see themselves as overweight, compared with 22 percent of boys. Nearly two out of three of the girls were attempting to lose weight.

Ruth Newlin of the American Lung Association said girls regularly use smoking to control their weight. She blames the increase in girls' smoking in part on increasingly aggressive marketing. Trinkets, such as charm bracelets, that some cigarette companies award to regular customers appeal to girls and not grown women.

The ALA has found that girls who smoke are likely to be confident and socially skilled and smoke when they're depressed, whereas boys who smoke tend to be more insecure and smoke when they're feeling good. When girls try to quit, they are more likely than boys to report dependence on cigarettes and intense withdrawal symptoms, perhaps making it more difficult to stop.

Racial differences among girls are important in many instances. African American girls, for example, have more positive perceptions of their own bodies than do white and Hispanic girls.

And black girls are less likely to smoke than girls of other races or African American boys.

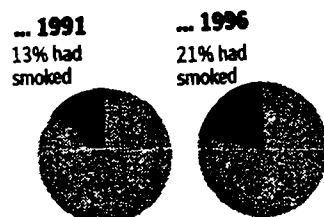
The report also found that girls are frequently the victims of violent crime. It cited studies estimating that from one-fourth to one-third of girls are sexually victimized by the time they finish high school. That includes a range of experiences from rape to sexual harassment.

And nearly two-thirds of rape victims are under 17 years old, the report said.

Measure for Measure

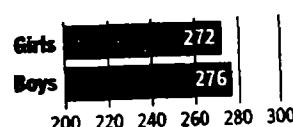
■ The percentage of girls who smoke has risen.

Percentage of eighth-grade girls who smoked in ...



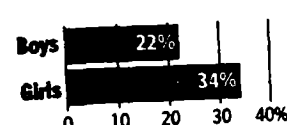
■ Girls and boys showed little difference in their math scores.

Average score on NAEP math test in 1996 for age 13, 0 to 500 scale.



■ Eating disorders are strongly associated with gender.

Percentage of high school students, by sex, who see themselves as overweight.



Girls and young women make up 90 percent of all people who have eating disorders.

90%: Girls and young women



SOURCE: National Council on Research on Women, National Assessment of Educational Progress

BY GEORGE

The
George
Washington
University
WASHINGTON DC

Newspaper of The George Washington University

June 1998 Vol. 9 / No. 9

First Lady Takes Center Court in Smith Center



On May 28, First Lady Hillary Rodham Clinton teamed up with 3,000 Washington-area middle and high school students in GW's Smith Center to fight prejudice in their schools and communities. The event, created by the Team Harmony Foundation and sponsored by the AT&T Learning Network, the Anti-Defamation League and the Leadership Conference on Civil Rights, recognized five schools and a host of students for developing innovative programs for overcoming bigotry. "I've encountered a few stereotypes about First Ladies myself," Clinton admitted to the crowd. "The most important way you can make a difference is to change your hearts and minds." Joining the First Lady at the event were, among others, recording artist Jewel (seated, right); Olympians Carl Lewis and Jair Lynch; D.C. Mystics basketball players Deborah Carter and Angela Johnson; D.C. United soccer players Marco Etcheverry, John Harkes and Tony Sanneh; and GW basketball coach Mike Jarvis. Team Harmony originated in Boston—the dream of former Boston Celtics Captain Reggie Lewis. The fifth Team Harmony-Boston will take place in December 1998, and the event will return to Washington next year.



MEMORANDUM/June 16, 1998

TO: Melanne Verveer, Chief of Staff to the First Lady

FR: Holly Bartecki and Margaret McCarthy
Jasculca/Terman and Associates

RE: Children-at-Risk Town Hall Meeting

Per Rick's direction, attached is an expanded preliminary treatment for the Children-at-Risk Town Hall Meeting. Also attached is a list of model juvenile courts and overview of sample model programs serving children and families-at-risk.

Please feel free to call us in Chicago with your feedback, or you can contact Rick directly (Jeanne can provide Rick's contact information). We look forward to your feedback regarding this preliminary treatment.

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Public
Affairs

Public
Relations

Issues
Management

Grassroots
Outreach

Event
Management



National Town Hall Meeting on Children-at-Risk

Preliminary Treatment

Length/Format

Two-day Town Hall Meeting in a conference format, including a television segment capturing current issues regarding our children-at-risk and highlighting model programs serving children- and families-at-risk across America.

Corporate and foundation underwriting will be sought to fund the event. Should costs become a concern, the meeting can be adapted to one day, or one-and-a-half-day program.

Date

Fall, potentially mid-October.

Co-Hosts

First Lady Hillary Rodham Clinton, Oprah Winfrey and Cook County Juvenile Court.

Objectives

- Hold a practical forum to discuss children-at-risk including: what defines an at-risk child; innovative and effective local programs from across the nation that give us hope; and ways the American public can respond to children- and families-at-risk.
- Generate broad media coverage to communicate key messages to the general public nationally.
- Provide a forum for professionals who work with children-at-risk to share information.

Background

When Jane Addams helped found juvenile court a century ago in Chicago, the legendary reformer recognized that impoverished, troubled children did not belong in poorhouses or adult courts and prisons. Instead, she insisted they could best be served by a court devoted exclusively to the well-being and rehabilitation of children.

Discussion Focus

One hundred years after Jane Addams founded the first juvenile court in Chicago, is America responding effectively to our children-at-risk?

Public
Affairs

Public
Relations

Issues
Management

Grassroots
Outreach

Event
Management

Audience

The audience will be reached through three mechanisms:

- on-site at the town hall venue(s);
- participating via satellite links, and potentially e-mail, fax and Internet; and
- viewing the program via television, cable or satellite; or reading about it in newspapers or magazines.

The audience should consist of a wide variety of people who work or interact with children- and families-at-risk: Juvenile court judges, prosecutors, defenders and former clients; youth program directors; foster and adoptive parents; DCFS and social service professionals; juvenile justice advocates; educators; law enforcement professionals; teenagers and community leaders (people who can influence programs that serve children and families at a local level).

There will be a maximum of 1,000 invited, audience participants -- divided between professionals and community leaders -- with the intent of creating national "ambassadors" to return to their communities and propagate best-practice programs.

Target Messages

- Children are capable of recovery and redemption. The vast majority of children who "visit" the juvenile court system never return to any court system and have the potential for productive adult lives.
- Juvenile court is an effective tool for the recovery and redemption of children and families. There are also creative and effective community-based programs that address needs of children- and families-at-risk. Both demonstrate that there is reason to be hopeful about the future of American children.
- Community support and involvement are needed for assistance programs to succeed. For example, the community can support and participate in: prevention programs, resources to strengthen families, foster care, adoption and advocacy on behalf of children's needs for healthy development.

Program Overview

The Town Hall Meeting will open with an introduction from the First Lady, followed a brief historic overview of juvenile court by Chief Judge of the Circuit Court of Cook County Donald P. O'Connell. A televised segment hosted by Oprah Winfrey will follow the introduction, beginning a national discussion of children-at-risk and encouraging public participation in juvenile court and community-based programs.

The Town Hall Meeting will then be divided into four segments:

1. Definition of children- and families-at-risk
2. Discussion of juvenile court programs and best court-based practices;
3. Presentation of innovative and effective community-based programs;
4. Identification of ways in which the general public can address the issue of children- and families-at-risk in their own communities.

Results of a national poll on children- and families-at-risk will be woven into all segment presentations and discussions. Each day, a nationally-known keynote speaker, who has broad public and media appeal, will be featured at a luncheon.

Over the two-day period, the Town Hall Meeting will attempt to address and answer these two questions: "Is America responding effectively to children-at-risk?" and "What can I do to help children-at-risk?"

Speakers and Programs

The following preliminary treatment presents sample speakers and model programs in a suggested format for review.

Suggested speakers were identified for their expertise on programs related to children-at-risk and juvenile justice. They will be encouraged to provide real-world examples, use mixed media and present in diverse formats (i.e., panel discussions, video vignettes, Powerpoint presentations). The luncheon speakers were identified for their expertise as well as their speaking abilities.

The sample model programs were recommended by experts in the field of child protection and juvenile justice, including: the National Council of Juvenile and Family Court Judges, the National Council for the Prevention of Crime and Delinquency, the National Association of Foster Care Reviewers, as well as the Annie E. Casey and Irving B. Harris Foundations. At the end of this document is a list of model courts (as identified by the National Council of Juvenile and Family Court Judges) and brief introductions to sample model programs.

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Town Hall Meeting Preliminary Treatment

DAY ONE

I. Morning, Day One

Topic: Define children- and families-at-risk and give an overview of America's perceptions of these groups and what is being done in response across the country

Format: All program participants and audience members at one large venue/hall

- Introduction/keynote address by First Lady Hillary Rodham Clinton
- Historic perspective from Chief Judge Donald P. O'Connell, Circuit Court of Cook County, IL
- Televised segment (60-90 minutes) hosted by Oprah Winfrey including:
 - ~ Results from a national poll on the general public's views on issues surrounding children- and families-at-risk
 - ~ Video vignettes from people who were helped through juvenile court and community-based programs
 - ~ A look at select model court- and community-based programs from across the nation
 - ~ Information on volunteer opportunities
 - ~ Audience participation/questions

II. Luncheon, Day One

Topic: The status of children-at-risk from a national perspective

Featured speaker options:

- Karl Dennis, Director, Kaleidoscope Inc., Chicago, IL
- Marian Wright Edelman, President, Children's Defense Fund, Washington, D.C.
- Judith Block, President, Child Welfare League of America, Washington, D.C.

III. Afternoon, Day One

Topic: Discussion of juvenile court programs and best court-based practices

Format: Breakout into three groups at one or more venues. These groups can be broken out further to facilitate discussions on specific programs, if desired.

Breakout Group A: Juvenile court -- a look how it works, its programs, and how it can work in collaboration with the community

Audience: professionals outside of juvenile court

Featured program/speaker options:

- National Council of Juvenile and Family Court Judges, Reno, NV -- Louis W. McHardy, Executive Director

Breakout Group B: Best court-based practices related to child protection

Audience: Judges and court professionals

Featured program/speaker options:

- Circuit Court of Cook County, Chicago, IL -- Presiding Judge Nancy S. Salyers, Child Protection Division
- Hamilton County Juvenile Court, Cincinnati, OH -- Presiding Administrative Judge David E. Grossmann
- Family Court of the First Circuit, Honolulu, HI -- Family Court Judge John C. Bryant, Jr.
- Jefferson Family Court, Louisville, KY -- Chief Judge Richard J. FitzGerald
- Superior Court of New Jersey, Newark, NJ -- Presiding Judge Thomas P. Zampino
- Santa Clara County Consolidated Courts, San Jose, CA -- Supervising Judge Leonard P. Edwards, Family Relations Division

Breakout Group C: Best court-based practices related to juvenile justice

Audience: Judges and court professionals

Featured program/speaker options:

- Evening Reporting Centers, Chicago, IL -- Michael Rohan, Director of Probation, Cook County Juvenile Court
- Tarrant County Juvenile Services, Fort Worth, TX -- Carey Cockerell, Director of Juvenile Services
- Fourth Judicial Circuit, Jacksonville, FL -- Harry Shorstein, State's Attorney, Florida's Fourth Judicial Circuit

DAY TWO

IV. Morning, Day Two

Topic: Presentation of innovative and effective community-based programs

Format: Breakout into three groups at one or more venues. These groups can be broken out further to facilitate discussions on specific programs, if desired.

Breakout Group A: Innovative community-based programs for children- and families-at-risk

Featured program/speaker options:

- Voices for Illinois Children, Start Early Campaign, Chicago, IL -- Jerome Stermer, President
- Juvenile Protection Association, Chicago, IL -- Richard Calica, Director
- Center for Children in Crisis, West Palm Beach, FL -- Barbara Ullman, Director
- Transition House and Emerge, Cambridge, MA -- Doreen Gallagher, Program Coordinator
- The Door, New York, NY -- Michael White, Co-Executive Director
- Centers for New Horizons, Chicago, IL -- Sokoni Karanja, President
- Fifth Ward Enrichment Program, Houston, TX -- Ernest McMillan, Executive Director
- Tarrant County Advocate Program (TCAP), Fort Worth, TX -- Carey Cockerell, Director of Juvenile Services (or Assistant Director)
- Kaleidoscope, Inc., Chicago, IL -- Karl Dennis, Director

Breakout Group B: Innovative community-based programs for juvenile delinquents/offenders

Featured program/speaker options:

- Southwest Key Program, Inc., Austin, TX -- Jan Sanchez, Director
- Community Service Program, Irvine, CA -- Margot Carlson, Executive Director (or Assistant Director)
- Associated Marine Institutes, Tampa, FL -- Frank Orlando, Director
- Tarrant County Juvenile Services, Fort Worth, TX -- Carey Cockerell, Director of Juvenile Services (or Assistant Director)
- Boston Cease Fire Initiative, Boston, MA -- Officer Jim Jordan, Director

Breakout Group C: Coordinating community-based programs to offer the most effective, comprehensive service without duplicating efforts

Featured program/speaker options:

- Forsyth Futures/Jason Net, Winston-Salem, NC -- Walter C. Holton, Jr., United States Attorney
- Community Partnership for Protecting Children, Louisville, KY -- Sylvia Johnson, Director of Neighborhood Place Ujima
- Community Service Program, Irvine, CA -- Ms. Margot Carlson, Executive Director (or Assistant Director)

V. Luncheon, Day Two

Topic: Coordinating court- and community-based efforts

Featured speaker options:

- Ms. Loretta Biggs, Assistant United States Attorney for the Middle District of North Carolina, Winston-Salem, NC
- Presiding Judge Nancy S. Salyers, Child Protection Division, Circuit Court of Cook County, Chicago, IL
- Ms. Margot Carlson, Executive Director, Community Service Program, Irvine, CA

VI. Afternoon, Day Two

Topic: Identification of ways in which the general public can address the issue of children- and families-at-risk in their own communities.

Format: Breakout into two groups at one or more venues. These groups can be broken out further to facilitate discussions on specific programs, if desired.

Breakout Group A: Volunteer programs -- the wide range of opportunities for volunteers and ways in which the general public can directly effect the status of children- and families-at-risk in America

Audience: Youth program directors; foster and adoptive parents; juvenile justice advocates; educators; prosecutors, defenders; former clients; teenagers and community leaders

Featured program/speaker options:

- The National Court Appointed Special Advocate Association (CASA), Seattle, WA -- Michael Piraino, CEO
- CIVITAS, Houston, TX -- Bruce D. Perry, Ph.D., Executive Director
- Citizens' Foster Care Review Board, Anchorage, AK -- Nicki McCabe, Program Coordinator

- Support Center for Child Advocates, Philadelphia, PA -- Frank Cervone, Executive Director
- Oregon Citizen Review Board, Salem, OR -- Nancy Miller, Director
- Corporate sponsorship of employee volunteer time, Atlanta, GA -- Representative from Coca-Cola Co.
- Guardian ad Litem (GAL), Adoption, Foster Care -- Speakers TBD

Breakout Group B: Working with and making the most of volunteer service programs

Audience: Juvenile court judges, prosecutors, defenders; DCFS and social service professionals; juvenile justice advocates; law enforcement professionals

Featured program/speaker options:

- National Council of Juvenile and Family Court Judges, Reno, NV -- Louis W. McHardy, Executive Director

VII. Conclusion

Topic: The Town Hall Meeting will conclude with a large group session with the First Lady and Oprah Winfrey honoring innovative court- and community-based programs that are responding effectively to the needs of children- and families-at-risk.

Format: If funding permits, the concluding event could be scheduled in dinner format. Otherwise, all participants will gather at the venue/hall where the Town Hall Meeting began. A entertainment program by children may be part of this concluding session.

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National Council of Juvenile and Family Court Judges

MODEL COURTS

LEAD JUDGES

ALEXANDRIA, VIRGINIA

Judge Stephen W. Rideout
Alexandria Juvenile and Domestic
Relations District Court
520 King Street, First Floor
Alexandria, Virginia 22314-3160
(703) 838-4141
Fax: (703) 838-4092
Email (home): BMRideout@aol.com

CHICAGO, ILLINOIS

Judge Nancy S. Salyers
Presiding Judge, Child Protection Division
Circuit Court of Cook County
2245 W. Ogden Avenue
Chicago, Illinois 60612
(312) 433-4756
Fax: (312) 433-5267

CINCINNATI, OHIO

Judge David E. Grossmann
Presiding Administrative Judge
Hamilton County Juvenile Court
800 Broadway, 14th Floor
Cincinnati, Ohio 45202
(513) 852-8709
Fax: (513) 852-8550

EL PASO, TEXAS

Judge Patricia A. Macias
Associate Judge
65th Judicial District Court
500 E. San Antonio Street, Room 1104
El Paso, Texas 79901
(915) 546-2147
Fax: (915) 543-3811

HONOLULU, HAWAII

Judge John C. Bryant, Jr.
Family Court Judge
Family Court of the First Circuit
P.O. Box 3498
Honolulu, Hawaii 96811-3498
(808) 539-4437
Fax: (808) 539-4504

LOUISVILLE, KENTUCKY

Judge Richard J. FitzGerald
Chief Judge
Jefferson Family Court
Brandeis Hall of Justice
600 W. Jefferson Street
Louisville, Kentucky 40202
(502) 595-4998
Fax: (502) 595-3270

MIAMI, FLORIDA

Judge D. Bruce Levy
Administrative Judge
11th Judicial Circuit Court
3300 N.W. 27th Avenue, Suite #212
Miami, Florida 33142
(305) 638-6238/6239
Fax: (305) 634-9921
Email: juvyred@aol.com

NASHVILLE, TENNESSEE

Judge Andrew J. Shookhoff
Juvenile Court of Davidson County
100 Woodland Street
Nashville, Tennessee 37213
(615) 862-8054
Fax: (615) 862-7143

LEAD JUDGES

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NEWARK, NEW JERSEY

Judge Thomas P. Zampino
Presiding Judge
Superior Court of New Jersey
Tenth Floor, Chancery Division
212 Washington Street
Newark, New Jersey 07102
(973) 693-6706
Fax: (973) 693-6721

RENO, NEVADA

Judge Charles M. McGee
Second Judicial District Court
Department Two
Washoe County Courthouse
75 Court Street
Reno, Nevada 89501
(702) 328-3180
Fax: (702) 328-3565

SALT LAKE CITY, UTAH

Judge Sharon P. McCully
Third District Juvenile Court
P.O. Box 140431
450 South State Street - S. 209
Salt Lake City, Utah 84114-0431
(801) 238-7783
Fax: (801) 238-7767

SAN JOSE, CALIFORNIA

Judge Leonard P. Edwards
Superior Court of California
Santa Clara County
191 North First Street
San Jose, California 95113
(408) 299-3949
Fax: (408) 293-9408
Email: ledwards@sct.co.santa-clara.ca.us

TUCSON, ARIZONA

Judge Nanette M. Warner
Associate Presiding Judge
Superior Court of the State of Arizona
Pima County Juvenile Court
2225 E. Ajo Way
Tucson, Arizona 85713-6295
(520) 740-2075
Fax: (520) 628-7104

Sample Model Programs

Associated Marine Institutes – Tampa, FL

Associated Marine Institutes (AMI) is a non-profit organization dedicated to helping troubled youth develop into responsible and productive citizens. AMI's mission is to protect public safety and positively impact as many youth as possible through the efforts of a diverse and innovative staff. AMI works in partnership with youth agencies, local communities and individual families.

AMI's main objectives are to develop attitudes in 14 to 18 year-olds that help them meet their responsibilities, develop employable skills, increase their self-confidence and encourage further education. The Institutes tailor programs to the geographical strengths of each community, using the ocean, wilderness, rivers and lakes to develop exciting curricula that challenge and motivate youths to attend. After completing the program, each child is placed in school, a job or the armed forces. Over 70 percent of the children that attend will never be convicted of a crime again. After-care is also a vital part of each Institute's components.

Program address: AMI
5915 Benjamin Center Drive
Tampa, Florida 33634
(213) 887-3300

Contact: Honorable Frank Orlando, Director

Boston Cease Fire Initiative – Boston, MA

A working group comprised of members of the Boston Police Department, probation officers and caseworkers began a study to impact a rise in youth violence in the early 1990's. Together, based upon their findings, they created a "Cease Fire" strategy to reduce homicide victimization and other serious violence by and among Boston's youth gangs. In the two years the strategy has been underway, homicide victimization has fallen roughly 70 percent.

The first strategy was to utilize information, identify those trafficking guns, particularly to violent gangs, and investigate and prosecute them. They also systematically debriefed gang offenders facing serious charges for violent, drug and other crimes regarding who might be selling guns in their neighborhoods.

The second, perhaps most important response, was to create an open dialogue between members of the working group and violent youth and gangs. This communication, coupled with crackdowns on illegal behavior, created a fundamental shift in the balance of power between the authorities and gang members, and sent a message to street gangs that working group authorities were ready and watching.

Program Address: Boston Cease Fire Initiative
One Schroeder Plaza
Boston, MA 02120
(617) 343-5096

Contact Person: Officer Jim Jordan, Director, Office of Strategic Planning and Resource Development

Center for Children in Crisis - West Palm Beach, FL

The Center provides a variety of programs to identify, protect and provide comprehensive treatment to children and families affected by child abuse and domestic violence.

The Safety Net Program is designed to stop the cycle of violence within the home and prevent continued child maltreatment. In this program, a "safety net" of intensive, in-home services and an agency therapy program are provided for children and adult victims of domestic violence.

The Kareful Kids Program is a sexual abuse awareness and prevention program designed specifically for use with young children in child care facilities. This program provides children with the knowledge and reassurance they need to help protect themselves against child sexual abuse.

Family Sexual Abuse Treatment Program is a long-term outpatient therapy program utilizing a wide variety of therapeutic methods to treat all members of a family dealing with incest.

Sexually Abusive Reactive Children Program is designed to prevent children who have been abused from abusing other children in response to their own victimization. Using the National Institute of Health's guidelines for effective interviewing with young children, specialists assess and provide treatment and services to children ages of 4 -12 and their families.

Program address: Center for Children in Crisis
2112 South Congress Avenue
West Palm Beach, Florida 33406
(561) 641-1500

Contact: Barbara Ullman, Director

Centers for New Horizons – Chicago, IL

The Centers for New Horizons provides a variety of programs and services in 14 different locations throughout the Greater Grand Boulevard community, on Chicago's South Side. Most program centers are located in or near public housing developments. They strive to connect programs, so that all families can participate in any Center program that might meet their specific needs and help them reach self-reliance goals. Programs focus on a variety of goals, including:

- Supporting parents' self-reliance efforts and young children's development through Health Outreach, Early Learning Centers, Head Start Programs, Day Care Resource and Referral, and Self-Reliance Job and Vocational Training;
- Encouraging school achievement and youth development through After-School Programs, Saturday Scholars Program, and Coordinated Youth and Family Services providing mentoring, advocacy counseling and recreational services, the Pathways to Success Program for older youth and HIV Prevention;
- Keeping families together and reunifying families through counseling, the Family Development Institute which teaches parenting skills, Intact Family Services providing counseling and case management assistance to families whose children are at risk of foster care placement, and the Foster Care Program which helps recruit, license, train and support foster families.

Program Address: Centers for New Horizons
4150 South King Drive
Chicago, IL 60653
(773) 373-5700

Contact Person: Sokoni Karanja, President

CIVITAS ChildTrauma Programs

CIVITAS, Latin for "serving the community" is a program partnered with Baylor College of Medicine in Houston, TX. The organization responds to child maltreatment by providing direct clinical services to desperately undeserved children, training a cadre of dedicated and competent professionals, and carrying out these services and training in the context of research. The CIVITAS program also provides advanced training for physicians, psychologists, social workers, teachers and other professionals. A major goal of this program is to develop, pilot and evaluate innovative models for clinical service and training for adoption by other sites across the country.

Program Address: CIVITAS ChildTrauma Programs
Baylor College of Medicine
Department of Psychiatry
One Baylor Plaza
Houston, TX 77030
(713) 770-3750

Contact: Bruce D. Perry, Ph.D., Executive Director

Citizens' Foster Care Review Board – Anchorage, AK

The Citizens' Foster Care Review Board (CFCRB) is mandated by state statute to review cases of abused and neglected children in the protective custody of the state of Alaska and placed outside their home. The program is comprised of a state-wide governing board appointed by the governor, agency staff, and community volunteers who are appointed by the Board and serve on local review panels.

The mission of the program is to ensure that children in foster care are expeditiously placed in safe, stable, nurturing, permanent homes. The program accomplishes this through independent case reviews and state-wide advocacy. While not affiliated with the Division of Family and Youth Services (DFYS), this program instead offers an objective, non-adversarial, community-based forum for monitoring the responses of various state agencies to victims of child abuse and neglect.

Program Address: Citizens' Foster Care Review Board
3601 C Street, Ste. 222
Anchorage, AK 99503-3640
(907) 269-3640

Contact Person: Nicki McCabe, Program Coordinator

Community Partnership for Protecting Children – Louisville, KY

Partners in this program believe that "childhood is a sacred time and that safety is the promise [their] community makes to its children and their families" and are committed to strengthening families so that they may better protect and care for their children. This multi-year project ensures the well-being of children and families in the Neighborhood Place Ujima community through integrated services and innovative collaboration of community and agency partners.

The partners include: parents; community residents; the Jefferson Co. Departments of Human Services, Social Services, and Social Insurance; Seven Counties Services, Inc.; the Jefferson County Health Dept.; Jefferson County Public Schools; Neighborhood Place staff; the City of Louisville and Family Court.

Program address: Community Partnership for Protecting Children
P.O. Box 1268
Louisville, Kentucky 40201
(502) 485-6145

Contact: Sylvia Johnson, Director of Neighborhood Place Ujima

Community Service Programs Inc. - Irvine, CA

Community Service Programs (CSP) is a non-profit human service organization working in conjunction with police, schools and probation courts. Since 1973, California youths have been diverted to CSP rather than the justice system through referrals. CSP offers six major human service programs. The Youth Services Program was the agency's first effort, and its goal is to provide early intervention/prevention programs for at-risk youth. Their Gang Prevention Program is innovative and effective and involves community in the elimination of gang violence. A Youth Shelter works with troubled teens, guiding them toward more effective ways of dealing with real-life problems.

Program Address: Community Service Programs, Inc.
16842 Von Karman
Suite 425
Irvine, CA 92606
(714) 250-0488

Contact: Margot R. Carlson, Executive Director

The Door – New York, NY

Building on a vision of more effective, accessible services for youth, The Door provides a range of on-site programs and services coordinated around the social, educational, emotional, and physical needs of youth. Services are integrated, youth-centered, and physically and psychologically accessible. The exchange of ideas across professional lines and experimentation within the various disciplines reinforces a "total person" approach and stimulates the kind of active, creative environment that is important to program growth and development.

The mission of The Door is to empower young people ages 12-21 to reach their potential by providing accessible, comprehensive youth development services – health care, counseling, education, legal services, the arts and recreation – in a diverse and supportive environment.

Program address: The Door
121 Avenue of the Americas
New York, NY 10013
(212) 941-9090

Contact Person: Michaele White, Co-Executive Director

Evening Reporting Centers – Cook County, IL

The Evening Reporting Centers of the Cook County Juvenile Court have been established as community-based alternatives to detention for a target group of minor respondents who would otherwise be detained in the Juvenile Temporary Detention Center. The youths are court-ordered to participate in the programs of the Evening Reporting Centers.

The program goals are: 1) To provide highly-structured and well-supervised group activities during high-risk time periods for minors in pending delinquency proceedings; and 2) To ensure court appearances and reduce the likelihood of re-arrest while allowing the minor to continue attending school and remain at home.

The Evening Reporting Centers programs emphasize keeping participants involved in a positive experience while ensuring that they are occupied during the times they are most likely to recidivate. Staff members work with the youth's probation officer to facilitate successful completion of this detention alternative.

Program Address: Evening Reporting Centers
Cook County Juvenile Court
Juvenile Justice Division
2245 W. Ogden Ave.
Chicago, IL 60612
(312) 433-6569

Contact Person: Michael Rohan, Director of Probation, Cook County Juvenile Court

Fifth Ward Enrichment Program, Inc. – Houston, TX

The Fifth Ward Enrichment Program (FWEP) is designed to empower boys to become responsible men and productive members of their community. An all-male staff interacts daily with boys primarily from households headed by single females. Boys who are at risk of becoming contributors to major social problems (dropouts, criminal offenders and teen fathers) are engaged in a system of positive reinforcement, therapeutic counseling, life skills workshops, academic guidance and other enrichment activities to redirect their energies into positive channels. FWEP intervenes at the crucial stage in a boy's development (10-17) and through coordinated support and challenging exposures, fosters independence, responsibility, and the internalization of social skills which make a difference in the direction of a young man's life.

FWEP regards parents and schools as two major influences in the development of youth. Therefore, a key strategy of FWEP is direct work with parents, teachers, and school administrators to improve social climates in the school and home. FWEP seeks to help strengthen family cohesion through parent workshops, parent support groups, family counseling, parent/child social activities and routine home visits.

Program Address: Fifth Ward Enrichment Program, Inc.
4014 Market Street Suite 105
Houston, TX 77020
(713) 229-8353

Contact Person: Ernest McMillian, Executive Director

Forsyth Futures – Winston-Salem, NC

Forsyth Futures provides leadership to focus community attention and energy on the positive and healthy development of children and youth from birth to age 21 through the creation and implementation of community policies and initiatives that support young people and their families. Forsyth Futures is a collaborative effort among community leaders and major community agencies, committed to developing a coordinated, shared strategy to meet the wide variety of needs experienced by youth and families.

Forsyth Futures believes in the following guiding principals as essential to the successful development of children and youth:

- Caring and nurturing families and/or individuals who provide support, encouragement and a feeling of being wanted and loved;
- A quality education that starts with early childhood development and continues through the school years with high expectations and standards;
- Adequate medical care, beginning with appropriate prenatal care and nourishment, and an understanding of healthy behaviors and attitudes;
- Opportunities to participate in activities that develop positive personal, social, spiritual, vocational and decision-making skills;
- Neighborhoods and schools that are safe for children and youth; and
- An environment that is free from prejudice, bias and other factors that limit individual potential.

Program Address: Forsyth Futures
c/o United States Department of Justice
United States Attorney
Middle District of North Carolina
251 North Main Street, Suite 505
Winston-Salem, NC 27101

Contact Person: Walter C. Holton, Jr., United States Attorney

Juvenile Protective Association - Chicago, IL

Using highly-trained professionals, the Juvenile Protective Association ensures the safety and emotional security of vulnerable children; influences public policy through research, training and consultation; and brings hope to families. JPA provides protection, assessment, diagnosis and treatment services for abused and neglected children and their families. They help the courts determine whether parents are capable of continuing to care for their children. In those instances where it is possible and desirable, JPA works with families to keep children in their homes.

JPA also works on preventing child abuse. Staff members research what works in the field in order to be more effective and to disseminate knowledge, consulting, training and advocacy for the children and the families who fall under their mission. All of JPA's activities and

programs directly result in getting abused and neglected children or children at high-risk of maltreatment the help they need to insure their safety and emotional security.

Program address: Juvenile Protective Association
1707 North Halsted Street
Chicago, Illinois 60614
(312) 440-1203

Contact: Richard Calica, Director

Kaleidoscope, Inc.

Kaleidoscope, Inc. is a child welfare agency, licensed by the State of Illinois to serve children and youth considered most in need and otherwise destined for institutional placement. Three major components of Kaleidoscope's programs are:

Youth Development – the mission of the Youth Development component is

- To serve children and youth regardless of the severity of their behavioral problems, emotional disorders, or handicaps,
- To ensure that children and youth are not denied the experience of family and community life,
- To help children, whenever possible, by helping their families,
- To help older youth learn to become self-sufficient,
- To advocate for better policies and programs for children who are considered to be most in need.

Therapeutic Foster Family Programs - Therapeutic Foster Family Programs provide family living and specialized services to children and youth who otherwise would be placed in institutions. The program is specifically designed to serve those considered the most difficult to place – severely troubled youth who have experienced many previous placements, institutionalized kids, children and youth who are pregnant or parents and children who are medically fragile and affected by AIDS (HIV). All children and youth in this program are wards of the State, referred by the Department of Children and Family Services (DCFS).

Satellite Family Outreach – The Satellite Family Outreach component incorporates many of Kaleidoscope's philosophies and focuses specifically on helping children, whenever possible, by helping their families through family focused services. They also work with older youth to learn to become self-sufficient, whether they live with families or not.

Program address: Kaleidoscope, Inc.
1279 North Milwaukee
Suite 250
Chicago, Illinois 60622
(773) 278-7200

Contact: Karl Dennis, Director

The National Court Appointed Special Advocate Association – CASA

The mission of the National Court Appointed Special Advocate Association (CASA) is to speak for the best interests of abused and neglected children in the courts. A CASA volunteer becomes the "eyes and ears" for the court on behalf of children in the system. CASA promotes and supports quality volunteer representation for children as a means for providing each child a safe, permanent, nurturing home.

CASA has had a dramatic impact on the nation's court system. There are over 700 CASA programs across the country. More than 42,000 volunteers help an estimated 25 percent of the nation's abused and neglected children in dependency proceedings. A CASA volunteer is a monitor, providing research and background information and following through on each case to see that the court's recommendations are carried out. In some states, the CASA volunteer is a full party to court proceedings to the extent that s/he may call witnesses and solicit testimony through the services of an attorney.

Program Address: National Court Appointed Special Advocate Association (CASA)
100 W. Harrison Street, North Tower, Suite 500
Seattle, WA 98119
(206) 270-0072

Contact Person: Michael Piraino, CEO

Oregon Citizen Review Board – Salem, OR

Currently, 80 Oregon Citizen Review Boards (CRBS) serve 33 counties. Each county in Oregon with a population of 5,000 or more has at least one Citizen Review Board, comprised of five to seven volunteer members representing a cross-section of their communities and who are interested in the welfare of Oregon's children and youth offenders.

Members of the CRBs review the case plans of children in alternate care. They also review cases where there is a petition to terminate parental rights. The Boards make findings and recommendations to the Juvenile Court, state agencies and other interested parties. They also make recommendations to the courts, agencies and state legislature concerning services, policies, procedures, and laws which affect children, youth offenders and families.

Program Address: Oregon Citizen Review Board
1163 State St.
Salem, OR 97310
(503) 986-5861

Contact Person: Nancy Miller, Director

Southwest Key Program, Inc. – Austin, TX

The Southwest Key Program is a private, non-profit agency which operates 30 community-based treatment programs for delinquent youth and their families in every major city across Texas and Arizona as well as San Juan, Puerto Rico and Milwaukee, WI. Southwest Key is a leader in designing and implementing innovative and effective program models for many federal, state and local agencies. They include: the U.S. Department of Justice, the Texas Youth Commission, the Texas Department of Protective and Regulatory Services, the Arizona Department of Juvenile Corrections, the Arizona Administrative Office of the Courts, Administracion de Instituciones Juveniles in Puerto Rico, Milwaukee County and many juvenile probation departments in both Texas and Arizona.

The Southwest Key Program was established with the objective of developing community-based treatment programs for troubled youth, as an alternative to institutionalization. Traditional means of dealing with delinquent youth - primarily out-of-home placement in institutional settings - have not proven effective in the U.S., as evidenced by high recidivism rates and the numbers of juveniles entering the adult correctional system. The Southwest Key Program strongly believes that kids belong at home with their families, and that troubled youth are most effectively treated in their own communities with the participation of their family members, school personnel, employers and community resources. Accordingly, all programs place a great deal of emphasis on development and family involvement in the therapeutic process. Special emphasis is placed upon the utilization of community and family resources and treatment is delivered with sensitivity to cultural and ethnic differences.

Program Address: Southwest Key Program
3000 South I-H 35, Ste. 410
Austin, TX 78704
(512) 462-2181

Contact Person: Juan Sanchez, Director

Start Early Campaign -Voices for Illinois Children, Chicago, IL

The Start Early Campaign promotes recent brain research, increasing awareness about the learning needs of very young children, and helping young, at-risk parents nurture their children's early learning potential. Voices for Illinois Children will distribute over 30,000 copies of a *Start Early* video and related communications materials to young, at-risk parents in the Chicago area, through a network of community organizations such as parent support programs, hospitals and WIC food centers. Materials are designed specifically for teen parents and communicate important messages about how they can help their babies grow and learn from day one. Voices plans to expand the Start Early Campaign throughout Illinois in partnership with foundations and other organizations.

Program address: Voices for Illinois Children
208 South LaSalle
Suite 1580
Chicago, Illinois 60604
(312) 456-0600

Contact: Jerome Stermer, President

The Support Center for Child Advocates -- Philadelphia, PA

The Support Center for Child Advocates provides legal assistance and social service advocacy to abused and neglected children in Philadelphia County. The Support Center is one of the most successful volunteer models serving children in the country. Since its founding 1977, the Support Center has trained nearly 1,000 attorneys for pro bono services amounting to more than \$2 million annually.

Each pro bono attorney is teamed with a staff social worker and assigned one child or sibling group. The child advocate conducts home visits, participates in service planning meetings and court hearings.

The Support Center seeks to protect children by securing social services, finding alternative homes and helping them testify in court. For all the children in our care, we work to ensure safety, health, education, family, permanency and access to justice. Support Center legal and

social services are offered to child victims in four core programs: a) Child abuse and neglect; b) Medically needy children; c) "Kids 'N Kin"; and d) Adoption. Children are referred to the Support Center by the courts, the District Attorney's Office, the Department of Human Services, hospitals and private social service agencies.

Program Address: The Support Center for Child Advocates
801 Arch Street, Suite 608
Philadelphia, PA 19107
(215) 925-1913

Contact: Philip J. Katauskas, President

Tarrant County Advocate Program (TCAP) – Fort Worth, TX

The Tarrant County Advocate Program (TCAP) is a home-based program of intensive intervention utilizing paid, trained community role models to develop empowering relationships with families and high-risk youth. TCAP promotes a service delivery approach that includes addressing the practical and material needs of families. TCAP services target the department's most at-risk youth: adjudicated offenders in areas for which the Department receives a disproportionate number of referrals of minority youth for violence, drug trafficking, weapons and gang-related offenses.

The goal of TCAP is to seek solutions to needs limiting the youth's ability to function positively at home and in the community. Responsible, trained adults (advocates) who live in the same community as the youth assist in the resolution of needs identified by the youth and family, teach and assist families to resolve conflicts, develop strengths, seek solutions, and increase positive encounters and support networks within the community. Through TCAP, youth experience the tangible benefits of education and employment, as well as the internal rewards of self-empowerment and self-esteem.

Program Address: Tarrant County Juvenile Services
2701 Kimbo Road
Fort Worth, TX 76111
(817) 838-4643

Contact Person: Carey Cockerell, Director of Juvenile Services

Tarrant County Juvenile Services – Tarrant County, TX

The Tarrant County Juvenile Services is the receiving agency for most of the law violations alleged to have been committed by juveniles within Tarrant County. Services are provided at the direction of the Tarrant County Juvenile Board and the Juvenile Court. The mission of Tarrant County Juvenile Services is to address delinquency prevention and to provide education and supervision for youth of Tarrant County, while furthering an environment safe from juvenile crime for citizens of the community. Services to victims are also provided.

Guided by the belief that early, appropriate and community-based intervention is most likely to produce permanent change, Tarrant County Juvenile Services has designed its programs and operations with the goal of identifying problems and providing appropriate interventions at the earliest point. Within this context, the Juvenile Court strives to identify the least restrictive environment for the care and rehabilitation of youth within its jurisdiction. In addition, there is a strong belief that for adolescents, justice must be swift for it to be meaningful. To that end, they process cases of detained youth from date of detention to

disposition in an average of 21 days.

Tarrant County Juvenile Services adopted the Progressive Sanctions Guidelines enacted by the Texas legislature taking effect January, 1996. The Guidelines provide a series of consequences and outcomes for juvenile offenders that are designed to balance public protection, offender accountability and rehabilitation. With the assistance of state funding, the department has developed a range of community- and home-based programs to form a comprehensive response for at-risk youth, both within the court as well as within broader community. Programs in the continuum range from prevention and early intervention to secure incarceration, designed to assist youth at each sanction level. The goal at each level of the continuum is to assist the child in successfully fulfilling obligations to the court and to the community, and to make the changes necessary no to commit another law violation.

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Transition House and Emerge – Cambridge, MA

Transition House is a program for battered women and their children. Emerge is an intervention program for violent and abusive men. The goal of these programs is to prevent teens from accepting violence in their relationships and to illustrate respectful ways of behavior. The programs emphasize preventative education, intervention, and youth empowerment. These two programs also co-sponsor a program to prevent teen violence in relationships called the Dating Violence Intervention Project.

Program address: Transition House
P.O. Box 390672
Cambridge, Massachusetts 02139
(617) 354-2676 x 27

Contact: Doreen Gallagher, Program Coordinator

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