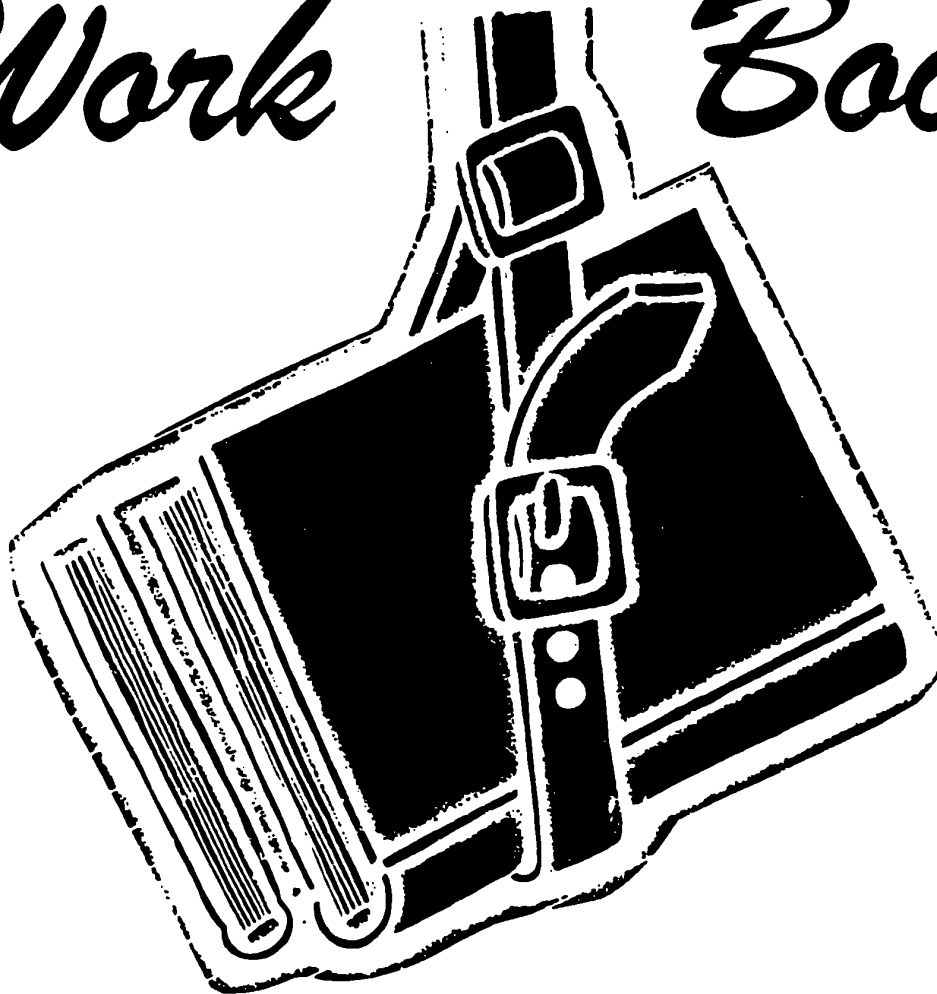


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School Safety

Work Book



WHAT WORKS

PROMISING VIOLENCE PREVENTION PROGRAMS

NATIONAL SCHOOL SAFETY CENTER

School Safety *Work Book*

Published by the

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Conflict Resolution

According to a report released by the Senate Judiciary Committee, the United States is now considered to be the most violent and self-destructive nation of the industrialized world. Domestic violence, assault, homicide, child abuse and neglect have become common characteristics of American life.

School crime and violence can be viewed as the tangible expression of unresolved conflict. If we empower young people and the adults who serve them with more effective conflict management skills, a more productive learning climate will result. When young people develop and apply nonviolent problem-solving skills, campus violence and the likelihood of homicides can be reduced, and the quality of campus life can be dramatically improved.

When teachers and administrators train students in nonviolent problem-solving techniques, the working atmosphere among colleagues and staff is often enhanced as a program by-product. When youth-serving agencies utilize these same skills and practices, a spirit of community cooperation and goodwill can emerge. Good conflict resolution skills, like violence, are contagious.

Infusing conflict management training into the curriculum offers hope to students and staff alike. Conflict management programs help children develop better behavioral skills, minimizing their opportunities for trouble and maximizing their opportunities for positive social interaction.

By intervening early, we stand a much better chance of providing young people with positive educational experiences that can provide the foundation for ongoing success. Educators no longer have a choice as to whether or not schools should be made safer and better for young people. It is imperative that we do everything in our power to create a climate that supports the safety, success and development of all children. The following programs emphasize effective conflict resolution skills.

**Boston Conflict Resolution Program
Boston Area Educators for Social Responsibility
19 Garden Street
Cambridge, MA 02138
617/492-8820**

The Boston Conflict Resolution Program (BCRP) is a 3-day training program for teachers, administrators and counselors of elementary school youths. The program focuses on anger management, conflict resolution and gang prevention. The program emphasizes themes of collaboration, negotiation, appropriate expression of feelings and appreciation of diversity. Teachers are taught how to model appropriate behavior in the classroom, conduct skills training for students and integrate violence prevention concepts into the standard curriculum.

Follow-up support is provided throughout the year.

**Children's Creative Response to Conflict
Box 271
521 North Broadway
Nyack, NY 10960
914/353-1796**

The Children's Creative Response to Conflict (CCRC) provides specially designed activities in which adult and student participants can examine conflict and develop solutions by addressing such topics as cooperation, communication, affirmation, conflict resolution, problem solving, mediation and bias awareness. Activities teach participants the skills to communicate more effectively, build an environment in which conflict resolution can be discussed and improve self-concept.

These issues are explored in a variety of workshop formats, as well as in the classroom where CCRC facilitators assist teachers working with the students.

CCRC assumes that conflict is a normal part of life, and as a result, the process of resolving conflict leads to personal growth that everyone can attain with practice.

Community Board Program (CBP)
1540 Market Street, Suite 490
San Francisco, CA 94102
415/552-1250

The Community Board Program promotes conciliation and mediation as effective strategies for resolving disputes without violence. Nearly 300 volunteer mediators, trained by CBP, help resolve conflicts referred from communities, police, juvenile probation, small claims court and other San Francisco organizations. One-third of the mediators are people of color, and a growing number are teenagers.

In San Francisco schools, CBP's Conflict Manager program trains student mediators to help their peers settle disputes without adult intervention or punishment. Training materials include the twice-yearly *Dispute Resolution Access: A Guide to Current Research & Information* and *The Conciliation Handbook*. Mediators encourage individuals to discuss their dispute, instead of resorting to violence, and to consider the other person's perspective. The Conflict Manager Institute trains educators to coordinate these student peer mediation programs.

In the community, CBP mediation panels meet with disputants in parent-child conflicts, neighbor disagreements and juvenile cases. Nearly 20 percent of cases are youth-related, and the inclusion of teenage mediators on the panels assures young disputants that their views will be heard. Increasingly, mediators assist in disputes involving gangs and in cases where prejudice triggers hostility among youths.

**Conflict Mediation Program
Dorchester Alcohol & Drug Commission
Prevention Services Division
107 West Sixth North Street, Suite 205
Summerville, SC 29483
803/821-0034**

The Conflict Mediation Program trains teachers and students together. The program involves 45 hours of training throughout the year for 12 students, six teachers and two counselors. An educational perk provided extra incentive for the teachers and counselors to participate: recertification hours were granted by the state department of education in three areas.

Training sessions cover communication and conflict resolution skills, including listening; conflict styles; "I" messages; communication barriers; negotiating; assertive refusals; cultural diversity issues; confidentiality; and the mediation process. Each mediation involves two trained student mediators, an adult mediator, and two students in conflict who agree to the process. No administrators are present. The process is voluntary and confidential and does not become part of the disputants' records.

**Kelso's Choice
P.O. Box 30
Winchester, OR 97495
503/672-3826**

Kelso's Choice, begun in 1986, is a conflict management program designed to teach all students (K-6) simple peacemaking skills that help prevent minor disruptions from becoming major disputes. The skill-based program emphasizes self-management and problem ownership.

Kelso's Choice uses a structured and sequential approach. Children learn to differentiate between problems they can handle and those needing adult intervention. They work toward mastering nine specific solutions for resolving conflict: ignore it; walk away; talk it out; share and take turns; go to another game; wait and cool off; make a deal; apologize; and tell them to stop.

The core program consists of 11 developmentally appropriate lessons with seven extended activities for follow-up and review. The scope and sequence of these lessons is flexible and can be designed to fit the needs of a particular school. In addition to the lessons and classroom posters, there are implementation guides, a puppet, sample parent letters and songs.

**Mediation Alternative Project (MAP)
Education and Assistance Corporation
50 Clinton Street, Suite 102
Hempstead, New York 11550
516/489-7733**

MAP is a nonprofit center for the development of innovative criminal justice and education programs. Its primary goal is to offer conflict resolution to help youth, families, schools and the community-at-large to resolve youth-related disputes. MAP employs professional, impartial mediators to help disputing parties reach a written agreement. MAP also conducts follow-up interviews and meetings. All mediation is voluntary, and MAP services are available to Nassau County, New York, residents free of charge.

Among the disputes handled by MAP are parent/child conflicts; community/youth problems, such as harassment and vandalism; school-related problems associated with fighting; minor criminal acts involving restitution; neighborhood disputes between families; and interracial conflicts.

**National Association for Mediation in Education (NAME)
Office of the Mediation Project
205 Hampshire House
University of Massachusetts
Amherst, MA 01003
413/545-2462**

The National Association for Mediation in Education promotes the development, implementation and institutionalization of school- and university-based conflict resolution programs and curricula. Since its founding in 1984, the organization has grown from a small, informal network of people interested in teaching students conflict resolution skills to the primary national and international clearinghouse for information, resources, technical assistance and training in the field of conflict resolution.

Services provided by NAME include: maintaining a clearinghouse for information; distributing books, manuals and articles pertinent to the field; providing a network of support for conflict resolution and peacemaking programs in the schools; promoting the development of quality programs with multicultural perspectives; building linkages with national education associations; and supporting theory and research efforts that demonstrate the impact of conflict resolution programs in educational settings.

Since 1984, NAME has sponsored national conferences; sponsored training institutes and workshops; provided schools and communities around the world with information, resources and technical assistance on conflict resolution programs; produced numerous publications; developed a strong membership organization and published a bimonthly newsletter, *The Fourth R*.

Resolving Conflict Creatively Program (RCCP)

**RCCP National Center
163 Third Avenue, #103
New York, NY 10003
212/387-0225**

RCCP, a comprehensive conflict resolution program, teaches about 50,000 youths in New York schools. The curriculum is taught by regular classroom teachers, and each teacher receives 20 hours of professional training from RCCP staff. RCCP concentrates on teaching key component skills of conflict resolution: active listening, assertiveness, expression of feelings, perspective taking, cooperation, negotiation and ways of interrupting expressions of bias or prejudice. Teachers are encouraged to incorporate conflict resolution discussions and skill building into the regular academic program. The elementary school curriculum includes 51 lessons organized into 12 units, with separate activities for grades K-3 and 4-6. The secondary school curriculum covers similar material but in greater depth and sophistication, with an additional focus on ways of de-escalating volatile situations that might lead to violent confrontation.

A student mediation program is started only in schools that have been participating in RCCP for at least a year and have a group of teachers who regularly use the curriculum. The emphasis on student mediation as part of a larger schoolwide effort is considered a significant strength over mediation-only projects. All student mediators receive three full days of experiential learning plus additional coaching from teachers. Elementary school mediators, selected from grades 4-6, work in pairs and are on duty during the lunchtime recess. In secondary schools, mediators work in teams, acting on referrals they receive from faculty or students themselves, and conduct mediations in a room set aside for that purpose.

RCCP has recently launched a parent involvement program that trains teams of two or three parents per school for 60 hours to lead workshops for other parents on intergroup relations, family communications and conflict resolution.

**Resolving Conflict Through Mediation
Aetna Life and Casualty Company
RE4C
151 Farmington Avenue
Hartford, CT 06156
203/273-0123
800/872-3862**

Resolving Conflict Through Mediation (RCTM), a program developed as a public service by Aetna Life and Casualty Company, is a resource for middle schools interested in implementing or expanding conflict resolution training.

RCTM requires five to seven hours of instructional time. It includes a teacher's guide with detailed instructions for implementing the program as well as worksheets and a classroom poster.

The first part of the program, "Responding to Conflict," helps students understand some of the underlying causes of conflict, identifies various conflict resolution styles, and distinguishes between "win-win" and "lose-lose" or "win-lose" outcomes. Then, mediation is introduced as a way of achieving a "win-win" solution to conflict.

The communication skills essential to problem solving and mediation, such as active listening, identifying shared needs and dealing with hidden agendas, are introduced in part two of RCTM. Youngsters are taught to stop the name-calling and the blaming and to see the problem from the other person's viewpoint. They learn to work together to find a mutually acceptable solution. Finally, students learn how to use the mediation process through the role plays presented in section three.

**School Conflict Management Demonstration Project
Ohio Commission on Dispute Resolution
and Conflict Management
77 S. High Street, 24th Floor
Columbus, OH 43266-0124
614/752-9595**

The Ohio Commission on Dispute Resolution and Conflict Management was created by the Ohio General Assembly to be a catalyst for implementing conflict management programs in Ohio's courts, state and local government, communities, and schools, colleges and universities. Begun in 1990, the School Demonstration Project was initiated to evaluate how conflict management programs affect students and school climate. The chosen schools were given small grants to initiate conflict management programs.

All schools are encouraged to develop their own plan for creating in-school training and materials, because such programs are more likely to endure than one created by outside resources. First, it is recommended that a planning committee be formed to conduct an assessment of the school's needs to determine what types of conflict management initiatives are best suited to the school.

Both peer mediation and conflict management curriculum should be included to provide all students with better conflict resolution skills. In order to carry out the activities of the conflict management program, it is beneficial to develop partnerships with parents and leaders of youth organizations to explore ways in which conflict management concepts and skills can be infused into all the program activities.

Gang Prevention

Although youth gangs have been a part of American life since the early 18th century, today's gangs pose a greater threat to public safety and order than at any time in recent history. Youth gangs, which at one time had primarily a social basis for their organization and existence, now are motivated by violence, extortion, intimidation, and the illegal trafficking of drugs and weapons. Today's gangs are better organized, remain active for longer periods of time, have access to sophisticated weaponry, and are much more mobile.

Youth gangs are not simply a big-city or inner-city problem, nor are they a problem of a particular race or culture. Gang membership crosses all ethnic and racial boundaries. Gangs also are spreading rapidly to a host of midsize and smaller cities. Suburban and rural communities provide gang members with safety from rival gangs and attractive alternatives for recruiting members and marketing drugs.

Schools become involved with youth gangs for several reasons. Since younger gang members and most potential gang members attend school, it has become a prime recruiting ground. Gang members who go to school often stake out specific areas as their turf, which can lead to violence on the campus.

Several things can be done to reduce the level of gang activity on school campuses. A vibrant extracurricular program can give bored students other things to do with their time rather than joining gangs. Most importantly, administrators should establish clear behavior guidelines that specifically prohibit gang activity and encourage responsible citizenship.

Students, parents, law enforcement, the courts and local community leaders must be involved in the process of developing a gang prevention and intervention plan unique to their locale. Some important components to consider in establishing prevention strategies are: model discipline and dress policies; graffiti removal, and adequate support and protection for victims of gang-related crime.

The following programs reflect successful prevention strategies.

Broader Urban Involvement and Leadership Development (BUILD)
1223 N. Milwaukee Avenue, 2nd Floor
Chicago, IL 60622
312/227-2880

BUILD is a not-for-profit agency working with gang-affiliated youth and potential gang recruits to redirect their behavior and their chances for a positive and productive life. The BUILD program has three components. The remediation component works with 20 older adolescent street gang members, helping them to find alternatives, such as employment, education or practical job training. They also are encouraged to participate in sponsored athletic and recreation activities.

The prevention component is designed for preadolescent youth in seventh or eighth grade who have been identified by the school as at risk of being recruited into street gangs. This component also works with 22 elementary schools, presenting 16 weekly class sessions and providing after-school activities that attempt to mainstream these youth into existing local community centers.

Community resource development, the third component, works with local adult community groups, helping to mobilize, coordinate and encourage them to direct their energies toward helping youth. BUILD is supported by foundations, corporations, individuals and the United Way.

**Community Youth Gang Services
144 South Fetterly Avenue
Los Angeles, CA 90022
213/266-4264**

Community Youth Gang Services is a program with many components, including crisis intervention, community mobilization, graffiti removal, prevention, parent-teacher education and career development. The staff works cooperatively with local law enforcement agencies to prevent gang involvement, to intervene in the lives of gang members and to mobilize citizens to reclaim their communities.

A trained team, driving 40 clearly marked vehicles, mediates with gang members to reduce the level of violence created by the gang environment and offers at-risk youths counseling and diversion programs. These outreach workers talk with local gang members; dissuade at-risk youths from being recruited; prevent; mediate and protect people slated for revenge.

Community teams plan anti-gang programs and services within the neighborhoods. Another prevention group, Youth 2000, works with elementary and high school students to build self-esteem and provide alternatives for at-risk youth.

**Gang Violence Reduction Project
California Youth Authority
2445 North Mariondale Street, #202
Los Angeles, CA 90032
213/227-4114**

The Gang Violence Reduction Project tries to redirect the energies of youth gang members into more positive activities, end gang feuding and reduce local gang violence. The project hires gang consultants who live in gang neighborhoods and promote the project.

Mediation to resolve longstanding disputes is the principal strategy used to end feuding. Gang members are also encouraged to participate in organized recreational and social events, including fishing and camping trips, picnics, handball tournaments and trips to amusement parks. Two recent additions to the services provided by this project include a suicide hot line and a program to help students who have quit school attain their G.E.D. (General Educational Development certificate) through contracting with teachers for their assistance.

**Gang Resistance Education and Training (GREAT)
National Center for State and Local Law
Enforcement Training
Building 67
Glynco, GA 31524
912/267-2345**

In 1991, Phoenix law enforcement formed a partnership with local educators and community leaders to develop an innovative, comprehensive anti-gang program. Gang Resistance Education and Training offers alternatives to youths who may be potential gang members. Specially trained, uniformed police officers teach 7th-grade students during the regular school year where, in eight one-hour sessions, they learn to set goals for themselves, act in their own best interest when faced with peer pressure, and settle disputes peacefully. Students discuss how communities are affected by violence, drugs, and cultural differences and the diverse responsibilities of individuals in a community. GREAT provides at-risk youths with the conflict resolution skills and information they need to say “no” to gangs and become responsible members of society.

GREAT was designed to strengthen the effectiveness of its in-classroom lessons after school is dismissed. Local law enforcement agencies can supplement the curriculum with a summer recreation and education program that reinforces positive attitudes toward authority and against gangs.

**New Turf Project
City of Phoenix
6245 South Central Avenue
Phoenix, AZ 85040
602/534-8873**

The New Turf Project was implemented to decrease gang involvement and gang-related crime, prevent students from dropping out, and increase the collaboration among law enforcement agencies, juvenile justice agencies, schools, community agencies, local businesses, parents and the religious community.

An advisory coalition of 28 members representing education, law enforcement, business, residents, clergy, city officials and youths coordinate the project. The program also provides gang education training and technical assistance. In an effort to reduce youth involvement in gang activity, a referral program has been established that provides counseling and provides alternative activities for youth development.

A parent awareness group has been established to educate parents on the latest trends associated with criminal youth gang activities and how to deal with them. Various prevention activities have been implemented, such as rap sessions, a theater troupe and a work study program.

**The Paramount Plan: Alternatives
to Gang Membership
16400 Colorado Avenue
Paramount, CA 90723-5050
310/220-2140**

In an attempt to curb gang membership and discourage future gang involvement, the City of Paramount, California, initiated the Alternatives to Gang Membership program, which joins the resources of the family, the schools and the local government.

The program includes three major components. The first involves neighborhood meetings that provide parents with support, assistance and resources as they try to prevent their children from joining gangs. These meetings, conducted in both English and Spanish, often use audiovisual materials and focus on increased family involvement, sports/recreation and community unity. The second component is a 15-week course in which fifth-grade students hear presentations on various aspects of gang activity. Finally, a school-based follow-up program is implemented to reinforce what the children learned in the course.

**Positive Alternative Gang Education (PAGE)
Office of Instructional Services
Department of Education
2530 10th Avenue, Room A-15
Honolulu, HI 96816
808/733-9109**

Hawaii students who miss four hours or more of school without a valid reason may be required to attend a four-hour Saturday program with their parents. Failure to attend the program may lead to stiff penalties, including arrest for truancy, police counseling or referral to family court.

This pilot program is a joint project of Hawaii's Department of Education and local law enforcement. PAGE's major thrust is educating at-risk students about alternatives to gang activities. The program requires an ongoing relationship between both agencies. For example, the school's role includes keeping accurate attendance records; supplying police with a list of offenders each week; and providing a large, clean assembly area for the Saturday meetings. The police coordinate the program.

The program helps keep students in school, and juvenile crime and gang activity are reduced as a result. The Saturday sessions inform students and their parents about status laws, increase decision-making and critical thinking skills; improve self-esteem and include activities designed to help students reconnect with school.

**Project BREGA
P.O. Box 21365
Rio Piedras, Puerto Rico 00928
809/789-5600**

Project BREGA strives to prevent youth involvement in criminal gang and drug activity. BREGA, a slang Spanish word meaning “to deal with or handle,” stands for Betterment of Resources and Effort for Gang Alternatives. A consortium of 11 public and private agencies works together, dedicating their own resources as well as assisting in the development of additional resources through federal grants.

More than 250 youths, ages 8-16, participate in the program. Project BREGA operates in 10 lower income communities that have traditionally been associated with high rates of criminal gang activity in Ponce, Puerto Rico.

Strategic components of the program include the “godparent” project, in which volunteer healthy families are paired with at-risk families; a parenting school offering classes to improve parenting skills; dropout tutoring programs; a “veterans” program for former gang members; a mentoring program in which community youth leaders provide peer counseling to at-risk youth; DARE (Drug Abuse Resistance Education); “Youth of the Month Awards” in which the Manufacturers Association of Puerto Rico recognizes one young person each month for meritorious effort and goal achievement; the Salsa Ballet Troupe, a cultural arts program operated by the city government; and the Community Theatre Group, developed and operated by a local actor-producer.

**Project COURAGE
Riverside County Office of Education
3939 13th Street
Riverside, CA 92502-0868
909/369-6460**

Project COURAGE (Community Organizations United to Reduce the Area's Gang Environment), an interagency partnership, is both a prevention and intervention for youth in kindergarten through twelfth grade. Project COURAGE provides: positive alternatives and activities for youngsters; staff members who serve as positive role models; assistance toward academic success and exploration of realistic job opportunities; promotion of the development of healthy self-esteem; education and discussion about issues that confront students on a daily basis, and fun and leisure activities where children learn socialization and cooperation skills.

Project COURAGE is comprised of three components: Before School, Crossroads and After School. The Before School component addresses the problems associated with parents/guardians who commute by assigning staff to a school site as early as is needed. All enrolled students are offered tutoring and special activity programs.

Crossroads is an intervention program that provides support in four areas: student discussions on topics that affect youth; complete classroom instruction to students who are constantly being suspended or are in jeopardy of being expelled; intense individual counseling to students and their families; and positive activities in whatever form is needed.

The After School component consists of tutoring, counseling, workshops, special activities, sports, and job training and placement for secondary students.

**Project YES!
Orange County Department of Education
200 Kalmus Drive
Costa Mesa, CA 92628-9050
714/966-4341**

Project YES!, for grades 2-7, is an anti-drug, anti-gang curriculum that integrates prevention messages into regular academic curriculum. The lessons address decision-making and critical-thinking skills. The curriculum includes the lessons, training manual, guide, staff development videotapes and additional resource lists.

The lessons introduce gang violence and drug prevention messages through topics such as identification of risks; strategies to deal with danger; weapon violence prevention; cultural literacy; volunteerism; resistance to peer pressure; critical thinking for decision making; problem solving; negotiation and refusal skills; positive alternatives to drug/gang involvement; and strengthening interpersonal skills to increase self-esteem and goal setting.

**Youth Development, Inc. (YDI)
6301 Central NW
Albuquerque, NM 87105
505/831-6038**

YDI's gang intervention program provides three levels of services. The goal of prevention services is to inform and educate the public about issues related to gangs and to provide alternatives for children and youth, who may, at some point in their lives, have to make a choice about joining a gang. Intervention services target youth identified by the schools, the probation department, the police or other YDI outreach programs, who are on the verge of entering a gang. Services include individual, group and family counseling, employment and educational services and youth leadership programs.

Diversion services target youth who are actively involved in gang activity and have been charged with a delinquent offense. Most of these participants are court ordered into this program and would otherwise be facing institutionalization. They are required to participate in an eight-week group program that provides a combination of counseling, education and employment services; community service projects; and AIDS and substance abuse information. Parents of these youth also must attend a group meeting designed to help parents understand their child's involvement with gangs.

Social Responsibility

Safe and effective schools must be supported by responsible students and communities. Parents and adults who work with children want to provide them with every advantage possible to encourage their present and future success. With today's hurried pace and demands upon adults, it is often difficult to take the time to be with children and give them the thoughtful attention they need. Many busy parents and teachers are rethinking the priority they can or should give to consciously help kids grow into responsible adults. It is well worth the struggle it sometimes takes to teach responsibility. Responsibility-oriented children most often grow into happy, well-adjusted, productive members of the community.

Schools can play an important leadership and coordinating role with students, parents and the community in teaching responsibility skills. When the school staff, parents and community members work as a team to teach such life skills, everybody can benefit.

At the very heart of solid homes and successful classrooms where students are thriving, one is likely to find clear priority given to transmission of social responsibility. Many educators are sounding the alarm and asking for the active support of parents and community. Too many students come to school each day with a poorly developed sense of responsibility, which translates into disobedience, disruption, violence, truancy, a lack of sincere effort, early pregnancy, drug abuse, and, in general, a lack of appropriate self-control and motivation.

With insights, strategies and helpful resources in hand, teachers, community leaders and parents can work together in designing and implementing plans for the systematic teaching of social responsibility. School staff members and parents often fall into the trap of avoiding or ignoring appropriate adult roles involved in such teaching. Today, we are challenged with providing clear and consistent guidance to our youth, teaching them to be responsible citizens within a democratic community.

The ideas, suggestions and programs set forth in this work book are designed to serve as examples rather than as prescriptive formulas.

**Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302
818/591-9321**

The Center for Civic Education administers a wide range of curricular, teacher-training, and community-based programs. The principal goals of the center's programs are to help students develop an increased understanding of the institutions of American constitutional democracy and the fundamental principles and values upon which they are founded; the skills necessary to participate as effective and responsible citizens; and the willingness to use democratic procedures for making decisions and managing conflict.

One of the programs the center administers is *Exercises in Participation*, a series designed to develop participatory skills for upper-elementary and middle-school grades. *Drugs in the Schools: Preventing Substance Abuse*, helps students learn a sense of responsibility as they create and present to their community a plan to combat substance abuse problems in a hypothetical school. *Violence in the Schools: Developing Prevention Plans* guides students in the creation of a plan to combat school violence by using peer mediation and developing decision-making skills.

The programs feature cooperative-learning and problem solving activities, enhance critical thinking and communication skills, and focus on contemporary issues and current events.

**The Character Education Curriculum
Character Education Institute
8918 Tesoro, Suite 575
San Antonio, TX 78217-6253
800/284-0499**

The Character Education Curriculum consists of classroom instructional material for pre-kindergarten through ninth grade that develops responsible citizens. Program goals seek to raise students' self-esteem; prevent substance abuse; promote self-discipline; improve decision-making and problem-solving skills; instill respect for others; and uphold positive attitudes and values.

The program is designed to be taught as a separate subject or in conjunction with social studies, language arts or health. Depending upon the grade level, the lessons can be taught in 15- to 30-minute periods several times a week. Middle school materials consist of over 100 lessons. In-service training for teachers is recommended and available.

**Character Education Materials
Jefferson Center for Character Education
2700 E. Foothill Blvd., Suite 302
Pasadena, CA 91107
818/792-8130**

This K-12 program is based on written materials teachers can build into their lesson plans. Student goals include accepting the consequences of their actions; using ethical decision-making and problem-solving techniques; accepting basic standards and good citizenship such as integrity, trustworthiness, courage, respect service to others; accepting attendance, punctuality and reliability as personal responsibilities; setting and achieving realistic goals; using time and stress-management skills; using cooperation and team building; developing self-confidence, self-esteem and positive attitudes; understanding that learning is a joint responsibility of the teacher and student; understanding that success comes from taking initiative and persevering; understanding that young people can participate in society; and understanding that the rights of citizenship in a democracy exist because people fulfill their responsibilities as citizens.

**CityKids Foundation
57 Leonard Street
New York, NY 10013
212/925-3320**

CityKids is a private, multicultural, nonprofit organization founded in 1985 to help young people become aware that they can take action, rather than feel helpless or frustrated. CityKids members work to shape, plan and implement a broad spectrum of programs and activities that, in turn, educate, train and support youth.

Composed of youth between the ages of 13 and 22, CityKids now has an active membership of more than 3,000 and involves hundreds of thousands of young people annually.

To accomplish its mission, CityKids holds Friday night meetings that provide a safe space where youth discuss issues of importance to them; conducts workshops that explore the issues and helps to find solutions; tours nationwide, performing original material for young people in schools, at special events and at high-profile media events, as well as at hotels for homeless people and in prisons; produces educational music videos and public service announcements on such issues as employment and education.

CityKids maintains ongoing relationships with professional facilitators who volunteer their time and energy to train and educate program staff members and youth leaders. Youth staff are trained to facilitate peer workshops that equip other youth with the valuable skills the staff members have acquired through their involvement with CityKids.

**Institute for Affective Skill Development
P.O. Box 880
La Luz, NM 88337
505/437-5282**

Affective Skill Development for Adolescents, a personal and social responsibility curriculum, is a highly structured, 92 lesson, real world, life choices-oriented program. This program uses a two-volume teacher's manual with workbooks focusing on at-risk students. There is a correlated program to help parents interact with their adolescents in ways that assist young adults in assuming responsibility for themselves.

Parenting program components include: self-esteem, what it is and focusing on the positive; responsibility, the basis of personal power and what you can control; relating effectively, empowering others and examining expectations; and problem solving and goal setting as they relate to anger and motivation.

**Lions-Quest Programs
Quest International
537 Jones Road
Granville, OH 43023-0566
800/446-2700**

Lions-Quest Programs help students deal successfully with the many academic, personal and social challenges they face. These comprehensive K-12 programs develop essential personal, social and character building skills while also incorporating character education and life skills, drug/violence prevention, civic values and citizenship, and learning through community service. The curriculum is divided according to age into three components.

Skills for Growing, grades K-5, was developed in cooperation with Lions Clubs International, the National Association of Elementary School Principals and the National PTA. The program reinforces traditional civic values and a strong drug and alcohol resistance component.

Skills for Adolescence, grades 6-8, is a collaborative effort between Lions Clubs International, the American Association of School Administrators, and Quest International. The program helps students, parents, and teachers cope more effectively with the physical and emotional challenges of the teen years.

Skills for Action, grades 9-12, was developed by Quest International and supported by Lions Clubs International, in partnership with the National Youth Leadership Council. Service projects are coupled with classroom analysis and discussion, reflection, and writing-based activities. Special drug/alcohol prevention and conflict resolution components are available.

**MegaSkills Education Center
The Home and School Institute (HSI)
1500 Massachusetts Avenue, NW
Washington, DC 20005
202/466-3633**

The HSI provides a two-day “MegaSkills Leader Training” program to train workshop leaders – teachers, administrators, community leaders and parents – to conduct a series of parent involvement workshops in their community. The workshops are designed for parents to help their children succeed in school and beyond.

A one-day “MegaSkills Essentials for the Classroom” program provides training in the use of curriculum, grades K-8. It introduces students to a new approach designed to develop strong study skills and extend children’s academic interests; to involve families in MegaSkills activities at home to complement the work of the school; and to build student self-discipline in an effort to prevent at-risk situations for children.

**Project ORDER
Francis M. Leahy School
100 Erving Avenue
Lawrence, Massachusetts 01841
508/975-5959**

Project ORDER (Organized Recess Discipline for Enrichment in Recreation) is a student-operated program designed to foster a positive school climate and increase students' self-esteem. The ORDER system presents a structured framework for developing individual responsibility. Selected students are trained to be playground deputies, conflict mediators and captain. The training focuses on using positive interactions and providing alternatives to disruptive behavior and physical confrontation. With the support of teachers who have yard duty, these students patrol the campus during recess, using positive problem-solving strategies to deal with children who break the rules.

Some of the benefits of the ORDER program include: strategies of appropriate behavior are taught by using peers as role models; avenues for achievement and self-esteem are provided outside the classroom; structure and consistency necessary for students to understand and follow school rules are provided; and school safety is improved while assisting the school staff in supervising recess activity.

STAR

**People for the American Way
2000 M Street NW, Suite 400
Washington, DC 20036
800/326-7329**

STAR is a program developed to improve race relations and respect for diversity among young people. STAR also encourages youth commitment to public service by using college student volunteers as role models. In North Carolina, where the program was originated four years ago, the volunteers are made up of students from 22 North Carolina colleges and universities.

These volunteers encourage public school students to examine their attitudes about race, ethnicity, culture. The volunteers facilitate a series of discussions among students about human relations, citizenship and community service. The college students are prepared for this task through training and educational materials developed by People for the American Way.

In North Carolina, STAR has been successfully implemented in eleven school systems involving more than 26,000 middle and high school students. The North Carolina program is now administered by the educational organization, Cities in Schools while People for the American Way has expanded STAR to the West. Model programs are being implemented in Reno, Seattle, Long Beach, Los Angeles, and other California sites in partnership with the National Education Association.

**Student Bridges
Shea Senior High School
485 East Avenue
Pawtucket, RI 02860
401/729-6445**

Student Bridges is a multicultural peer leadership program designed to provide students with a variety of positive activities and to give them an opportunity to get to know and respect each other.

Through information received from the Northeast Regional Center for Drug-Free Schools and Communities, a peer leadership group was created. A school team consisting of the principal, three teachers, one parent and one community representative was formed to establish the peer leadership group. Thirty-six students from the diverse cultural mix of the school were selected to attend a peer leadership weekend training session.

A common bond of trust, cooperation and concern was forged during the weekend. Cultural differences became sources of interest, not irritation. The Bridges members became friends and teammates who held a sense of shared purpose. They brought those connections back to school by making friendly contacts in the classrooms, corridors and cafeteria which encouraged others to begin interacting.

Goals were implemented to help students overcome loneliness, low self-esteem and the impact of negative peer pressure. Some of the activities included a multilingual announcement program, an international dance, a sophomore get-together, improving the image of the school and developing cross-age training program for other students.

**Super Leaders
2127 G Street NW, Suite 303
Washington, DC 20052
202/223-3749**

Super Leaders identifies and trains a group of youth leaders to serve as positive role models for their peers, to withstand the negative pressures of their environment, and to contribute to the quality of life. Students selected for the program are at-risk youth who demonstrate a commitment to meet the challenges of the program and a potential for leadership.

The program consists of two components: a five-day residential training and the year-round school-based program. The training program helps each member understand values, social and individual responsibilities, conflict resolution, peer counseling, leadership training, individual and group alternatives, self-esteem, goal setting for personal growth and substance abuse prevention.

Following the residential training, student members meet throughout the school year to conduct rap sessions, peer counseling, tutoring, open forums and special activities. In addition to in-school activities and community service projects, Super Leaders students make an individual commitment to maintain at least a 2.5 grade point average and to strive for personal improvement in academics and/or athletics. Each student also pledges to remain drug-free.

**System of Care Project
State of Hawaii Department of Education
1136 California Avenue
Wahiawa, HI 96786
808/622-1104**

The System of Care Project is an attempt to help at-risk students to succeed in academic and social activities by bringing together the school, the home, the community and child-serving agencies. The underlying principle of the project is that every child has self-worth and an inherent right to a good education. The System of Care project affirms the unifying, corrective and caring responsibility of the family; the importance of positive peer influence and the need to provide guidance for the development of wholesome relationships; and the need for public participation in school programs.

Goals of the project include encouraging parents to become actively involved in the education of their children; developing and implementing counseling and support systems relevant to the needs of at-risk students; and establishing networks among child-serving agencies, community organizations and businesses.

VISIONS

**Macon Housing Authority
2015 Felton Avenue
P.O. Box 4928
Macon, GA 31208
912/752-5070**

Valuable Insights and Skills to Increase Opportunities Needed to Succeed (VISIONS) is a youth leadership development program that uses University of Georgia extension service staff and trained resident association volunteers to serve 35 selected high school youth from 10 sites in Macon.

VISIONS participants receive specific leadership training and are exposed to the broader world around them through visits to the legislature, colleges and cultural events. All participants receive educational guidance and career counseling to help set their goals for the future and make plans to reach them. Drug education is also a strong component of the program, which incorporates eight specific drug education seminars each year. Participants receive the benefits of program participation while providing peer leadership in other MHA youth development programs.

**Youth as Resources (YAR)
National Crime Prevention Council
1700 K Street NW, Second Floor
Washington, DC 20006-3817
202/466-6272**

Begun by the National Crime Prevention Council in 1987 as a demonstration project in three Indiana cities, Youth as Resources awards small grants for youth-led community service projects. YAR involves young people in projects that address many major societal concerns, such as education, housing, hunger, drug abuse and teen pregnancy.

Some examples of YAR projects include girls from a correctional center renovating a fire-ravaged home for an uninsured, low-income owner; young people helping to design and construct three houses in the inner city to be sold to low-income families; and a Girl Scout troop tutoring children living in a shelter for battered women.

Young people make up the nucleus of YAR. Community businesses and foundations, state and local agencies, and concerned individuals help develop the structure and the funding base through a local board of directors composed of youth and adults.

Substance Abuse Prevention

A secure, disciplined, drug-free school environment does not happen by chance. It is the product of concerned parents, educators and administrators, working together for the good of the students, to provide an optimum learning experience.

Accessibility and availability of drugs are critical issues for administrators and parents who are concerned with the identification of successful strategies to guide students through the available choices in a drug-rich environment.

Winning school strategies share some common characteristics: recognition, assessment and monitoring of the problem; interaction and network-building with community groups and agencies; establishment and implementation of an anti-drug policy; design and implementation of prevention curriculum; creation and reinforcement of positive role models; student involvement in drug-free activities, and parental education and involvement.

Along with these strategies, prevention programs that encompass the entire community are more likely to be successful. Students will make better choices in supportive communities that send unified messages regarding the use of drugs and alcohol.

The National Commission on Drug-Free Schools has identified two effective types of programs. One combines “positive peer influence with specific skills training,” including resistance, communication, decision-making and peer helper programs. The second kind of program provides “positive alternatives to drug use” and emphasizes “the acquisition of specific skills.” These provide “special remedial tutoring, one-on-one relationships, job skills, and physical adventure.”

Patterns of substance abuse differ from school to school, thus any successful strategy must address each school’s individual situation. The following programs emphasize positive substance abuse prevention strategies.

**AdSmarts
Scott Newman Center
6255 Sunset Boulevard, Suite 1906
Los Angeles, CA 90028
800/783-6396**

The AdSmarts curriculum demonstrates to middle school students the power of the media in alcohol and cigarette advertising and how this power can influence use. Using students' natural interest in the media, the program teaches both media savvy and the dangers of alcohol and tobacco. Students also learn ways to change or get media attention to problems in their communities.

There are five curriculum modules: How media and advertising work; Alcohol advertising and dangers of alcohol; Tobacco advertising and dangers of tobacco; "Best Of" alcohol and tobacco advertising; and Billboards to press conferences. Each module contains print and video materials. Students learn about advertising "hooks," production techniques, and media construction.

The curriculum is designed to be used in conjunction with a comprehensive prevention program.

**The Adolescent Social Action Program (ASAP)
University of New Mexico
Family Practice Center, 3rd Floor
2400 Tucker NE
Albuquerque, NM 87131
505/277-5532**

The ASAP program utilizes volunteer, high-risk Hispanic and American Indian youths in grades 6-10 who have been identified as nonusers of alcohol and other drugs. The primary emphasis of the program is to prepare youth, through experiential learning, for active involvement in community prevention activities and mobilization.

Assisted by college students, teams of seven students visit hospital and detention center clients to interview them about their life experiences related to their use of alcohol and other drugs. Participants and their parents receive an orientation before the visits, and a follow-up school curriculum is used to allow youth to integrate their experiences. College students are trained by college faculty to facilitate the youth.

The training and follow-up curriculum incorporate concepts from adolescent health education and prevention literature, including social learning theory, resistance to peer pressure, life skills competencies, decision making, peer education strategies, and analysis of the media's influence on consumption. The majority of participants return to their communities as activist and catalysts of prevention.

**Community Drug-Free School
Zones Project
California Department of Alcohol
and Drug Programs
Office of Prevention
1700 K Street
Sacramento, CA 95814
916/324-4398**

The Drug-Free School Zones Project is designed to reduce the chronic incidence of drug and alcohol problems in eight highly-impacted school communities in the state through the provision of financial and technical assistance.

The participating schools are selected because of high dropout rates, low California Assessment Program scores, high Aid for Dependent Children enrollment and high minority. Each school site attempts to reduce the distribution of drugs and alcohol in and around the schools; increases intervention services for students and their families; develops linkages to business coalitions to provide work opportunities for high-risk, low income students; develops vocational, educational and social alternatives to using and distributing drugs and alcohol; builds individual and community pride and commitment, and increases parent and community involvement.

The Department of Alcohol and Drug Programs provides funding for each high school selected in award amounts of \$300,000 to \$500,000 annually for a three-year period. The schools currently participating are: Castlemont High School, Oakland; Edison High School, Stockton; Jefferson High School, Locke High School, Manual Arts High School and Washington Preparatory, Los Angeles; Luther Burbank High School, Sacramento, and Roosevelt High School, Fresno.

**DARE
DARE America
P.O. Box 2090
Los Angeles, CA 90051-0090
800/223-DARE**

Drug Abuse Resistance Education (DARE) is a nationwide program designed to prevent substance abuse among school-age children. Although drug identification and harmful effects of drugs and alcohol are taught, the bulk of the course is formulated to enable schoolchildren to resist both subtle and overt pressures for experimentation with drugs and alcohol.

Originally created to focus on elementary students, DARE has expanded to include students in kindergarten through high school. Founded in 1983, it was a joint effort of the Los Angeles Unified School District (LAUSD) and the Los Angeles Police Department. DARE has proven to be successful, expanding into all 50 states.

DARE is taught by a uniformed but unarmed police officer who returns each week to present the entire series of lessons. The DARE program officers are carefully selected. Special training includes 80 hours allotted to child development, classroom management, teaching techniques and communication skills. Forty additional hours are required to teach the high school lessons.

The curriculum was developed by health education specialists in LAUSD. Core classes are presented to fifth- and sixth-grade classes. One lesson per week for one semester helps equip students with skills to resist the temptation of drugs and alcohol.

**Dream Team
Wilson County Drug-Free Schools & Community
P.O. Box 2048
Wilson, NC 27893
919/399-7814**

The DREAM (Drug Resistance Education by Athlete Mentors) Team is comprised of 10 student-athletes from the area's high schools who promote positive leadership and drug-free lifestyles to students at the elementary and middle schools.

Criteria for team selection begins with a commitment from each applicant to remain drug-free. Attitude, sportsmanship, academic performance, leadership and communication skills are also considered before granting membership. The DREAM Team's orientation and training prepare the students to form a new kind of team whose goal is to present a united approach to young students to remain drug-free.

During school visits, the athletes participate in various ways: speaking to classes, assisting in class activities, working with small groups or one-on-one, and eating lunch with students. Presentations cover various topics relevant to each school's expressed needs. Thirty student-athletes per year make up the DREAM Team.

**Outdoor Adventure Club
REACHS
P.O. Box 209
Jacksboro, TN 37757
615/562-1156**

The Outdoor Adventure Club (OAC) was organized by REACHS (Regional Education and Community Health Service) as an alternative approach to drug education for youth ages 7 and up. Club members assemble every other week at the LaFollette Tennessee Housing Authority for meetings that feature educational themes promoting the group's basic goal – *Get High the Natural Way!*

Upon joining, each member signs an agreement with the club's counselors to support the group's goal. Activities stress what OAC members call positive addictions such as healthy bodies, minds and attitudes. The *Natural Way* for OAC comes through experiences such as caving, tubing and community service projects.

Young people have a chance to help maintain national and state parks through volunteer services. Counselors form relationships with the youth and encourage them to make positive decisions in their choices about drugs, school, and friends.

The program is supported by parents, the state parks, the housing authority, and especially by the youth who help raise funds for their own projects by selling doughnuts.

PANDAA

**(Parents Association to Neutralize Drug
and Alcohol Abuse, Inc.)**

4111 Watkins Trail

Annandale, VA 22003-2051

703/750-9285

PANDAA was founded in Fairfax County, Virginia, in 1980 by a group of parents concerned about teenage alcohol and drug abuse. The goals of the group are to combat substance abuse in the home, school and community and to educate the public about all aspects of substance abuse.

PANDAA publishes a quarterly newsletter that is circulated to 10,000 members, federal, state and local legislators, law enforcement personnel, civic leaders, youth leaders, churches, school administrators, pediatricians and treatment programs. The organization maintains a confidential telephone service for parents in need of help and support regarding a child's alcohol or drug problem. Free informational materials are mailed to callers.

**Positive Option Program
Alcohol and Drug Defense Office
Charlotte-Mecklenburg Schools
428 West Boulevard
Charlotte, NC 28203
704/343-5400**

The Positive Option Program was established 10 years ago to develop a mandatory educational series for students who violate school policy on alcohol and other drugs. The program allows both the student and family to work together to seek positive alternatives to those forces that lead to alcohol and other drug use.

The Positive Option Program consists of seven two-hour sessions held in the evenings. Sessions attempt to raise awareness about the dangers of alcohol and drug use, empower parents through resiliency-building lessons and skills development, improve communication and decision making for both students and parents, and provide appropriate referrals for follow-up training and counseling.

The facilitators for the program are recruited from the school system, community agencies and the business community in Charlotte. All facilitators receive 16 hours of training, and must first apprentice as an assistant before facilitating alone. Yearly update trainings are held to provide curriculum changes, assignments and schedules.

**San Antonio Fighting Back
850 East Drexel Avenue
San Antonio, TX 78210
210/533-6592**

San Antonio Fighting Back is a comprehensive drug prevention program of the United Way of San Antonio and the Robert Wood Johnson Foundation of Tennessee. The goal of this program is to establish a continuum of care to effectively address alcohol and other drug abuse through a comprehensive prevention, intervention, treatment, and relapse prevention program. Fighting Back is a collaboration and partnership with the community and is facilitated by a team of Community Coordinators and Neighborhood Networkers.

Three Neighborhood Resource Centers that are located throughout the target area provide training, coordination, support, resource development and technical assistance for community activities. Training is provided in community mobilization; drugs in the workplace; conflict resolution and mediation skills; law enforcement; positive parenting; accessing resources; student drug awareness training; in-service on drug prevention for teachers; and school staff leadership development.

TREND

**8790 Manchester Road
St. Louis, MO 63144
800/666-5124**

TREND is a national student-led organization that promotes an alcohol-, tobacco-, and other drug-free lifestyle through educational programs, peer leadership training, and ongoing positive alternatives that discourage drinking and other drug use. TREND creates a socially acceptable environment that encourages youth to become involved in their communities and schools and take a leadership role in advocating a drug-free lifestyle. Begun at the National Council on Alcoholism and Drug Abuse in 1987, TREND has become a national movement with over 300 TREND chapters in 14 states.

TREND has a flexible structure, allowing any community group, junior and senior high school or college to form local prevention clubs called TREND chapters. TREND leaders can then organize educational programs, drug-free alternatives, and community service activities. It invites participation of young people from all social groups, promotes partnerships with existing groups and organizations, and can be adapted for any age level, population or geographic area.

TREND provides an opportunity for community partnerships, businesses, teens and adults as well as civic, religious, health organizations, and schools who want to become involved in the prevention of alcohol, tobacco and other drug use and abuse. Adults can sponsor a TREND chapter and assist students in planning events. Organizations and businesses can cosponsor activities or donate money, services or products for a common goal.

Truancy Reduction

Truancy today translates into unproductive, disruptive and sometimes criminal activities that affect the entire community. Irregular attendance for individual students means that they fail to learn what is needed for adequate competition in the employment market. Schools suffer the loss of state and federal funding. Society pays in monetary terms through escalated daytime burglary rates, costs to businesses for re-education and retraining, and costs of incarceration for those truants who also turn to patterns of delinquency and crime. The loss of self-esteem and waste of undeveloped potential are beyond price.

The first step toward improving attendance is to prevent students from staying out of school without a valid reason. Although truants are not in class, they often are somewhere on or about school grounds causing disruptions. Those who leave campus most likely are loitering somewhere in the community. Efforts to prevent truancy are, therefore, the collaborative responsibility of educators, law enforcers, parents and community members.

The importance of a positive school environment cannot be overemphasized. A negative school climate usually translates into discipline and attendance problems, with high absenteeism rates for staff as well as students.

A fundamental step in a successful truancy reduction program is a strong policy regarding school attendance. The policy will gain a broad base of community, parental and student support if these constituents have had a part in formulating the policy. Expectations as well as the consequences of both good and poor attendance must be clearly stated. Parents and the public in general should also be made aware of the problems that high absenteeism create within a community.

Enforcement of school attendance policies should, above all, be consistent. Whatever method is used, the parent or guardian should expect notification of each absence; both students and family carry the responsibility of attendance. Truancy reduction programs vary, but most are developed in cooperation with local law enforcement agencies.

The following programs reflect strategies on truancy reduction that have proved to be effective in combating a growing problem.

**Abolish Chronic Truancy (ACT)
Pomona Juvenile District Attorney's Office
300 South Park Avenue, Room 620
Pomona, CA 91766
909/620-3330**

Modeled after neighborhood watch programs, ACT is designed to energize the entire school community to combat truancy and enhance Los Angeles' existing Truancy Mediation Program. The focus of the program is not to punish either parents or students, but to get truants off the streets and back in the classrooms. Specially selected deputy district attorneys work with school administrators and teachers at targeted schools.

The deputy district attorney and school staff track the attendance records of the students in the program. If attendance problems continue, the at-risk students and parents will be given special attention by a School Attendance Review Team (SART). This team will analyze the student's problems and offer suggestions for help. The central message focuses on the parents' obligation to send their children to school. If this action does not produce satisfactory school attendance, the case is then referred to the School Attendance Review Board (SARB) and then to the district attorney's office for an office hearing. The office hearing represents a final attempt to resolve the attendance problem informally and without prosecution. If the hearing does not result in regular school attendance, the district attorney's office will prosecute the student, the parents or both.

**Alternative School Support in Suspensions and Truants (ASSIST)
Youth Resources Section
St. Petersburg Police Department
1300 First Avenue, North
St. Petersburg, FL 33705
813/893-7565**

ASSIST is a program for school dropout prevention and truancy control, based on the concept of community policing. The program involves police, school officials and parents.

Police officers locate truant youths who are taken into custody, transported to the Police Athletic League, and turned over to the on-site truancy intake detective. Once there, youths are interviewed, current community control logs and court-order pickup lists are checked, and schools and parents are contacted. Parents are notified of mandatory statutes regarding school attendance and are asked to take the child immediately to school for a conference with the school contact person.

**Cities in Schools, Inc.
1199 North Fairfax Street, Suite 300
Alexandria, VA 22314
703/519-8999**

During the 1960s and early 1970s, staff who would later form Cities in Schools, Inc. (CIS) worked in inner-city areas to develop what were called "Street Academies" for high school dropouts. The purpose of the street academy was to offer an alternative to young people, especially those from poor and disadvantaged backgrounds, who had dropped out of school before graduation and appeared caught in the dead-end cycle of unemployment, crime and welfare.

Although the street academies initially were funded almost exclusively from private sources, primarily large corporations, the program now receives support from public sources.

The various CIS model programs throughout the country coordinate both educational and social services for youths through working partnerships between public and private sector leadership.

Since its inception, the CIS program consistently has demonstrated an ability to keep potential dropouts in school, bring current dropouts back to school, improve student attendance and increase academic achievement.

**Community Service Early Intervention Program
Edward J. Ruzzo Juvenile Justice Center
1440 Mt. Vernon Avenue
Marion, OH 43302
614/389-5476**

The Marion County (Ohio) Juvenile Court and the Marion City schools have teamed together to develop a program aimed at providing supportive guidance and counseling for at-risk youth, helping them to have a more positive and productive school experience.

The Community Service Early Intervention Program focuses on potential truants and dropouts during their freshman year. The youth, referred by teachers, the school nurse, guidance counselors and outside youth-serving agencies, are evaluated to determine if they have physical problems or limitations or social dysfunction caused by sexual/physical abuse, drug/alcohol abuse, family difficulties or special education needs. Using this assessment, the coordinator selects community interventions that best serve the youth and his/her family.

While enrolled, youth devote their time to community service at local sites and tutoring appropriate to their needs. They are also required to participate in the Adolescent Drug/Alcohol Prevention and Treatment (ADAPT) Program, a social-educational program that deals with issues facing adolescents today. In addition, students are required to support the program, enabling them to incorporate what they have learned with what they can teach others. For example, a student might research and prepare a chart that displays current statistics on the age of dropouts.

Parental participation is required throughout the program. Upon completion of the six-week sequence, school records relative to truancy are nullified. If the youth fails the program, formal court intervention is the next step.

**Comprehensive Dropout Prevention Program
Richmond Public Schools
301 North Ninth Street
Richmond, VA 23219
804/780-6022**

The Richmond (Virginia) Public Schools have a systemwide community/school dropout prevention program. Schools are urged to demonstrate care and concern for every child's success by matching teaching and learning styles, providing interesting course content, motivating through a sense of achievement, involving students in school activities, formulating alternatives to traditional classes, and communicating regularly with the home.

Dropout prevention strategies at each school promote regular attendance: awards for perfect attendance, special extracurricular activities, an "adopt an absentee" plan for all staff, and competitive, spirited attendance campaigns.

Monitoring begins on the first day of absence. Brief contact with the home is recommended, preferably from the teacher "who knows the student best." The third consecutive absence also calls for contact with the home, including home visitation, from an attendance officer at the secondary level or the teacher or principal at the elementary level. A fifth consecutive absence authorizes home contact from social workers and return-to-school officers. Five days of absence within any six-week period will initiate a parent-student-school conference.

Alternative programs for at-risk students are numerous: transitional first grade for developmentally slow kindergartners in preparation for entering the first grade; Pep-Up, a basic skills program for developmentally slow third-graders preparing to enter fourth grade; Project Basics, a reading and mathematics competency program; technology education for students over 15 years; Park School for pregnant teens; vocational evaluation for physically challenged and economically disadvantaged students; vocational career training with day and evening schedules; Richmond 7001, an open entry-open exit, self-paced individualized GED preparation for out-of-school youth ages 16 to 21; Educare, alternative schooling with behavioral modification for long-term suspensions or expulsions; and various adult career and education programs.

**New Futures School
5400 Cutler N.E.
Albuquerque, NM 87110
505/883-5680**

The New Futures School of Albuquerque, New Mexico, an alternative school of the Albuquerque Public Schools, offers education, health, counseling, vocational training and child care services for pregnant adolescents and adolescent parents. Its mission is to help and motivate school-age parents to make responsible, informed decisions and help them complete their secondary education. Employment training, counseling, child care and health services, secondary education and GED preparation are offered. The program encourages pregnant teenagers to have healthy pregnancies and become responsible parents.

Support has come from the public school district, a Community Development Block Grant, the Jobs Training Partnership Act, a Social Services Block Grant and private foundations.

Satisfactory school progress and daily participation in a job training class is required for participation in the student employment program, which awards school credit for work experience. The center recruits community employers and offers vocational awareness programs, funded by a grant from the Levi Strauss Foundation.

**PALS and PRO
Tatum Independent School District
P.O. Box 808
Tatum, TX 75691
903/947-6482**

Tatum (Texas) Independent School District operates two low-cost programs designed to give immediate help to at-risk youths. People Against Losing Students, for grades K-12, pairs a troubled student with an adult volunteer; the two meet at a mutually convenient time and place, at school. The adult attention fosters a basic need for feelings of self-worth among the students.

The Parents Reaching Out program, for grades 4-6, enlists parents to help students with homework for an hour after school each day. The parents are paid \$5 per hour using federal funds, and supervision is provided by a teacher. Student placement is recommended by teachers, who also contact individual families to make the specific study-time arrangements. PRO benefits both students who have little support at home for academic endeavors and students who need extra coaching in specific subjects.

**Project HOPE
Inglewood Unified School District
441 West Hillcrest Boulevard
Inglewood, CA 90301
310/419-2500**

Helping Others Pursue Education, established in 1983, is a program designed for intervention with students in grades 5-12. Project HOPE provides schooling on a daily basis for those picked up in truancy sweeps and alternative placement for students who have been suspended or expelled. This approach uses resources from the City of Inglewood and Los Angeles County agencies of education, social services, probation and the juvenile courts.

The primary goal of Project HOPE is to educate high-risk students in a small, success-oriented academic atmosphere. Approximately 290 students are currently being served at this facility. Since the inception of this program, police records show lowered daytime burglary rates.

**Stop and Cite Program
Rohnert Park Department of Public Safety
500 City Hall Drive
Rohnert Park, CA 94928
707/584-2600**

Begun in 1978, the Stop and Cite Program was designed to reduce truancy and juvenile crime in the community and to increase average daily attendance funds for the schools. During the program's first year in operation, daytime burglaries in Rohnert Park decreased 48 percent; during the second year, an additional 16 percent decrease was noted. Over the same two-year period, vandalism decreased 35 percent, thefts decreased 12 percent and the savings to the community due to such improvement amounted to \$262,000.

This program stresses positive contact between police and students. Patrolmen issue courtesy citations to suspected truants contacted during school hours. Two citations are issued without penalty, and students are returned to school to meet with their parents and a vice principal. The third citation results in referral to appropriate support services.

**Truancy Abatement Burglary Suppression (TABS)
San Jose Police Department
476 Park Avenue
San Jose, CA 95110
408/277-4133**

The TABS Enhancement program, established during the 1992-93 school year, is a joint effort between the police, school districts and district attorney's office. Police officers work directly with the elementary school districts.

The schools within the school districts are asked to submit the names and attendance records of each of the habitual truants to the TABS coordinator. The focus of the program concentrates on parents and their first-grade through sixth-grade children who have demonstrated past and current habitual truancy problems. The parents are informed of a policy inquiry of education code violations and asked by way of certified mail or telephone to attend a meeting with the TABS coordinator.

The meeting is conducted at the police department as an added psychological factor to emphasize the seriousness of truancy. The meeting serves to determine the cause of the truancy and find a solution to the problem. If necessary, families in crisis are referred to other agencies for assistance. Parents are informed that their child's attendance will be monitored by the school and the police department for the remainder of the school year. Parents are also advised of the law and consequences of noncompliance.

**Truancy Court Model
Juvenile Court
Bradley County Courthouse
Cleveland, TN 37311
615/476-0522**

The Truancy Court Model serves 150-250 students per year, and all participants are volunteers. A Truancy Program Advisory Committee in each school serves as a communication link between the court and school staff, assists with program development, implements strategies to ensure uniform compliance, and creates a means to recognize students with improved attendance.

If a student accumulates five unexcused absences, a truancy complaint is filed against the student. If the parent/guardian is identified as failing to send a child to school, then an additional complaint may also be filed against the parent. The juvenile court holds official truancy hearings biweekly at selected schools or at the central office. If it is determined that the truancy did occur, the court focuses on identifying the source of the problem and developing a plan to resolve the problem. If parents are the obstacles to improving the child's school attendance, those parents are dealt with in appropriate court proceedings.

**Truancy Reduction Program (TRP)
Kern County Superintendent of Schools Office
5801 Sundale Avenue
Bakersfield, CA 93309
805/398-3757**

The Truancy Reduction Program began in 1989 as a means to reduce excessive unexcused and excused absences and tardiness. A partnership between the schools and the probation department was formed because many of the targeted youth and their families were already involved with both agencies. Students who have four or more absences or tardies are eligible for TRP. Schools document attendance and previous intervention efforts and forward this information to two deputy probation officers who administer the program.

The TRP probation officers make a minimum of four face-to-face contacts with the student and families. The officers document each contact and send the information back to the referring school. Contact with the student can involve personal incentive awards, such as alarm clocks, bicycles and clothing. Deputy probation officers use a variety of local and county resources to assist youths and families.

Violence Prevention

Problems of crime, violence and drugs are extending from our streets into our schools at an alarming rate. Not only must America's educational institutions address these serious concerns, but schools are also being forced to deal with other problems, including suicide, child abuse and lack of discipline.

The days when student-related school problems consisted mostly of a few playground squabbles and some kids playing hooky are long gone. School attendance and student discipline continue to be major concerns, but they are now only part of a long list of issues that must be addressed to assure safe and effective schools for the nation's elementary and secondary school students.

In recent years, America's education system has been in the public spotlight because of various critical reports. Although purely academic issues are largely the focus of such reports, it is important to note the quality of a child's education can be severely affected if the child is not in a safe and welcoming learning environment. Research indicates that schools with positive climates usually demonstrate continuous academic and social growth, trust, respect, high morale, change and improvement.

In an effort to reduce violence in schools, it may be beneficial to adopt the tactics used to address the problem of drugs and tobacco. The causal factors of the growth of violence seem sometimes overwhelming in their totality. But, by narrowing the focus toward each issue individually, educators, along with members of the community, may be better able to effect more positive results.

The magnitude of school crime and violence affecting both students and teachers can no longer be ignored. This critical issue has come to the forefront of public concern, but a long-term solution will require educators to work with parents, law enforcement officials and the community in implementing prevention and intervention strategies to alleviate violence in our nation's schools.

The following programs represent a variety of strategies worthy of implementation to help alleviate violence in the schools.

**Andrew Glover Youth Program (AGYP)
100 Centre Street, Room 1541
New York, NY 10013
212/349-6381**

AGYP is designed to deter youth from crime and to offer alternatives to incarceration. Violence intervention activities include a 24-hour supervision program for youths who have become involved in the criminal justice system. Referrals are made by social service agencies, lawyers, judges and community members. In lieu of incarceration, these youths live at home and are assigned a mentor who, together with the client, develops a rehabilitation plan that may include referrals for academic tutoring, employment training and counseling. In addition, the mentor maintains contact with the family, probation officer, school and other key people in the client's life to coordinate and facilitate the rehabilitation process. The mentor provides supervision and 24-hour accessibility, as well as advocacy in the courts.

Violence prevention activities are primarily geared toward education, tutoring, group discussions and recreational activities.

**Boston Violence Prevention Program
Health Promotion Program for Urban Youth
Boston Department of Health and Hospitals
1010 Massachusetts Avenue, Second Floor
Boston, MA 02118
617/534-5196**

The objectives of the Boston Violence Prevention Program include: training youth agency personnel how to teach adolescents about the risks of violence and the measures youths can take to avoid being drawn into fights; meeting the psychological needs of adolescents who have been victims of violence; and using community involvement and the mass media to create a new community ethos in support of violence prevention. Because of broad implementation of a community education campaign, the program now encompasses all 12 of Boston's neighborhoods.

In the first year, a mass media campaign was designed to raise public awareness of adolescent violence. The campaign featured public service announcements on the role of peer pressure and the responsibility of friends to help defuse conflict situations.

Recently the project has launched several experiments, including peer leadership training and summer camps. The project helped establish the Pediatric Interpersonal Violence Trauma Team at Boston City Hospital to provide psychological assessment and a short-term educational program for adolescents hospitalized with severe injuries stemming from an act of violence.

**Boys and Girls Club of America
Government Relations Office
600 East Jefferson Street, Suite 203
Rockville, MD 20852
301/251-6676**

The Boys & Girls Clubs of America is a national, nonprofit youth organization providing support services to 1,460 Boys and Girls Club facilities. Through these local clubs, more than 1.84 million young people are provided with opportunities for personal growth and achievement. Boys & Girls Clubs of America is the only nationwide youth agency with a primary mission of service to young people from disadvantaged circumstances. Approximately 71 percent of club members live in urban areas, and 66 percent come from families with annual incomes under \$15,000.

Every club is a professionally staffed, fully equipped facility with daily programs that promote the health as well as the social, educational and character development of boys and girls ages 6-18. Programs are designed to make a positive impact on young lives by building self-esteem and encouraging the development of values and skills during critical periods of childhood growth. Each club is a private, nonprofit agency with policy set by a volunteer board whose members are local residents.

**Citizens Crime Commission of
Tarrant County
903 Summit Avenue
Fort Worth, TX 76102
817/877-5161**

The Citizens Crime Commission of Tarrant County, Texas, is a coalition of citizens and businesses that works to build a community movement to reduce crime. The coalition provides referrals, training, and education programs. It also maintains a library that contains prevention resource materials. One of the Commission's projects is the Gang Task Force, composed of 300 volunteer law enforcement personnel, educators, service providers and concerned citizens whose mission is to reduce gang violence in Tarrant County.

**Emmerton Project
San Bernardino City Unified School District
777 N. F Street
San Bernardino, CA 92410
909/381-1100**

Since 1991, the Emmerton project has served as a model for school-based services. The model represents a multi-agency collaboration that brings health and social services to the school site through public and private agency partnerships. Community partners share their fiscal resources and personnel, providing new delivery of services to children and their families.

The Emmerton Project has helped to develop a relationship of trust among the parents, children and professionals at the school. A variety of client services have been offered to meet the multiple needs of Emmerton's children and families.

Both the city and county of San Bernardino have provided funds to initiate and maintain the project.

**ERASE
(End Racism And Sexism Everywhere)
Lakeland Regional High School
205 Conklintown Road
Wanaque, NJ 07465
201/835-1900**

ERASE is a student-motivated program started at Lakeland Regional High School in May, 1992. The program is designed to give high school students the opportunity to combat a growing atmosphere of hatred and discrimination in society. By organizing programs and activities for the school and community, students are encouraged to recognize the problem and to seek many possible solutions.

ERASE has established the following goals: help eliminate racism and sexism and decrease the number of discriminatory practices in school and the community; alert high school students to the signs of prejudice and discrimination and the negative effects on society; conduct community awareness programs; and provide a continual outlet for victims of discrimination to vent their feelings and seek constructive solutions to the problems.

Several suggestions have been implemented to facilitate the ERASE program, including producing a movie, play or puppet show; developing a bulletin board; inviting speakers to address the students; producing T-shirts and pins; and planning local television promotions about prejudice and discrimination.

ERASE has been supported by the County Prosecutor's Office of Bias Crime and Community Relations and the County Superintendent of Schools.

**Families and Schools Together (FAST)
Family Service America
11700 W. Lake Park Drive
Milwaukee, WI 53224
800/221-3726**

FAST is a collaborative family support program that increases parent participation in the school, in the community, and in the family. It targets children, ages 4-9, who are considered at-risk for school failure, delinquency, and substance abuse. FAST serves schools in Wisconsin, Iowa, Illinois, Kansas, Michigan and Delaware. Participating schools range from affluent to economically depressed areas and from multicultural to homogeneous areas.

FAST's goals are to strengthen the parent and child relationship and to help parents serve as primary prevention agents for their own children; to improve the child's behavior and performance in school, make parents partners in education, and increase the family's feeling of affiliation with the school; to prevent substance abuse by the child and the family by increasing knowledge and awareness of alcohol and other drugs and their impact on child development and by linking families to assessment and treatment services; and to reduce stress experienced by both parents and children in daily situations by developing a support group for parents, linking families to community resources and services, and building the self-esteem of each family member.

In each community, FAST conducts an aggressive outreach campaign that includes home visits and incentives such as meals and prizes to recruit families for participation. Families are invited to participate voluntarily in eight weeks of multiple-family group meetings. The structured FAST curriculum is designed so that everyone, regardless of age, can have fun while systematically altering parent-child interactions, empowering parents and building parent support groups.

**Fight-Free Schools Program
McNair Elementary School
585 Coachway Lane
Hazelwood, MO 63042
314/839-9665**

Fight-Free Schools was modeled after McNair Elementary School's drug-free schools program. The program uses positive visual and verbal reinforcement to encourage students not to fight.

The Fight-Free Schools Program has been developed in such a way that it can be easily adapted to any school setting. The program allows each school the flexibility to customize to their particular needs; however, core principles guide all fight-free programs.

To create fight-free expectations from the students, the principal makes an announcement every morning over the public address system congratulating the school for having "x" number of fight-free students. Instead of simply punishing students who misbehave, the program gives them an incentive or reward for not fighting.

The principal, along with a local police officer, conducts positive behavior workshops for the entire school. The students also practice prevention techniques, such as walking away from a confrontation and counting to 10 until they calm down. Students are also encouraged to contact a teacher when they have a potentially confrontational situation.

**Hope Academy
Behavior Research Institute
240 Laban Street
Providence, RI 02909
800/231-5405**

Hope Academy is a program for troubled young adults with problem behaviors such as aggression, justice-system related behaviors, alcohol or drug abuse, sexual offenses, runaways, refusal to accept authority, truancy, suicidal behaviors and fire-setting. The Academy, which has operated for several years, offers a day school, an afternoon/evening program, or a full day, residential program.

The following special features demonstrate the educational and treatment alternatives that are available at Hope Academy: Behaviorally-oriented educational program; a behavior modification treatment program; behaviorally oriented therapy; minimal or no use of psychotropic medication; a willingness to accept the most difficult cases; a demonstrated history of being able to successfully integrate individuals back into a public high school setting; maintenance of a normal living pattern; parent training; open to parental visits and agency inspection at all times.

**HOSTS (Help One Student To Succeed)
Texarkana Independent School District
4241 Summerhill Road
Texarkana, TX 75503
903/794-3651**

HOSTS was founded in 1971 and currently serves over 30,000 children on over 400 campuses nationwide. The program is successful because it breaks the cycle of student failure, accelerates learning and provides students with attention, love and personal caring to restore their confidence and enthusiasm for learning.

HOSTS is not a curriculum, but an instructional strategy that is tailored to meet each school's goals, philosophies and state objectives. It is a structured mentoring/tutoring program in language arts. This strategy is designed to reinforce lessons provided by the classroom teacher and reduce his or her work load.

HOSTS matches at-risk students with business and community volunteer mentors who work to strengthen students' reading, writing, vocabulary development and study skills. Volunteers are continuously recruited from civic clubs and community organizations, because each student in the program requires at least one volunteer mentor.

**House of Umoja Boys' Town
1410 N. Frazier Street
Philadelphia, PA 19131
215/473-5893**

Known as the first urban "Boys' Town," the house has taken in more than 3,000 youths since it began in 1969. With limited city funds, the house provides between 15 and 25 boys at a time with food, shelter, \$10 per week, surrogate parenting and employment opportunities. For many, the house is an alternative to juvenile institutionalization. The resident program is for dependent youth, as well as victims of child abuse and neglect. The main focus is now on crime prevention.

The house's outreach program has sponsored the Black Youth Olympics, cultural exchange programs with boys from Belfast, Ireland, and local cultural programs.

**Keys to Excellence, Inc.
26550 North Wrangler Road
Scottsdale, AZ 85255
602/585-3535**

Since 1980, thousands of teenagers and adults across the United States, Canada and Australia have been empowered to create positive changes in their lives through Keys to Excellence, Inc. programs. Working with the belief that self-concept is at the core of human behavior and motivation, Keys to Excellence, Inc. has developed processes that enable individuals and groups to positively alter their self-concepts. These processes are presented in the curriculum, Keys to Innervision.

The Keys to Innervision curriculum includes an adolescent video series, participant and facilitator manuals, a separate adult video series and a parenting component. The curriculum is specifically designed for at-risk adolescents and adults in juvenile and adult corrections agencies, school systems, drug treatment organizations and other groups that work with at-risk individuals. The curriculum is designed to change beliefs and behaviors that lead to drug use, drug dependency and criminal behavior.

Results of the program show that violence in institutions is reduced, student academic performances increase as students monitor their own behavior, staff turnover and use of sick leave are reduced, and staff training rises to a new standard of participation, enthusiasm and subsequent program implementation.

**Lapham Park Assessment
and Support Center
1758 North 9th Street
Milwaukee, WI 53205
414/263-5070**

The Lapham Park Assessment Center serves as an alternative education program for troubled youth. It was designed to work toward changing negative behavior patterns of those who were deemed “challenging” because of incidents that had resulted in central office referrals. Students are sent to Lapham Park for violent behavior of weapon possession.

The mission of the Lapham Park Assessment Center is to provide students with many varied and positive school experiences in a caring and nurturing environment that is conducive to person well-being. The goal is to provide students with an individually guided academic and counseling program aimed at improving behavior and increasing academic success.

Lapham Park’s instruction focuses on process and climate. Individual Learning Plans (ILP) are developed for each student. Behavior objectives are written to address the academic, emotional and behavioral needs of the students. Students attend six classes. Reports to parents are issued every six weeks, at conferences—a minimum of three parent/guardian conferences each semester. Each student is assigned a psychologist and a guidance counselor who work with student and parent to assess academic and behavioral needs. The counselor also acts as a team leader and facilitator for preventive and interventive staffing coordination for each student assigned to the team.

All students are assigned through the Department of Student Services. After completing the Lapham Park program, students are returned to regular schools or programs.

MAD DADS (Men Against Destruction–Defending Against Drugs and Social Disorder)

2221 North 24th Street

Omaha, NE 68110

402/451-3500

The Omaha MAD DADS is a member of the nationwide coalition of community fathers who offer violence prevention through community service. Using community policing strategies, MAD DADS cooperates with law enforcement agencies by providing weekend street patrols within troubled areas; reporting crime, drug sales and other destructive activities to authorities; painting over gang graffiti and challenging drug dealers and gang members to leave the area. Community activities offered for youths include chaperoning community events and providing counseling services. MAD DADS also makes quarterly visits to local jails and prisons to counsel and encourage youths and adults to join the program.

The Omaha, Nebraska, MAD DADS also has conducted successful gun buy-back programs with the police department and sponsored gun safety classes with local law enforcement officials and the Omaha office of the FBI. MAD DADS sponsors an annual, citywide Drug Treatment Awareness Week with the Omaha Community Partnership and a citywide Youth Anti-Violence Task Force with the University of Nebraska Medical Center and Pizza Hut Restaurants of Omaha.

**National Institute for Citizen Education
in the Law (NICEL)
711 G Street S.E.
Washington, DC 20003
202/546-6644**

NICEL is a nonprofit organization devoted to empowering citizens through law-related education (LRE). In 1972, the Street Law Clinic at Georgetown University Law Center in Washington, DC, sent law students into high schools, correctional institutions and community settings to teach practical law.

Today more than 38 law schools offer such programs, most of them in urban settings. NICEL coordinates an LRE National Training and Dissemination Program, which operates in 48 states to reach more than 1.4 million elementary and secondary students. NICEL trains teachers in two curricula, conflict management and the jury system, and produces lessons on mediation and juries in a new court diversion program for first offenders.

**New Start Program
Granite School District
4055 South 2300 East
Salt Lake City, UT
801/273-2161**

New Start provides a short-term, three-week program to students across the district. While enrolled in the program, students participate in educational and counseling activities, including academic support, study skills, peer relationships, conflict resolution, decision making, problem solving, anger management, and leisure/recreation skills. The program attempts to minimize the time a student spends outside a traditional educational program while maximizing the students' opportunity for a successful return.

New Start's emphasis from the first meeting with a student and his or her family is solution focused. The initial goal is to identify strengths exhibited by both student and family that can form a basis for future success. The referring school and past educational placements may also serve as a source of information regarding strategies to increase the likelihood of educational success.

Outcome goals are established in collaboration with the student, family, staff, school and, when appropriate, community agencies. The connection between a student's choice of future goals and personal responsibility for attainment is emphasized during program placement. Students then work closely with teachers, counselors and other staff to identify strategies to overcome obstacles.

Oakland Men's Project (OMP)
440 Grand Avenue, Suite 320
Oakland, CA 94610
510/835-2433

OMP services include workshops, staff training, community organizing and consulting. The programs teach participants the strategies they need to resist, prevent, and change violent and abusive situations. Methods include role playing, group exercises and discussions. The workshops and training are available to businesses, organizations and communities.

Youth programs include violence prevention skills training, cultural awareness, and in-school and community violence educator programs. Adult program goals are to increase public awareness and challenge community residents to collaborate in stopping violence. Issues addressed include multicultural diversity, sexism, racism, control of anger, male-female relationships and teamwork. The training sessions are available on a sliding-scale payment basis.

**Operation Weed and Seed
U.S. Department of Justice
1001 G Street N.W., Suite 810
Washington, DC 20001
202/616-1152**

Weed and Seed uses a multiagency and community involvement approach to combat violent crime, drug abuse and gang activity in high-crime communities. The two-step approach is to “weed out” crime from selected neighborhoods and then to “seed” the sites with a wide range of crime and drug prevention programs as well as human service resources to prevent crime from recurring.

Criteria for identifying Weed and Seed communities include increasing incidence of violent crime; existing, workable community infrastructure; cooperative governmental partnerships; good cooperation between governmental and private civic and social service organizations; and history of innovative planning at the local level.

The four major elements of the program are enhanced law enforcement; community policing; prevention, intervention and treatment; and neighborhood revitalization. The project has produced an implementation manual and distributes a monthly newsletter.

PAL

National Association of Police Athletic Leagues, Inc.

200 Castlewood Drive, Suite 400

North Palm Beach, FL 33408

407/844-1823

PAL is a juvenile crime prevention program that relies heavily on athletics and recreational activities to create and cement the bond between volunteer police officers and youths on the street. PAL is based on the strong belief that if children are reached early enough, they can develop positive lifelong attitudes toward police officers and the laws that police officers enforce.

Initiated during the Depression, PAL's long years of experience with youth have shown that sports help bring out the best in young people. They learn how to fit in, develop their specific skills and compete with the team's goals in mind. Participation in organized sports activities also enables them to "blow off steam" that might be turned loose on the streets.

Each PAL chapter is tailored to the area in which it operates. Local PAL programs have bridged the gap between the police officer and the youth, as well as between the police department and the community.

PAL provides a supervised program which includes arts and crafts, dance, music, drama, social services, vocational guidance, remedial reading, gardening, field trips and virtually any healthy activity that youth consider fun.

**SAVE
North Carolina Center for the
Prevention of School Violence
3824 Barrett Drive, Suite 303
Raleigh, NC 27609
919/571-4954**

Students Against Violence Everywhere (SAVE) is a student-initiated program with a long-range, proactive approach. The program promotes nonviolence within the school and community. All members can become skilled in peer mediation and conflict resolution. Some SAVE chapters work with elementary, middle and junior high schools to deliver the message of nonviolence.

SAVE involves teaching young people how to resolve conflict among themselves. Members are educated about the effects and consequences of violence and are provided with safe extracurricular activities. Other projects include gun safety and awareness that teaches what to do if a gun or a live cartridge is encountered.

Save Our Sons and Daughters (SOSAD)
2441 West Grand Boulevard
Detroit, MI 48208
313/361-5200

SOSAD is a community-based organization that provides training in violence prevention, crisis intervention, multicultural conflict resolution and gang redirection. It also offers a 24-hour crisis hot line that provides counseling for survivors of homicide victims and their families and friends.

SOSAD trains volunteers and professionals in crisis intervention, debriefing relaxation techniques, and identifying grief and trauma behaviors in adolescents and children. The program networks with other organizations to develop action-oriented strategies, such as crime victims compensation and increased educational opportunities.

**Second Chance Program
Fulton County School System
786 Cleveland Avenue, SW
Atlanta, GA 30315
404/763-6790**

The Second Chance Program is designed as an alternative school option for students who have been through a disciplinary tribunal process for such offenses as chronic disruption, possession and/or use of a deadly weapon, and exhibition of dangerous behavior toward self and others. These students would otherwise be expelled, except that members of the tribunal committee believe that there is hope for these individuals.

The program is arranged in three phases. Prior to entry into the Second Chance Program, each student must go through an intake process which includes projective testing, an interview with parent or guardian, and student orientation.

Phase I is a period of intense academics, counseling and therapeutic recreation designed to prepare the student for reintegration into the traditional school program. The counseling portion focuses primarily on conflict resolution, problem solving, self-awareness and democratic development.

During Phase II, the high school student is mainstreamed into classes at the open campus school. The student continues to have access to counseling, recreational therapy and academic tutoring from Second Chance teachers as needed. The student who is unsuccessful in Phase II, may be returned to Phase I.

Phase III is an ongoing process in which the Second Chance teacher makes regular personal contact with the student, parents, teachers and counselors regarding the student's personal as well as academic progress. To some extent, the student is monitored through high school graduation.

**Second Step Curriculum
Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134-2027
800/634-4449**

Second Step, a curriculum for pre-kindergarten through eighth grade, is designed to reduce impulsive and aggressive behavior in children and increase their level of social competence. It does this by teaching skills in empathy, impulse control and anger management. Second Step can be easily integrated into primary grade programs. The curriculum targets skill deficits that put children at risk not only for violence, but also for substance abuse, suicide and dropping out of school.

Scores from pre- and post-interviews of children who received the Second Step program were compared with scores of children who had not received the program. Results showed that the program had significantly enhanced the children's empathy, problem solving and anger management skills. Teacher observations attested that some transfer of training had occurred, resulting in a positive change in classroom climate.

**Senior Tutors for Youth
3640 Grand Avenue, Suite 205
Oakland, CA 94610
510/839-1039**

Every Tuesday and Thursday afternoon, the boys and girls in detention facilities and group homes in Contra Costa County await their visitors: not parents, but retirees from the Rossmore retirement community in Walnut Creek. The seniors, in their 60s, 70s, 80s and 90s, tutor the young people for two hours in written and verbal skills, vocational opportunities and mock job interviews, parenting skills, and ethics and morality through stories written for adolescents.

The program began in 1983 and is the brainchild of Dr. Sondra Napell, psychologist, attorney and educator. Napell began the project to help enhance the self-esteem of youths and to foster positive experiences with caring adults. For many boys and girls, who remain in the facilities from 45 days to nine months, these visits with the tutors are the only such consistent, positive exposures they have had. Napell adds that the students are eager to learn and are extremely solicitous of their tutors, most of whom are from different socioeconomic backgrounds.

The Senior Tutor Program is funded by a number of foundations, businesses and private individuals. The tutors currently visit youths in county detention facilities and private group homes, and they have been asked to launch a similar pilot program in the public schools at the middle-school level.

**SEY YES, Inc. (Save Every Youngster)
Youth Enterprise Society
1968 West Adams Boulevard
Los Angeles, CA 90018
213/766-9660**

This program offers crisis intervention, field monitoring and workshops for school staffs. The workshops teach staff members about the gangs operating in the neighborhood and describe gang characteristics and problems.

SEY YES teams monitor selected athletic events to stop violence in its formative stages. These teams supplement regular school, security and law enforcement personnel. The staff also monitors elementary, junior and senior high schools, provides rap sessions, and sponsors athletic and summer job programs, as well as Neighborhood Watch programs.

STARS (Students Taking A Right Stand)

P.O. Box 8936

Chattanooga, TN 37414

800/477-8277

STARS is a national, nonprofit, school-based (K-12) student assistance organization serving over 2,000 school systems throughout the United States. The program has been designed to help students refrain from alcohol and other drug use and to make other positive lifestyle choices. Programs and training are supported by a complete line of products, ranging from manuals to videos.

STARS provides both prevention and intervention services to students through a unique system that allows the individual school to take full ownership of the programming and progress. Under the guidance of STARS, a core group of teachers leads the program and activities, including the prevention program and small STARS intervention care groups in each school.

Parents and teachers are encouraged to provide both positive role models and drug-free activities. Students in the program commit to abstain from alcohol and other drugs and violence. Systems are in place to evaluate the quality of the commitments made.

STARS brings parents, community leaders, corporations, foundations, mental health professionals and students together to work against substance abuse.

**Teens, Crime and the Community
National Crime Prevention Council
1700 K Street, N.W., Second Floor, Suite 200
Washington, DC 20006-3817
202/466-6272**

In order to educate secondary school students about ways they can make themselves, their families, their friends, and their communities safer and better, the curriculum, "Teens, Crime and the Community" was developed. The curriculum encourages students to examine crime in their schools and communities and to apply the prevention lessons they learn.

Teens, Crime and the Community also challenges teens to make the environments where they live, work, and attend school safer and more caring. Community projects, led by students working with adults, give each young participant a strong sense of self as a contributing member of the community with a vested interest in its future.

The curriculum includes case studies, surveys, role-plays, small group exercises, and visual analysis activities. For the best results, Teens, Crime and the Community requires the participation of community members. The curriculum can be incorporated into introductory social studies or law-related education courses. A teacher's manual and test bank are also available.

**Tri-A Outreach Program
Community Relations and
Public Information Services
St. Louis Public Schools
905 Locust Street
St. Louis, MO 63101
314/231-3720**

Tri-A stands for assessment, assignment and adjustment. Students referred to the Tri-A program have committed offenses such as use or possession of weapons, assault or threatened assault, or alcohol or drug possession. For many students, the Tri-A program has represented a last chance to regain eligibility to attend and graduate from a regular high school or middle school.

Potential enrollees for Tri-A, including previously expelled students and drop-outs, are assessed, assigned to the program, and provided with individualized instruction and counseling. The purpose is to help them adjust their academic and social behavior toward successful re-entry into traditional high schools.

With the cooperation of area businesses, the effectiveness of Tri-A has been augmented in recent years by the use of work-study programs. This approach builds a larger sense of responsibility in the students.

**Turn Off the Violence
Citizens Council
P.O. Box 27558
Minneapolis, MN 55427
612/593-8041**

This grassroots campaign operates on a very limited budget and invites active community involvement. Problems to be addressed are the influence of the media on the acceptability of violence and the lack of information available, especially to young people, about legal, safe and positive ways to resolve conflicts.

As an organization, Turn Off the Violence does not sponsor boycotts or compile lists of music, movies or TV shows considered violent. If enough people express their preferences for nonviolent media, the market will shrink and those in the industries will get the message.

Many influences shape violent attitudes and behavior in addition to electronic media, but the increasingly violent images portrayed in the media show violence as an ordinary, and often appropriate, way of resolving conflict. Once parents learn to "turn it off," they can begin to teach children appropriate ways of dealing with challenges.

**Violence Prevention Curriculum for Adolescents
Teenage Health Teaching Modules
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158
617/969-7100**

The Violence Prevention Curriculum for Adolescents by Dr. Deborah Prothrow-Stith was developed and tested in Boston schools through the Boston Youth Program. The curriculum addresses the issues of violence and homicide among young people by helping students to become more aware of homicide and the factors associated with it. It also teaches positive ways to deal with anger and arguments (the leading precipitants of homicide), how fights begin and how they escalate, and the choices, other than fighting, that are available to young people in conflict situations.

The curriculum is designed to fit within a tenth-grade health course and consists of 10 weekly sessions. It is designed to teach young people, especially inner-city males, that they are at risk of becoming both the perpetrators and the victims of violence and that violence is not inevitable—they do have choices. The violence prevention course provides these young people with alternatives to fighting. The lessons present information about violence and homicide and the nature of anger and ways of dealing with it.

**Weed and Seed Safe Haven Program
Department of Recreation, Natural Resources and Culture
319 East State Street
Trenton, NJ 08608
609/989-3154**

Through the Department of Recreation, Natural Resources and Culture, the Weed and Seed program operates four Safe Haven sites. The Safe Haven sites provide children and young adults alike opportunities to discover new hobbies and activities. The sites are open daily after school, evenings and Saturdays. Arts and crafts, basketball, tutoring and homework assistance, dance and swimming are just a sample of the activities offered. Safe Haven staff often arrange special events including the Mayor's Earth Day Clean-Up program, a poster contest sponsored by the Mercer County Prosecutor's Office and a trip to a professional basketball game. These opportunities provide experiences that enrich and expand youngsters' horizons and help build their self-confidence.

The Safe Haven sites also serve as meeting places for numerous community meetings and activities. Future goals for the Safe Haven include active involvement in neighborhood development activities and building partnerships with area businesses and community organizations.

**We Tip
P.O. Box 1296
Rancho Cucamonga, CA 91729-1296
909/987-5005**

We Tip was founded in 1972 due to the mounting drug problem in the schools. The program is a national, toll-free tip line that provides people with a way to give information regarding drug sales and crime while remaining absolutely anonymous. We Tip operates 24 hours a day, seven days a week.

We Tip information is immediately conveyed to the law enforcement officers of the appropriate police, fire and sheriff's departments, U.S. Department of Agriculture, Forest Service, U.S. Customs, DEA, IRS, the Postal Inspection Service and the California Department of Food and Agriculture. Arrests are not made on the basis of a telephone call alone, but are the result of verified law enforcement investigations.

Rewards of up to \$1,000 are given in cash upon verified factual reports from law enforcement that the We Tip information was received prior to arrest and conviction. The reward drop is made at a secret postal location by use of assigned code names and numbers. No personal contact is ever made with the informant.

The toll-free numbers are:

800/78-CRIME
800/47-DRUGS
800/47-ARSON
800/87-FRAUD

**Youth Crime Watch of America (YCW)
9200 South Dadeland Boulevard, Suite 320
Miami, FL 33156
305/670-2409**

YCW is a national effort led by students to create a sense of pride, respect and citizenship by developing positive relationships between students and police and by using positive peer pressure to reduce drugs and crime in schools and neighborhoods.

Small groups of 10 or 20 students are organized by an adult sponsor in schools, parks, public housing projects and neighborhood centers. The students are trained in mediation and life skills and help to prevent crimes by giving anonymous tips to law enforcement officials or school staff about potential problems.

The youths also post signs to let drug dealers and other criminals know they are watching. YCW members try to defuse potential problems before they escalate. Student patrols, pep rallies and assemblies with speakers, cheerleaders and rappers are popular elements of the program.

**Youth Violence Prevention and
Intervention Programs (YVPIP)
Community Protection Unit
Washington State Department of Community,
Trade and Economic Development
906 Columbia Street SW
Olympia, WA 98504-8300
206/753-4948**

The Youth Violence Prevention and Intervention Programs was begun in 1992 as a community-based solution to violence. There are several programs within YVPIP that have been developed to meet the specific needs of each community served. Each project brings together a consortium of service providers, educators, parents, business and community leaders, law enforcement, and young people.

The planning includes conducting community needs assessments and addressing risks for violence specific to each community. All programs share certain essential features, such as life skills training, and are comprehensive in nature.

Center for Career Alternatives – serves gang-involved or potentially gang-involved youths in the Seattle area.

Echo Glen Children's Center – a 20-week program for young people who have committed violent crimes.

Kennewick School District – training for both students and staff in conflict mediation and anger management throughout the middle schools and the Second Step curriculum for elementary grades.

Puget Sound Educational Service District – provides comprehensive case management to high-risk students referred for services.

Safe Streets Campaign – a community-based mobilization effort in the reduction and prevention of drug abuse and violence.

Yakima Gang Prevention/Intervention Coalition – designed to reduce youth violence by providing safe environments and positive activities during nonschool hours.

Weapons Prevention

No issue has more forcefully captured the attention of the American public than the increasing presence of weapons on school campuses. More and more young people are willing to risk bringing weapons to school, and they are less reluctant to use them than ever before. The school administrator has frequently become a combat officer in an increasingly volatile school environment.

Surprisingly, many of the weapons are not brought to school for the purpose of intimidation or aggression. Students bring them for protection while en route to and from school or simply to show off to their classmates. Unfortunately, impulse often plays a deadly role in the drama of school violence.

Ridding the public schools of weapons cannot effectively be addressed exclusive of other directly related issues. Violence is a problem at schools, but principally it is a community problem. Consequently, the strategies developed in response to school safety needs must go beyond the schools. The presence of weapons at school cannot be separated from other community safety concerns. Each concern must be addressed during the development of a comprehensive response.

Prevention strategies are important for administrators to successfully keep weapons out of school. Programs should be developed collaboratively with parents, students, educators, law enforcers, probation, the courts, social service, and religious, corporate and other community leaders who represent the racial and ethnic balance of the community. Strategies should be established that focus not merely on security and supervision options, but also on educational options, including community and corporate support.

The following programs represent strategies used to make schools safe from the presence of weapons.

**Barron Assessment and Counseling Center
Boston Public Schools
25 Walk Hill Street
Jamaica Plain, MA 02130
617/635-8123**

The Barron Assessment and Counseling Center is a project of the Boston public school system. It was begun in response to a dramatic increase in the number of students carrying guns and other weapons to school. If a student is found to have or have had a weapon on school property, he or she is charged under the disciplinary code and given a hearing with the community superintendent. If the charges are substantiated, the parents are notified and the student is referred to the center.

At the center, the student receives academic, psychological and social assessments, as well as crisis intervention counseling. The student also continues to receive assignments from school. The program has an aftercare component to continue services to the youth after release from the center. Staff prepare individualized service delivery plans for each client. Special workshops to teach these youths alternatives to violence are provided by Northeastern University School of Law, Office of Emergency Medical Services and Vietnam Veterans Against Violence.

This program is coordinated with the juvenile court, probation officers and the Departments of Youth Services, Social Services and Mental Health.

**Eddie the Eagle Gun Safety Program
National Rifle Association of America
11250 Waples Mill Road
Fairfax, VA 22030
703/267-1000**

The Eddie the Eagle program, for elementary students grades K-5, is designed to make children aware that guns are not toys and to teach proper safety steps to follow if they see a gun. The message is: "Stop, Don't Touch; Leave the Area, and Tell an Adult."

The gun safety program materials may be covered in either a single class period or in two or more class periods. The materials and activities are geared for two age levels. Level 1 is appropriate for children in grades K-2; level 2 is for children in grades 3-5. Parental involvement is another important aspect of this program. Each child receives a copy of the parent's guide to take home to reinforce the gun safety message at home.

The materials, including program guidelines, videos, student workbooks, posters, stickers and parent's guides are free of charge from the National Rifle Association.

Handgun Violence Reduction Program (HVRP)
Baltimore County Police Department
700 East Joppa Road
Towson, MD 21286-5501
410/887-5351

The Handgun Violence Reduction Program is a school-based curriculum that addresses the use of guns. HVRP is a project of the Baltimore County Police Department, and its purpose is to teach children in grades 7 - 9 about the dangers of handgun misuse. Uniformed police officers make presentations in schools about gun safety and violence prevention.

**Solutions Without Guns
Gun Safety Institute
526 Superior Avenue, NE, Suite 338
Cleveland, OH 44114
216/574-9180**

The Solutions Without Guns program is a multi-media education curriculum designed to address the four proximate gun-proneness factors which are believed to be the main cause of handgun violence among youth.

The Gun Safety Institute identified the following gun-proneness factors in a recent study: guns and the people who use them are exciting; guns provide both safety and power; aggression is a response to shame or disrespect; children are comfortable with aggression. The program is based on the view that students, teachers and parents must understand what these factors are and that children must learn to choose positive alternative behaviors when faced with situations that have the potential to result in gun violence.

The program's goals are geared toward prevention, not interdiction, providing students with skills to identify the four gun-proneness factors in themselves and others; identify and choose alternative positive behaviors; resist negative peer pressure in regard to the four gun-proneness factors; and practice appropriate pro-social behavior themselves and encourage the same in others.

The curriculum is meant to be integrated into daily classroom lessons, through academically oriented activities and exercises. Solutions Without Guns is language arts-based, with suggested activities and exercises in other subjects as well.

**Straight Talk About Risks (STAR)
Center to Prevent Handgun Violence
1225 Eye Street, NW, Suite 1100
Washington, DC 20005
202/289-7319**

The STAR program is based on sound prevention practice and begins with preschool level and continues through the twelfth grade. The curriculum encompasses the following elements:

- Students learn and practice skills that they can use outside of the classroom, such as decision-making skills, refusal skills for resisting peer pressure and conflict management skills;
- Students have many opportunities for self-reflection and role-play of their typical coping mechanisms and emotions;
- Students set goals for change, both personal and societal, and are provided with support to work for change;
- Young people develop competency and leadership skills to address issues with their peers and the community; and
- Work within the classroom is recognized and supported by parents and the broader community.

The program provides a flexible format. The activities may fit into a three-week unit in health or social skills classes, taught on consecutive days, or it can be taught over several weeks with a single period devoted to it each week. All of the activities can stand alone and still be effective. Many of them are suitable for use across the curriculum in English, mathematics, science or visual and performing arts classes.

**WARN (Weapons Are Removed Now)
Reseda High School
18230 Kittridge Street
Reseda, CA 91335
818/342-6186**

WARN is an anti-weapons program designed to keep weapons off school campuses. Students are encouraged to break the code of silence by realizing that other students who bring weapons to school are not behaving like friends.

The WARN objectives demonstrate that violence is an improper method for settling disputes; that weapons on campus are life-threatening, and that informing on those who bring weapons on campus is the morally correct thing to do.

The program operates by training high school students to visit their neighborhood elementary and middle schools and speak to students concerning the danger of weapons on campus. The high school students may go alone or in groups. The method of presentation is left to a student's discretion with adult guidance. The administration of the high school will assist the students by confirming contacts with local feeder schools and by providing transportation if needed.

**Weapon Watch
Memphis City School District
2597 Avery Avenue
Memphis, TN 38112
901/325-5300**

Weapon Watch was implemented to get children involved in ridding their schools of weapons. The school district joined forces with the Memphis Police Department and Crime Stoppers, a group that financially rewards citizens for calling in tips about crimes. Instead of buying metal detectors, Memphis officials decided to get students involved in weeding out the weapons.

A hot line was established for students to call anonymously with information pertaining to a classmate who brings a weapon to school. Students who call in are given a secret code number. Once the call is received, police are dispatched to the school, and officers conduct an investigation. Students are rewarded if the information leads to the confiscation of weapons and the arrest of the classmate who brings a weapon on campus.

**Words Not Weapons
Office of Violence Prevention
Massachusetts Department of Public Health
150 Tremont Street, 3rd Floor
Boston, MA 02111
617/727-1246**

The Words Not Weapons campaign is currently coordinated by the Office of Violence Prevention, Massachusetts Department of Public Health and co-sponsored by the state department of education, the Massachusetts Committee on Criminal Justice and the Governor's Alliance Against Drugs.

Because violence is a pervasive, societal problem, enrollment in the campaign is open to schools in cities and towns in all areas of the state. The governor has pledged to make personal visits to each participating school to meet students and staff.

Plans include training for teachers and other school personnel and creating linkages among parents, the media and community agencies.

The use and carrying of weapons is not limited to students in school. Although initial efforts will focus on schools, the long-range goal is for communitywide expansion that includes many segments of society – law enforcement, criminal and juvenile justice, business, religious institutions, health care and social service organizations.

**Zero Tolerance Program
San Diego City Schools
4100 Normal Street
San Diego, CA 92103-2682
619/293-8418**

The Zero Tolerance Program applies to middle, junior and senior high school students. All students who possess a firearm, knife, explosive or any other dangerous object in school shall be immediately suspended and recommended for expulsion. The student is given the option to attend a district Zero Tolerance Program for a minimum of one semester. If the student elects to attend the program, the expulsion is suspended.

All objects used in a threatening manner are considered to be a weapon even if typical use is not as a weapon. Trespassing on school grounds by students who are not enrolled and who have not been cleared by the school office shall be a recorded, suspendable offense, and a third offense shall require attendance at a Zero Tolerance Program. In every case where students violate applicable Education Code and Penal Codes, they will be charged and arrested and taken to a juvenile detention facility or county jail.

The Zero Tolerance Program has been established so that students are able to continue with their studies, receive counseling and more individual attention, work at their own pace and complete as many courses as possible.

Violence Prevention Resources

American Association of
School Administrators
1801 North Moore Street
Arlington, VA 22209
703/528-0700

American Council for Drug Education
136 E. 64th Street
New York, NY 10021

American Association of Suicidology
4201 Connecticut Ave., NW, Suite 310
Washington, DC 20008
202/237-2280

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001
202/879-4458
800/488-3784

Anti-Defamation League of B'nai B'rith
823 United Nations Plaza
New York, NY 10017
212/490-2525

Arizona Prevention Resource Center
641 E. Van Buren, Suite B-2
Phoenix, AZ 85004
800/234-2772
602/727-2772

Big Brother/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
215-567-7000

Bureau for At-Risk Youth
645 New York Avenue
Huntington, NY 11743
800/999-6884

Bureau of Justice Assistance Clearinghouse
Box 6000
Rockville, MD 20850-6000
800/688-4252

Center for Prevention and Control
of Interpersonal Violence
Wayne State University
School of Medicine
4201 St. Antoine, Pod D
Detroit, MI 48201
313/577-1630

Center for Research on Aggression
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13244-2280
315/443-9641

Center for the Study and Prevention
of Violence
Campus Box 442
University of Colorado at Boulder
Boulder, CO 80309-0442
303/492-1032

Center for Substance Abuse Treatment
(CSAT)
Dept. Health & Human Services
Public Health Substance Abuse & Mental
Health Services Administration
Rock-Wall II Building, Suite 618
5600 Fishers Lane
Rockville, MD 20857
301/443-5052

Center to Prevent Handgun Violence
1225 Eye Street, NW, Suite 1100
Washington, DC 20005
202/289-7319

Centers for Disease Control
& Violence Prevention
National Center for Injury Prevention
and Control
Mail Stop K60
4770 Buford Highway, NE
Atlanta, GA 30341-3724
404/488-4646

Chicago Commission on Human Relations
510 Peshtigo Court
Chicago, IL 60611
312/744-1815

Child Welfare League of America
440 First Street, NW, Suite 310
Washington, DC 20001-2085
202/638-2952

Child Witness to Violence Project
Boston City Hospital
818 Harrison Avenue
Boston, MA 02118
617/534-4244

Children's Creative Response to Conflict
Box 271
Nyack, NY 10960
914/358-4601

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
202/628-8787

Cincinnati Peace Education Center
103 William Howard Taft Road
Cincinnati, OH 45219
513/221-4863

Coalition to Stop Gun Violence
100 Maryland Avenue, NE
Washington, DC 20002-5625
202/544-7190

Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134-2027
800/634-4449

Community Board Program
1540 Market Street, Suite 490
San Francisco, CA 94102
415/552-1250

Community Relations Service
U.S. Department of Justice
5550 Friendship Boulevard, Suite 330
Chevy Chase, MD 20815
301/492-5929

Council of the Great City Schools
1413 K Street, NW, Suite 400
Washington, DC 20005
202/393-2427

Cult Awareness Network
2421 West Pratt Boulevard, Suite 1173
Chicago, IL 60645
312/267-7777

Drug Planning and Outreach
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6123
202/260-3954

Drugs & Crime Clearinghouse
Office of Nat'l. Drug Control Policy
(ONDCP)
1600 Research Blvd.
Rockville, MD 20850
800/666-3332

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
617/969-7100

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02139
617/492-1764

Family Violence & Sexual Assault Institute
1310 Clinic Drive
Tyler, TX 75701
903/595-6600

Federal Law Enforcement Training Center
(FLET-C)
Glynco, GA 31524
912/267-2100

The Gun Safety Institute (GSI)
320 Leader Building
Cleveland, OH 44114
216/574-9180

Handgun Control Federation
526 Superior Ave., NE, Suite 338
Cleveland, OH 44114
216/574-9180

Handgun Control, Inc.
1225 Eye Street, NW, Suite 1100
Washington, DC 20005
202/898-0792

The HELP Network
Children's Memorial Medical Center
2300 Children's Plaza, Box 88
Chicago, IL 60614
312/880-3826

Institute for Mental Health Initiatives
Channeling Parents' Anger and
Channeling Children's Anger
4545 42nd Street, NW, #311
Washington, DC 20016
202/364-7111

Interventions
Behavioral Health System Mgmt. Corp.
1234 South Michigan Ave.
Chicago, IL 60605
312/663-0817

Juvenile Justice Clearinghouse
Office of Juvenile Justice and
Delinquency Prevention
Box 6000
Rockville, MD 20850
800/638-8736

Mothers Against Drunk Driving (MADD)
511 East John Carpenter Freeway
Suite 700
Irving, TX 75062
214/744-6233

National Alliance for Safe Schools
9344 Lanham-Severn Rd., Suite 102
Lanham, MD 20706
301/306-0200

National Association for
Mediation in Education (NAME)
205 Hamshire House
Box 33635
Amherst, MA 01003
413/545-2462

National Association for Perinatal
Addition
Research and Education (NAPARE)
11 East Hubbard Street, Suite 200
Chicago, IL 60611
312/541-1272

Violence Prevention Resource

National Association of Elementary
School Principals
1615 Duke Street
Alexandria, VA 22314
703/684-3345

National Association of School & Law
Enforcement Officers (NASLEO)
P.O. Box 118
Catlett, VA 22019
540/788-4966

National Association of School Resource
Officers (NASRO)
4222 Old Dominion Road
Orlando, FL 32812
407/243-1506

National Association of Secondary
School Principals
1904 Association Drive
Reston, VA 22091-1537
703/860-0200

National Center for Health Statistics
Division of Data Services
The Presidential Building
6525 Belcrest Road
Hyattsville, MA 20782
301/436-8500

National Center for Missing and
Exploited Children
2101 Wilson Boulevard, Suite 550
Arlington, VA 22201
800/843-5678

National Center for the Study of Corporal
Punishment and Alternatives in Schools
253 Ritter Annex
Temple University
Philadelphia, PA 19122
215/204-6091

National Coalition Against Domestic
Violence
P.O. Box 18749
Denver, CO 80218-0749
303/839-1852

National Coalition to Abolish
Corporal Punishment in Schools
155 W. Main Street, Suite 100-B
Columbus, OH 43215
614/221-8829

National Coalition to Stop Gun Violence
110 Maryland Avenue
Washington, DC 20002
202/638-6388

National Committee for Prevention
of Child Abuse
332 South Michigan Avenue, Suite 1600
Chicago, IL 60604
312/663-3520

National Council on Child Abuse and
Family Violence
1155 Connecticut Avenue, NW, Suite 400
Washington, DC 20036
202/429-6695

National Crime Prevention Council
1700 K Street, NW, Second Floor
Suite 200
Washington, DC 20006-3817
202/466-6272

National Crime Prevention Institute
Shelby Campus
University of Louisville
Louisville, KY 40292
502/852-69-87

National Crisis Prevention Institute
3315-K North 124th Street
Brookfield, WI 53005
414/783-5787

Violence Prevention Resource

National Dropout Prevention Center
Clemson University
205 Martin Street
Clemson, SC 29634-5111
803/656-2599

National Education Association
1201 16th Street, NW
Washington, DC 20036
202/822-7200

National Graffiti Information Network, Inc.
P.O. Box 400
Hurricane, UT 84737
800/487-1394

National Institute Against Prejudice
and Violence
31 South Greene Street
University of Baltimore
Baltimore, MD 21201
410/830-2435

National Institute for Citizen Education
in the Law (NICEL)
711 G Street, SE
Washington, DC 20003
202/546-6644

National Institute for
Dispute Resolution
1726 M Street, NW, Suite 500
Washington, DC 20036
202/466-4764

National League of Cities
1301 Pennsylvania Ave., NW
Washington, DC 20004
202/626-3000

National Organization for Victim
Assistance
1757 Park Road, NW
Washington, DC 20004
202/232-6682

National Parent-Teachers Association
330 N. Wabash
Chicago, IL 60611
312/670-6782

National Rifle Association
Safety and Education Division, Dept. GS-9
11250 Waples Mill Road
Fairfax, VA 22030
703/267-1000

National Safety Center
1121 Spring Lake Drive
Itasca, IL 60143-3201
708/285-1121

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
703/838-6722

National School Safety Center
4165 Thousand Oaks Blvd., Suite 290
Westlake Village, CA 91362
805/373-9977

National Urban League, Inc.
Stop the Violence Clearinghouse
500 East 62nd Street
New York, NY 10021
212/310-9000

National Victim Center
2111 Wilson Boulevard, Suite 300
Arlington, VA 22201
703/276-2880

Peace Development Fund
44 North Prospect Street
Amherst, MA 01004
413/256-8306

Peace Education Foundation
2627 Biscayne Boulevard
Miami, FL 33137-3854
305/576-5075

33-402-107

Violence Prevention Resource

Save Our Sons and Daughters (SOSAD)
2441 W. Grand Boulevard
Detroit, MI 48208
313/361-5200

School Mediation Associates
134 Standish Road
Watertown, MA 02172
617/876-6074

Students Against Driving Drunk (SADD)
P.O. Box 800
Marlboro, MA 01752
508/481-3568

U.S. Department of Education
Office of Elementary/Secondary Education
400 Maryland Avenue, SW
Room 1073
Washington, DC 20202-6123
202/260-3954

U.S. Department of Justice
Community Relations Services
5550 Friendship Blvd., Room 330
Chevy Chase, MD 20815
202/514-4649

The Violence Prevention Coalition
of the Greater Los Angeles Area
313 North Figueroa Street, Room 127
Los Angeles, CA 90012
213/240-7785

Wilmington College Peace Resource Center
Pyle Center Box 1183
Wilmington, OH 45177
513/382-5338

Youth Suicide National Center
445 Virginia Avenue
San Mateo, CA 94402
415/342-5755

Zero To Three
National Center for Clinical Infant
Programs
2000 14th Street, North, Suite 380
Arlington, VA 22201-2500
703/528-4300