

***We must accept the challenge: Ensure that all America's youth have a chance to be productive, socially responsible citizens.***

# School Safety

**UPDATE**

## National-level meetings support at-risk youth

*At a kick-off meeting in Boston at the John F. Kennedy Library on May 23, 1996, Attorney General Janet Reno announced in a video-taped message the Youth Out of the Education Mainstream Initiative, a joint program of the Department of Justice's Office of Juvenile Justice and Delinquency Prevention and the Department of Education's Safe and Drug-Free Schools Program. This initiative targets five categories of at-risk youth: truants, dropouts, suspended/expelled students, students fearful due to bullying and other types of school violence, and juvenile offenders leaving correctional facilities to return to school. Included in the initiative were provisions for four national regional training forums to be conducted across the country, to be followed by individually designed training and technical assistance provided by the National School Safety Center to 10 community partnerships selected competitively from among applicants.*

*Regional training events were held in Detroit (July 12); Los Angeles (July 31); Charlotte, North Carolina (August 16); and Philadelphia (August 26). Each regional meeting brought together by invitation key local and regional youth-serving professionals to network and to showcase effective and prom-*

*ising strategies and programs aimed at reaching youth out of the education mainstream.*

*The following address was given at two of the regional training meetings by John Wilson, Deputy Administrator of the Office of Juvenile Justice and Delinquency Prevention, and by Eileen Garry, Special Assistant to the Administrator of OJJDP:*

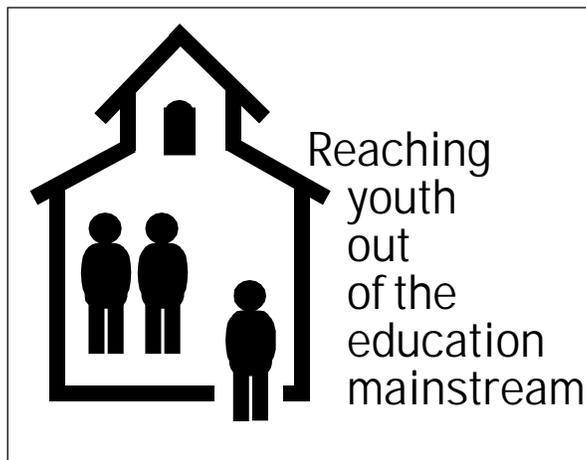
We're here today to focus on how to handle a problem affecting too many young people, their families and the nation. I'm talking about the problem of youth who for one reason or another are out of the education mainstream.

Aside from family, school is the most important formative influence in children's lives. School days present young people with a dizzying array of decisions and choices that will affect their lives forever. However, some young people these days are making the disastrous choice of dropping out of school or of behaving in ways that cause them to be abandoned or pushed out of school by the education system.

"The Road Not Taken," a poem by Robert Frost, poignantly captures the unknowable significance of the choices we do not make — the roads not taken — as we journey through life. However, we know where such roads — those choices — often lead the young people who are forced by

circumstances or who choose to move outside the education mainstream. We know that for the overwhelming majority of such youth, the road leads to dead-end jobs, to unemployment, welfare, homelessness or crime. We know that traveling that road will diminish their sense of self-worth and as a consequence, will leave their enormous human potential untapped.

Yet, you may say, we have always had with us truants and dropouts, the kids who hate school and skip classes, the kids who are suspended — and suspended again — and again —



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and finally expelled. We have always had kids out of the education mainstream, floating off on their own, drifting through life, some eventually making their way back, but many stranded, unlettered, unskilled, and in an unsafe world. But, so what? That is just the way things are. We are always going to lose some of our kids.

Well, yes, probably so. Yet where does the problem achieve critical mass for the lost boys and girls and for society as a whole? When does it become intolerable and even frightening to watch millions of kids wander off the schoolyard path, the path that leads to fulfilling, productive adulthood? Will that point be reached tomorrow? Next month? Next year? Or has it already been reached?

We have heard that a wise teacher once sent home a note to parents on the first day of school stating: "If you promise not to believe everything your children say happens at school, I'll promise not to believe everything they say happens at home." However, as schools throughout the country convene for another school year, there are some hard facts for us to consider about kids and schools today:

- About 1 million children drop out of high school annually.
- One in five African-American and Hispanic teens say that they have stayed home from school or cut class because they fear crime.
- In some large metropolitan areas, as many as 20 percent of students are truant each day. In a classroom with five rows of desks, that statistic translates to a vacant row of chairs every single day.
- In some urban areas, truants are responsible for 80 percent of daytime burglaries. These and other youth who are not in school are often out in the community committing acts of crime and violence when they could be getting an education.
- Nearly half of our nation's prison population is composed of high school dropouts, and the most common factor among them is that they were once truants.
- Each year's "class" of dropouts costs the nation more than \$240 billion in lost earnings and foregone taxes over their lifetimes. Billions more will be spent on crime control and on welfare, health care, social services, job training and prison programs related to those selfsame dropouts.

We have found that with truants and dropouts, as with so many troubled youth, the bottom line is that prevention and early intervention pay off in the long run. What can this country's citizens, each of us, do about problems related to students who have become alienated from and disassociated with schools?

We must seek to build solutions to such problems in a focused and coordinated way. One such approach to creating such solutions is the Youth Out of the Education Mainstream Initiative, jointly sponsored by the United States Department of Justice and the United States Department of Education.

A brief overview of the initiative's five problem areas affecting school attendance reveals the following:

- **Truancy:** Often a first step to a lifetime of problems, truancy is frequently a gateway to crime. For example, a sample of juvenile offenders in Miami revealed that more than 71 percent of 13- to 16-year-olds prosecuted for criminal violations had been truant. In San Diego, 44 percent of violent juvenile crime occurs during school hours, between 8:30 a.m. and 1:30 in the afternoon.
- **Dropouts:** Each year more than 300,000 young people in grades 10 through 12 drop out of school. Approximately 3.4 million 16- to 24-year-olds have not completed high school and are not currently attending school.
- **Suspensions/Expulsions:** With recent increases in disruptive and violent behavior — including weapon possession — among students in our nation's schools, suspensions and ex-

pulsions have increased, and communities and schools are faced with the problem of how to deal with these youth. Statistics from two states illustrate this growing problem:

— In Wisconsin schools, expulsions increased about 70 percent from the 1992-93 school year to the 1993-94 school year.

— In 1993-94, Colorado's public schools recorded nearly 66,000 suspensions (some of them students suspended more than once).

- **Irregular attendance resulting from fear and intimidation:** A 1995 Louis Harris and Associates, Inc. poll funded by the Office of Juvenile Justice and Delinquency Prevention, the National Crime Prevention Council and the Na-



*Mervlyn Kitashima of Pearl City, Hawaii, pictured here with a Los Angeles participant, inspired the audience at the Western Regional Meeting to view students as "youth at promise" rather than as youth at risk. (See related article on Page 7.)*

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tional Institute for Citizen Education in the Law revealed that 46 percent of the interviewed youth had made at least one change in daily routines because of concerns about personal safety and about crime and violence in their communities.

• **Poor reintegration from juvenile justice system settings:**

School systems must improve their abilities to respond effectively to reintegrating juvenile offenders into schools from the juvenile justice system. In the past 10 years, a dramatic increase in juvenile crime has taken place. Younger and younger youth — many under the age of 14 — enter the system. We cannot afford to abandon these children when they return to the community. This transition can result in crossroads experiences crucially important in determining the best path toward completion of school, finding a job and achieving socially responsible citizenship.

Working with delinquent juveniles is difficult; no one claims that it is easy. In fact, the challenge is so great that sometimes youth-serving professionals are tempted to recommend the Mark Twain theory of how to deal effectively with teen-agers: “When a kid turns 13 — nail him in a barrel and feed him through a knot hole. When he turns 16 — seal the hole.”

However, juvenile offenders are not characters in epigrams; they are a reality. Nonetheless, they are reachable and teachable. Juvenile offenders need an education. Educators must learn what works in turning around the lives of such students. They must work cooperatively with the juvenile justice system and others to reintegrate these youths into productive society. They must investigate, develop and use strategies that are effective in accomplishing this end.

The five problem areas described must all be addressed in a comprehensive and coordinated manner if we are to be successful in keeping our children in the education mainstream. The Office of Juvenile Justice and Delinquency Prevention and the Safe and Drug-Free Schools Program are committed to working with schools, community organizations and other youth service providers to develop the skills and techniques needed to solve these problems. The following items represent some of the steps being taken to effect positive change:

- The Office of Juvenile Justice and Delinquency Prevention’s

*Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders* offers a coordinated approach. This manual and the action plan developed to put the strategy into practice are based on reducing risk factors in youths’ lives by enhancing the protective factors that can be mobilized by those who have a stake in the education, health, and welfare of youth and who are interested in creating safe families and communities for youth.

- Working in partnership, OJJDP and the Safe and Drug-Free Schools Program of the U. S. Department of Education are nearing completion of a Conflict Resolution Guide to encourage the development of programs that teach youth how to handle conflict without resorting to violence.

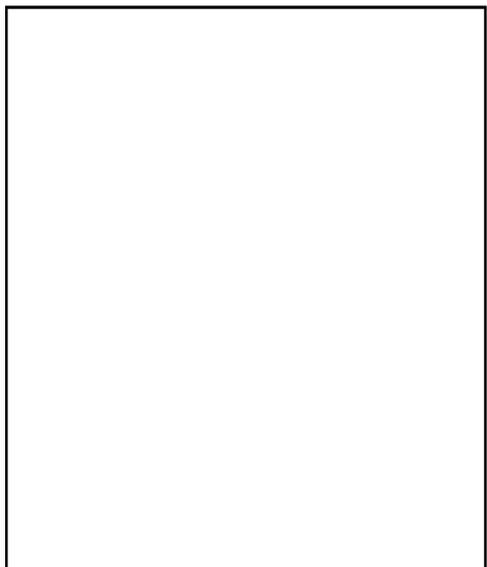
- The two agencies sponsored a two-hour satellite teleconference in May on conflict resolution training, resources and approaches. A videotape of that broadcast can be obtained from the Juvenile Justice Clearinghouse by calling 800/638-8736.

- OJJDP has funded the Illinois Institute for Dispute Resolution to provide training and technical assistance to communities implementing conflict resolution programs. Four three-day training programs will be offered in the fall of 1996: Houston (September 29 - October 1); St. Louis (October 17-19); Washington, D. C. (November 15-17); and San Diego (December 1-3). For more information, please contact the Illinois Institute for Dispute Resolution at 217/384-4118.

- *A Manual to Combat Truancy*, prepared by the Department of Education in cooperation with the Department of Justice, is now available from the Office of Safe and Drug-Free Schools of the Department of Education. Please call 800/624-0100 for copies or 202/260-3954 for more information about the guide’s content. In addition, the full text of the document is available through the U. S. Department of Education’s World Wide Web site at <http://www.ed.gov>.

Beginning this fall from OJJDP is a series of bulletins on innovative programs related to key topics of the Youth Out of the Education Mainstream Initiative.

- OJJDP has also funded the development and testing of a hate crime education curriculum aimed at reducing tensions and conflicts currently present on ethnically diverse school campuses across the country. OJJDP is working with



*Milwaukee school administrator Dorothy Travis Johnson stressed commitment and caring for youth out of the education mainstream in her keynote address at the Southern Regional Meeting in Charlotte.*

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the U. S. Department of Education on preparing a hate crime prevention training program that will train teachers in implementing this curriculum.

- A comprehensive publication will be available at the completion of the Youth Out of the Education Mainstream Initiative. It will include a directory of effective and promising programs, a resource list of organizations, a recommended reading list and a list of experts-in-the-field experienced in addressing the needs of youth out of the education mainstream.

The above are just a few examples of ways in which the Department of Justice and the Department of Education are cooperating to prevent delinquency through school programs. Such coordination of effort between governmental agencies is indeed important; however, the serious implications deriving from growing numbers of disaffected youth out of the education mainstream demand concern, commitment and collaboration now and in the future from those closest to the source of juvenile crime and violence: from parents, schools and communities.

It is a truism that old problems often benefit from new perspectives. The five categories of youth that this initiative has targeted require new and integrated approaches.

The 19th century novelist Victor Hugo has said: "There is one thing stronger than all the armies in the world — and that is an idea whose time has come."

We believe that the time has come for this coordinated effort to serve the needs of youth out of the education mainstream. We know some things about collaboration:

- It enhances awareness of multiple issues that impact each problem.
- It broadens perspectives on, knowledge of and respect for different systems' roles and responsibilities in solving such problems.
- It leads to greater understanding of the effects of problems on youth, families and communities.

In summary, we can look to nature for a lesson about the power of collaboration. When geese fly in a "V" formation, the flapping of each bird's wings creates an uplift for the bird immediately following. By flying in formation, the whole flock increases its flying range by 71 percent.

So, too, it is with people. Persons sharing a common direction, goals and a sense of community can get where they are going more quickly and easily because they are in part propelled by each other's thrust of effort.

We must accept the challenge of ensuring that all our country's young people have a chance to become productive, socially responsible citizens. The untapped potential of those youth deemed to be at risk must not be left to chance when

innovative, promising and effective approaches exist that both foster each child's potential to become a positively contributing member of society and also prevent debilitating crime and delinquency from eroding the future of America.

Let us heed the words of Chilean poet Gabriela Mistral: "We are guilty of many errors and many faults, but the worst crime is abandoning our children — neglecting the fountain of life. Many of the things we need can wait. The child cannot. To him we cannot answer 'Tomorrow.' His name is 'Today.'"

*Community partnerships working with youth such as those targeted by the initiative may contact the National School Safety Center for applications for training and technical assistance at 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, Calif. 91362. The phone number is 805/373-9977; the fax number is 805/373-9277. (See page 5 for more details.)*

*More information about the Youth Out of the Education Mainstream Initiative is available from the Juvenile Justice Clearinghouse, Box 6000, Rockville, MD. 20857. The toll-free number is 1-800/638-8736. Information about other OJJDP programs, publications and conferences is available through the clearinghouse and through the OJJDP World Wide Web site at <http://www.ncjrs.org/ojjhome.htm>.*

*Information about the Safe and Drug-Free Schools Program is available from the Department of Education, Portals Building, Room 604, 600 Independence Avenue, S.W., Washington, D.C. 20202. The phone number is 202/260-3954. The Department of Education's World Wide Web site Internet address is <http://www.ed.gov>.*



***Gerald P. Richard II of the Gang Resistance Education and Training program in Phoenix challenged Charlotte participants in a breakout session to eliminate sources of fear and intimidation at school through gang prevention.***

## Jurisdictions urged to apply for on-site training

In late 1995, the U. S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the U. S. Department of Education's Safe and Drug-Free Schools Program (SDFSP) combined resources to fund the Youth Out of the Education Mainstream Initiative (YOEM). YOEM will help communities reduce the number of students who are at risk of leaving school prematurely and bring back into the educational mainstream those students who have left by providing training and technical assistance to 10 competitively selected communities.

YOEM will heighten awareness of the growing number of youth out of the education mainstream and help communities create prevention and intervention programs that address the risk factors in these young persons' lives. YOEM will help build community networks and partnerships and enhance coordination among existing community partnerships that address the needs of youth out of the education mainstream. The overall goal is help young people continue their education and work to achieve their full potential as contributing members of society.

The National School Safety Center (NSSC) was awarded a grant to provide services for the YOEM initiative. On May 23, 1996, NSSC organized a kick-off meeting in Boston. In August 1996, the organization held the last of four public forums at regional sites across the nation to provide information about promising programs that address the five identified categories of youth out of the education mainstream. These categories include youth at risk of delinquency due to: irregular school attendance resulting from fear (and concomitant school safety issues such as unsafe routes to school, gangs and bullies, for example); truancy; suspension or expulsion; dropping out of school; and failure to reintegrate youth from juvenile correctional settings into mainstream schools.

NSSC is now seeking applicants for training and technical assistance to be provided to 10 competitively selected jurisdictions interested either in developing new programs or in strengthening ongoing school and community partnerships to provide services to students who have left school, are at risk of leaving school, or are being reintegrated into school from

juvenile justice correctional facilities or detention. Partnerships may include public and private agencies; community-based organizations, such as religious, civic, and business groups; community residents; and youth.

### Strength through partnerships

In recent years, many communities have begun to recognize the power that partnerships generate in meeting the challenges of crime and delinquency, substance abuse, family disintegration and declining neighborhoods. Collaboration across all levels of government, among agencies within levels of government, between public and private sector agencies, and with private citizens is becoming increasingly common.

YOEM builds on such partnerships by focusing on communitywide efforts to address school violence, truancy, dropouts and suspension/expulsion; by creating community-based alternatives for troubled youth; and by improving the ability of school systems to respond effectively to adjudicated delinquents who re-enter school.

This approach is described in detail in OJJDP's *Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders*. Under the prevention component of the strategy, a broad-based community planning board — including young people — is formed. The board systematically assesses risk factors that place juveniles in danger of school failure and delinquency and develops programs to reduce risk factors and to increase protective factors that buffer juveniles from risks. OJJDP has also published a *Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders*. Call OJJDP's Juvenile Justice Clearinghouse at 800/638-8736 for a free copy of the *Guide*.

YOEM builds on the comprehensive strategy by emphasizing the importance of providing a continuum of programs and services for young people who have left school or who are at risk of leaving school. Consequently, YOEM targets communities that are willing to make a specific commitment to young people and to invest efforts to reduce alienation from school, youth violence and juvenile delinquency.

The Youth Out of the Education Mainstream initiative is directed toward communities that are committed to making substantial progress in reforming their systems of care for at-risk students and delinquent youth. Therefore, applicants for training and technical assistance are required to describe the planning and implementation efforts they have undertaken to date as well as the resources that are available for this effort. YOEM training and technical assistance jurisdictions must demonstrate their commitment by indicating the involvement of a broad cross section of community groups, agencies and organizations (public and private) in developing strategies for addressing the problems of youth who have already left school or who are at risk of leaving school.

## RESOURCES

### Program elements

Each training and technical assistance award will include a preliminary site visit; a training presentation developed by NSSC that includes components unique to the identified needs of each site; other requested services subject to availability; follow-up technical assistance via telephone conferences; and a final report with observations, recommendations and site evaluation. The number of participants and location of training programs will be determined by the selected host agencies.

The YOEM initiative places a premium on collaboration, coordination and the leveraging of resources. At the national level, OJJDP will coordinate this program with SDFSP. At the local level, communities may use federal, state, local and private resources to supplement and improve services for at-risk youth identified in this initiative.

### Program evaluation

The evaluation of the YOEM initiative will be a two-stage, collaborative effort between the YOEM training jurisdictions and NSSC. Each selected jurisdiction will evaluate the effectiveness of new or enhanced programs resulting from the training and technical assistance. The findings and recommendations in the evaluation will be shared in the final project report prepared by NSSC.

The objectives of the local evaluation are as follows:

- to document interventions, implementation processes and key factors affecting successful implementation, including levels of collaboration and sustainability, of programs that result from YOEM training and technical assistance.
- to suggest improvements or enhancements of program delivery of YOEM training and technical assistance for remaining YOEM programs.

### Eligibility requirements

The training and technical assistance sites will be chosen based on demonstrated need and commitment of local support and resources. Six of the applicants selected must be from communities that are part of the Empowerment Zones/Enterprise Communities program. (The remaining sites will be chosen with an effort to balance geographical locations and types of setting, i.e. urban, suburban and rural.)

School districts or combinations of school districts — or private, nonprofit organizations demonstrating collaboration

with school districts or combinations of school districts — in partnership with law enforcement agencies, juvenile justice agencies, youth-serving agencies, social service agencies and other interested parties are encouraged to apply. Only one application per community, school or jurisdiction will be considered. Preference will be given to applications from community partnerships within a community or jurisdiction that demonstrate a willingness to work together and commit resources to better serve youth out of the education mainstream.

Applicants are required to document that youth in the jurisdiction are at risk of delinquency because of one or more of the following problems:

- irregular school attendance because of fear and intimidation or other conditions that negatively affect school safety;
- dropping out of school;
- suspension/expulsion;
- truancy; and/or
- a lack of services or programs to reintegrate youth from juvenile justice system settings into mainstream schools.

In addition to documenting the existence of one or

more of the problems listed above, applicants are required to describe what, if anything, is being done to address each problem. Preference will be given to applicants who demonstrate that they have developed some level of prevention and/or intervention activities for one or more of the five target populations but that these activities require further development or enhancement of programs and services.

Applications are due by Friday, October 18, 1996. Selected communities/jurisdictions will be notified in writing by November 15, 1996.

Preliminary visits to selected sites will be scheduled immediately following notification. The individual training and technical assistance programs for the 10 selected sites will be scheduled during preliminary visits. The YOEM training and technical assistance process for all 10 sites will begin in January 1997 and conclude by May 31, 1997.

Application kits are available from the National School Safety Center, 4165 Thousand Oaks Boulevard, Suite 290, Westlake Village, CA 91362.

For more information or help with this application process, please contact the National School Safety Center, 805/373-9977; fax 805/373-9277.

**Application kits for training and technical assistance under the Youth Out of the Education Mainstream Initiative are available from the National School Safety Center. Deadline for submitting applications is October 18, 1996. Call NSSC at 805/373-9977 for further information.**

## A matter of perspective: “youth at promise”

Speaking at several of the Youth Out of the Education Mainstream regional forums was Mervlyn Kitashima, a subject in the well-known Kauai longitudinal resiliency study. As an infant born in 1955 on the island of Kauai in Hawaii, Kitashima was an unknowing participant in that study. It was only later, as an adult reading about the study, that she realized that the study included herself.

Given only the bald facts about the risk factors associated with her upbringing, one might expect Kitashima to be a person defeated by life. Instead, she conveys personal warmth and *wholeness* in her talk about her difficult childhood. She travels widely as a motivational speaker, telling her personal story to help those who serve children understand that children who are labeled “at-risk” are instead people of potential and promise.

Resiliency allows children to meet the challenges of childhood. What ultimately insulated young Mervlyn from the personal devastation wrought by a supercilious teacher who despised Hawaiians? What protected her against the accumulated effects of childhood poverty, familial mental illness, parental alcohol abuse and the resultant family instability? Kitashima says there were four factors in her youth that fostered her resiliency and gave her the capacity to cope with the problems that surrounded her.

- *Hard work.* The children in the family were expected to perform all of the household chores, including inside housecleaning and laundry as well as the maintenance of a one-acre yard (without benefit of any type of power tool or mower). Although the work was definitely a burden to a young child, doubly so when a parent would arbitrarily require it to be redone, the work filled large blocks of time and taught her goal-setting and the satisfaction (and relief) of completed tasks. Hard work, though onerous, gave definition to a young life and formed the base for the development of self-esteem and a corresponding self-perception as someone capable of accomplishment.

- *Education.* Although literacy itself is a prize to be grasped, education confined solely to reading and numbers deprives children of the opportunity to know that the world does not end

at the borders of their neighborhoods. In its broadest sense, education expands the child’s knowledge beyond herself to include a view of the world as a place of much knowledge, new experiences and unlimited possibilities. The acquisition of such a world-view significantly impacts children’s futures.

- *Significant, caring adults.* For young Mervlyn, one stable adult in her life was her grandmother, who lived across the cane fields. As an adult, Kitashima can picture the dismay a horde of dusty, muddy children could cause to a woman who maintained a spotless house. Nevertheless, Mervlyn and her siblings were always welcomed without recrimination for the turmoil they caused a well-ordered household. Baths and hugs greeted their arrival, and their grandmother was never too busy to listen to and comfort six children. This caring, stable relationship of deep attachment and abiding trust was the psychological stabilizer that enabled Kitashima to meet the world head-on.

An elementary school principal also conveyed an important message to young Mervlyn: She had within herself the capacity to be anything she wanted to be. This positive message helped counter the destructive message from the teacher who verbally discriminated against native Hawaiian children. A third significant adult in Kitashima’s life was a high school administrator who went to bat for 16-year-old, pregnant Kitashima, who was subsequently allowed to finish her education in the mainstream school.

- *A belief in something greater than self.* Children, says Kitashima, need to have something outside themselves to believe in, whether one defines that something as deity or as a great cause. Even the best of people with the best of intentions can disappoint or fail to meet expectations. According to Kitashima, belief in something greater than oneself encourages hope in a brighter tomorrow and validates one as a person of worth and significance in the universe.

Children “at-promise” need something in their lives to ameliorate the risk factors. Teachers and other youth-serving professionals, by the nature of their work, often find themselves cast in the roles of advisor and confidante. Kitashima gently but emphatically reminds those who serve youth of perhaps long-dormant and half-forgotten motivations and ideals. She suggests that those who work with children must be prepared once in a while to “stick their necks out” on behalf of a young person who needs a break and she urges that anyone who works with children must be prepared to be the caring adult who provides the responsiveness, structure and stability that make a difference between failure and fulfillment of a child’s promise.

*Mervlyn Kitashima is a district coordinator for the Parent-Community Networking Centers in the Hawaii Department of Education.*

# NSSC REPORT

## NSSC to offer training and technical assistance to 10 jurisdictions

The National School Safety Center begins its 12th school year working in partnership with the U. S. Department of Justice and the U. S. Department of Education in carrying out the federal mandate of the Youth Out of the Education Mainstream Initiative (YOEM).

Established by presidential directive in June of 1984, NSSC continues its original charge to promote safe schools and to help ensure quality education for all America's youth. By providing training and technical assistance to community partnerships across the United States, NSSC is currently focusing on increasing the potential for all students to achieve socially responsible citizenship through education.

Communities seeking to reach truants, dropouts, suspended and expelled students, youth fearful of crime and violence at school and in their communities, and juvenile offenders making the transition from correctional facilities to mainstream schools are targeted to receive NSSC training and technical assistance. Of 10 competitively selected sites, four will be chosen to balance geographical locations as well as type of settings, i.e. rural, suburban and urban.

Six sites will be selected from communities that are part of the Empowerment Zones/Enterprise Communities Program. Under President Clinton's "empowerment zones" initiative, more than 100 economically struggling communities across the country have been designated as EZ/EC and are receiving various levels of federal assistance to improve community services and encourage business investment.

*Empowerment Zones:* Atlanta, Baltimore, Chicago, Detroit, New York and the Philadelphia/Camden, N.J. area, plus the Kentucky Highlands, the Mid-Delta region of Mississippi and the Rio Grande Valley in Texas respectively constitute the six urban and the three rural zones. Cleveland and Los Angeles are designated as "supplemental empowerment zones."

*Enterprise Communities:* Ninety-five areas have been designated as "enterprise communities," with Boston, Houston, Oakland, Calif., and the Kansas City, Kan./Kansas City, Mo. areas designated as "enhanced enterprise communities."

With this issue of *School Safety Update*, NSSC invites communities across the nation to join YOEM's push to bring all youth into schools to complete their basic education. Application kits for training and technical assistance are available from NSSC. Deadline for submission: October 18, 1996. (See article on page 5 for application procedures.)

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