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**ADDRESS BY THE HONORABLE JAMES K. STEWART
DIRECTOR OF THE NATIONAL INSTITUTE OF JUSTICE
TO THE
MISSOURI STATEWIDE CONFERENCE ON EDUCATION
APRIL 27, 1988**

NCJRS

OCT 14 1988

ACQUISITIONS

THANK YOU, JOAN, (DIRECTOR OF URBAN AND TEACHER EDUCATION), -- (AND/OR COMMISSIONER OF EDUCATION). IT'S A REAL PLEASURE FOR ME TO BE A PART OF THIS MEETING. THE MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION IS TO BE COMMENDED FOR EXERCISING LEADERSHIP IN PROMOTING COMMUNICATION AND COOPERATION BETWEEN THE SCHOOLS AND THE JUVENILE JUSTICE SYSTEM.

YOUR MEETING OVER THE NEXT TWO DAYS IS OF VITAL IMPORTANCE BECAUSE IT BEARS DIRECTLY ON THE FUTURE OF OUR NATION'S MOST VALUABLE RESOURCE: OUR YOUTH.

AND THERE IS NOTHING MORE IMPORTANT TO THE FUTURE OF AMERICAN YOUTH THAN ENSURING THEIR OPPORTUNITY TO OBTAIN A QUALITY EDUCATION.

BUT THE TASKS OF EDUCATION GO UNDONE IF SCHOOLS BECOME PLACES WHERE TEACHERS CAN'T TEACH... WHERE STUDENTS CAN'T LEARN...BECAUSE OF CLASSROOM DISRUPTIONS OR WORSE BECAUSE OF THE FEAR OF VICTIMIZATION.

I'D LIKE TO TALK WITH YOU TODAY ABOUT WHY THAT DOESN'T HAVE TO CONTINUE. AND I HOPE MY REMARKS WILL BE THE CATALYST FOR TWO DAYS OF

BRAINSTORMING HERE ABOUT HOW WE CAN FORGE NEW ALLIANCES TO SOLVE THE PROBLEMS THAT THREATEN NOT ONLY THE QUALITY OF EDUCATION IN OUR SCHOOLS, BUT, ULTIMATELY, THE QUALITY OF LIFE IN OUR COMMUNITIES.

OUR GOAL AT THE NATIONAL INSTITUTE OF JUSTICE IS TO DEVELOP MORE AND BETTER KNOWLEDGE ABOUT CRIME AND HOW IT CAN BE CONTROLLED. AND WITH THAT GOAL IN MIND, WE'VE BEEN PAYING A LOT ATTENTION TO THE PROBLEMS OF CRIME AND DISRUPTION IN SCHOOL. WE HAVEN'T BEEN ALONE IN OUR CONCERN.

BACK IN AUGUST OF 1981, THE ATTORNEY GENERAL'S TASK FORCE ON VIOLENT CRIME, APPOINTED BY WILLIAM FRENCH SMITH, REPORTED TO HIM ON A NUMBER OF NATIONAL PROBLEMS, INCLUDING THE NATURE AND EXTENT OF CRIME IN PUBLIC SCHOOLS AND URGED THAT HE EXERCISE LEADERSHIP IN BUILDING A NATIONAL CONSENSUS THAT CRIME, VIOLENCE AND DRUG ABUSE HAVE NO PLACE IN AMERICAN SCHOOLS.

IT WAS THIS REPORT THAT GAVE IMPETUS TO THE NATIONAL INSTITUTE OF JUSTICE'S INVOLVEMENT WITH CRIME AND DISCIPLINE PROBLEMS IN SCHOOL.

SUBSEQUENTLY, TWO OTHER NATIONAL COMMISSIONS EXPRESSED CONCERN:

IN 1982 THE PRESIDENT'S TASK FORCE ON VICTIMS OF CRIME RECOMMENDED:

- O PROMPT REPORTING OF SCHOOL-BASED CRIMES
- O PROVIDING SUPPORT AND EDUCATIONAL SERVICES TO STUDENT VICTIMS; AND

IN 1983 THE COMMISSION ON EXCELLENCE IN EDUCATION RECOMMENDED:

- O CODIFICATION AND CONSISTENT ENFORCEMENT OF RULES AND STUDENT CONDUCT
- O CHANNELING CHRONICALLY DISRUPTIVE STUDENTS INTO ALTERNATIVE PROGRAMS

WHEN WE BEGAN LOOKING INTO THE PROBLEM WE MADE A NUMBER OF INTERESTING DISCOVERIES:

- O FIRST, WE LEARNED THAT WELL-OVER \$100 MILLION IN FEDERAL MONEY HAD BEEN SPENT IN THE PREVIOUS DECADE ON THE PROBLEMS OF DELINQUENCY PREVENTION IN THE SCHOOLS, DRUGS IN SCHOOLS, AND RELATED TOPICS BUT THERE WAS NO EVIDENCE OF CHANGE BEYOND THE FUNDING PERIOD.
- O WE LEARNED THAT HARD DATA ON SCHOOL

- O INCIDENTS WAS VIRTUALLY NON-EXISTENT
- O THAT GENERALLY SPEAKING THERE WERE POOR RELATIONS BETWEEN EDUCATION AND LAW ENFORCEMENT; AND
- O THAT SCHOOL OFFICIALS HAD LIMITED RESOURCES AVAILABLE TO THEM FOR MANAGING AND CONTROLLING DISRUPTIONS.

WE DEVELOPED A PROGRAM THAT INCORPORATED THESE FINDINGS, "THE SAFER SCHOOLS-BETTER STUDENTS PROGRAMS," AND IN JANUARY OF 1984 WE SIGNED AN AGREEMENT -- A JOINT VENTURE -- WITH THE RESEARCH BRANCH OF THE DEPARTMENT OF EDUCATION TO TEST THIS NEW APPROACH IN A RANGE OF SCHOOL SETTINGS. SINCE THAT TIME WE'VE WORKED WITH NEARLY 80 SCHOOLS IN FOUR STATES - CALIFORNIA, FLORIDA, ILLINOIS AND WISCONSIN. WE'VE COME TO SOME INTERESTING CONCLUSIONS, AND I WOULD SHARE THEM WITH YOU.

WE RECENTLY COMPLETED AN ANALYSIS OF THE DISCIPLINARY PROBLEMS BEING EXPERIENCE BY 33 SECONDARY SCHOOLS IN MILWAUKEE, WISCONSIN. CLASSROOM DISRUPTIONS WERE AN ACUTE PROBLEM IN MILWAUKEE: IN ONE YEAR, THAT 40,000-STUDENT SYSTEM EXPERIENCED 95,000 DISRUPTIONS THAT

CLASSROOM TEACHERS FELT THEY COULDN'T HANDLE ALONE.

WHEN WE STUDIED THOSE DISRUPTIONS, WE FOUND THAT THEY FELL INTO SOME CLEARLY IDENTIFIABLE PATTERNS.

FOR EXAMPLE, ONLY 10 PERCENT OF THE TEACHERS INITIATED 50 PERCENT OF THE REFERRALS OF INCIDENTS TO PRINCIPALS' OFFICES.

WE ALSO FOUND THAT JUST 6 PERCENT OF THE STUDENTS WERE INVOLVED IN 50 PERCENT OF THE DISRUPTIVE INCIDENTS.

FINALLY, WE FOUND THAT OF THE TOTAL OF 95,000 DISRUPTIVE INCIDENTS, ONLY 6 PERCENT COULD TRULY BE CLASSIFIED AS CRIMINAL.

I SAY "ONLY" 6 PERCENT BECAUSE, AS PERCENTAGES GO, THAT'S PRETTY LOW. BUT IT STILL MEANS THAT IN JUST ONE YEAR 5,700 CRIMINAL INCIDENTS TOOK PLACE ON MILWAUKEE SCHOOL GROUNDS.

IN MANY OF THOSE INCIDENTS, THERE WERE ONE OR MORE VICTIMS: TEACHERS, STUDENTS, CHILDREN. FOR THE VICTIMS OF THOSE CRIMES -- NOT YOUTHFUL PRANKS, NOT SCHOOLYARD FIGHTS. BUT REAL AND OFTEN FEAR-INDUCING CRIMES -- THAT IS 5,700

INCIDENTS TOO MANY.

THAT FORCES ALL OF US IN OUR ROLES AS EDUCATION AND CRIMINAL JUSTICE PROFESSIONALS AND IN OUR ROLES AS PARENTS, TAXPAYERS AND CONCERNED CITIZENS - TO ASK OURSELVES SOME HARD QUESTIONS.

DO WE HAVE A COMMON INTEREST IN WORKING TOGETHER FOR BETTER SCHOOLS AND BETTER STUDENTS?

CAN WE AGREE THAT DISCIPLINARY IMPROVEMENT IS A HIGH PRIORITY AND THAT EVEN THE LOWEST LEVELS OF CRIME, VIOLENCE, AND DRUG ABUSE HAVE NO PLACE IN OUR SCHOOLS?

I THINK OUR BEING HERE TODAY CONFIRMS THAT THE ANSWER HAS TO BE YES. BUT BEING HERE IS JUST THE BEGINNING. THE NEXT STEP COMES OVER THE NEXT 24 HOURS OR SO: FIGURING OUT HOW TO START MAKING THE GOAL OF COOPERATION AND COMMUNICATION -- WORKING TOGETHER -- A REALITY.

YOUR GREATEST STRENGTH IN THAT EFFORT IS THE WIDE RANGE OF TALENT AND PROFESSIONAL RESOURCES REPRESENTED IN THIS ROOM: NOT ONLY EDUCATORS, BUT ALSO SUPERINTENDENTS, PRINCIPALS, COUNSELORS, SCHOOL SECURITY OFFICIALS, POLICE, JUDGES, COURT ADMINISTRATORS, AND SCHOOL BOARD MEMBERS.

BUT THAT STRENGTH ALSO REPRESENTS YOUR

GREATEST CHALLENGE: WORKING TOGETHER TO SOLVE A PROBLEM. IT'S A CHALLENGE NOT UNIQUE TO SCHOOLS WITH WHICH WE AT NIJ ARE FAMILIAR.

OUR RESEARCH INQUIRIES OFTEN REQUIRE THE INVOLVEMENT OF A WIDE RANGE OF INSTITUTIONS IN ORDER TO SOLVE A PROBLEM. LET ME GIVE YOU SOME EXAMPLES.

THE CHILD AS A VICTIM

WE'RE CONDUCTING STUDIES OF THE NEEDS OF VICTIMS OF CHILD ABUSE IN WHICH WE FOCUS ON HOW THE JUDICIAL SYSTEM CAN BETTER SERVE THE NEEDS OF THE CHILD VICTIM.

ONE APPROACH WE'RE EXPLORING IS THE APPOINTMENT OF A GUARDIAN --A SOCIAL SERVICE PROFESSIONAL OR SOMEONE SIMILAR WHOSE JOB IS TO SERVE AS AN ADVOCATE AND COMPANION FOR A CHILD VICTIM WHO MUST TESTIFY AGAINST HIS OR HER ALLEGED ASSAILANT. THE GUARDIAN AD LITEM GUIDES THE YOUNG VICTIM THROUGH THE JUDICIAL PROCESS --

A PROCESS WHICH CAN BE INTIMIDATING AND FRIGHTENING TO AN ADULT, LET ALONE A CHILD.

OTHER STUDIES INVOLVING CHILD ABUSE VICTIMS FOCUS ON MAKING THAT JUDICIAL PROCESS LESS FRIGHTENING. FOR EXAMPLE, WE'RE STUDYING WHETHER CONTINUANCES -- COURT-ORDERED

POSTPONEMENTS OF HEARINGS OR TRIALS -- MAKE AN ALREADY TRAUMATIC SITUATION EVEN MORE HARMFUL TO A CHILD.

PRELIMINARY EVIDENCE SUGGEST THAT THEY DO -- AND IF THIS HOLDS UP, ADVOCATES FOR CHILD VICTIMS WILL HAVE A BODY OF KNOWLEDGE WITH WHICH TO PERSUADE JUDGES TO DENY CONTINUANCES FOR THOSE ACCUSED OF ASSAULTING A CHILD.

NEITHER OF THESE EXAMPLES APPEARS TO BEAR DIRECTLY ON THE SUBJECT OF THIS CONFERENCE, BUT THEY DEMONSTRATE HOW EFFECTIVE PROBLEM-SOLVING CUTS ACROSS PROFESSIONAL LINES.

THE SAME PRINCIPLE HOLDS TRUE IN OUR SUCCESSFUL TESTING OF A NEW POLICY WHICH WE CALL PROBLEM-ORIENTED POLICING. PROBLEM-ORIENTED POLICING OR POP IS A PHILOSOPHY OF POLICING AS WELL AS A SET OF TECHNIQUES AND PROCEDURES. THIS APPROACH CAN BE APPLIED TO WHATEVER TYPE OF PROBLEM IS CONSUMING POLICE TIME AND RESOURCES.

TRADITIONAL POLICING REGARDS CALLS FOR HELP OR SERVICE AS SEPARATE INDIVIDUAL EVENTS TO BE PROCESSED BY TRADITIONAL METHODS. IN CONTRAST, PROBLEM-ORIENTED POLICING ANALYZES GROUPS OF INCIDENTS -- FOR INSTANCE A CONTINUING PROBLEM OF AUTO THEFTS IN ONE NEIGHBORHOOD, OR A PATTERN OF BURGLARIES IN A RESIDENTIAL COMPLEX. THEN

OFFICERS DRAW UPON A WIDE VARIETY OF PUBLIC AND PRIVATE RESOURCES TO HELP SOLVE THE PROBLEM. THIS GIVES POLICE MUCH MORE SCOPE TO USE THEIR EXPERIENCE AND CREATIVITY IN SOLVING COMMUNITY PROBLEMS. IT IS ALSO TRULY PREVENTIVE. THE NEWPORT NEWS, VIRGINIA POLICE DEPARTMENT WHICH WAS HEADED BY DARRYL STEPHENS AT THE TIME (NOW HEAD OF THE POLICE EXECUTIVE RESEARCH FORUM IN WASHINGTON, D.C.) VOLUNTEERED TO BE A LABORATORY FOR TESTING THIS SYSTEM OF POLICING. THE RESULTS ACHIEVED IN TERMS OF SOLVING LOCAL CRIME PROBLEMS -- AND REDUCING CRIME RATES -- WERE VERY ENCOURAGING.

AS I SAID, THE PROBLEM-ORIENTED POLICING APPROACH CAN BE APPLIED TO ANY PROBLEM. TAKE THE PROBLEM OF REPEAT CALLS FOR SERVICE. NIJ FUNDED A STUDY IN MINNEAPOLIS THAT ANALYZED REPEAT CALLS TO SEE IF IT COULD DISCOVER PATTERNS. WE FOUND THAT 64% OF THE CALLS TO THE DEPARTMENT CAME FROM JUST FIVE PERCENT OF THE ADDRESSES IN THE CITY. THAT FINDING DEMONSTRATES THE REAL NEED FOR POLICE TO ANALYZE THEIR WORKLOADS MORE CAREFULLY AND TO IDENTIFY THE CHRONIC CALLERS THAT TIE UP A LARGE PROPORTION OF THEIR RESOURCES.

IN ONE CASE, A BURGLAR ALARM AT ONE ADDRESS

WENT OFF ABOUT 75 TIMES DURING THE YEAR. WHENEVER THE OFFICER ON DUTY WOULD APPEAR ON THE SCENE, THERE WAS NEVER ANY SIGN OF TROUBLE. WHAT THE STUDY TURNED UP WAS THE FACT THAT THE ALARM WAS GOING OFF NEARLY EVERY DAY AT AROUND THE SAME TIME, 5:30 AM, 5:45 AM. THE WOULD-BE BURGLAR TURNED OUT TO BE A BUNDLE OF NEWSPAPERS THAT WAS BEING THROWN AGAINST THE FRONT DOOR.

I THINK THE MESSAGE OF OUR RESEARCH IS CLEAR. WE NEED TO BE WILLING TO TEST TRADITION -- AND TO BREAK FROM IT, IF NECESSARY -- TO IMPROVE OUR COMMUNITIES -- AND OUR SCHOOLS. UNTESTED POLICIES MAY WELL BE INVALID POLICIES. BY EMPIRICALLY TESTING OUR POLICIES, WE CAN SEPARATE GOOD PRACTICE FROM BAD, AND MAKE REAL PROGRESS TOWARD TRULY PREVENTIVE MEASURES.

THESE NIJ RESEARCH INITIATIVES HAVE SEVERAL COMMON ELEMENTS WHICH I BELIEVE CAN ALSO APPLY TO YOUR UNDERTAKINGS AT THIS MEETING -- AND LATER.

FOR ONE THING, ALL OF THE RESEARCH I'VE CITED FOCUSES ON BROAD CONCERNS THAT CUT ACROSS MANY GROUPS. THE GUARDIAN AD LITEM PROGRAM INVOLVES SOCIAL SERVICE AGENCIES, LAW ENFORCERS, AND THE COURTS. POP INVOLVES NOT ONLY POLICE, BUT ALSO COMMUNITY AGENCIES AND BUSINESSES IN AN OVERALL

PROBLEM-SOLVING EFFORT. THESE PROGRAMS GATHER INFORMATION THAT HELP NOT ONLY IN SOLVING CRIMES, BUT ALSO IN ALLEVIATING SOCIAL PROBLEMS.

SECOND, THE NIJ RESEARCH FOCUSES NOT JUST ON A PARTICULAR PROBLEM, BUT LOOKS FOR UNDERLYING PATTERNS THAT GIVE RISE TO THAT PROBLEM. THE "POP" APPROACH EMPHASIZES DATA COLLECTION TO SEE IF THERE ARE IDENTIFIABLE SEQUENCES OF CIRCUMSTANCES OR EVENTS THAT ARE CAUSING PROBLEMS THAT POLICE NEED TO SOLVE.

VERY IMPORTANTLY, THESE EXAMPLES ILLUSTRATE HOW RESEARCH CAN ENABLE US TO APPROACH PROBLEMS PROACTIVELY, NOT REACTIVELY, WE'RE FORTUNATE IN RESEARCH. WE ARE NOT CONFRONTED WITH PROBLEMS TO WHICH WE MUST (IMMEDIATELY) REACT; INSTEAD WE IDENTIFY PROBLEMS WHICH WE CAN STUDY IN THE HOPES OF TURNING UP WAYS THEY MIGHT BE SOLVED.

BROAD CONCERNS. DETECTION OF PATTERNS. PROACTIVE THINKING. THESE PRINCIPLES THAT SUPPORT OUR RESEARCH CAN ALSO BE THE BASIS FOR DEVISING WAYS THAT ALL OF YOU CAN WORK TOGETHER TO CREATE A BETTER LEARNING ENVIRONMENT FOR YOUR CHILDREN.

NIJ ALREADY HAS DEVELOPED A PROGRAM WHICH CAN SERVE AS A PROTOTYPE FOR THAT COOPERATIVE EFFORT: THE SAFER SCHOOLS-BETTER STUDENTS

PROGRAM. PETER BLAUVELT WHO WILL BE SPEAKING WITH YOU TOMORROW, HAS BEEN INVOLVED WITH THIS PROGRAM FROM THE BEGINNING. WITH PETE'S HELP THE PROGRAM IS BEING IMPLEMENTED IN PRINCE GEORGE'S COUNTY, MARYLAND TO SPECIFICALLY FOCUS ON DEVELOPING ALTERNATIVES TO SUSPENSION AND EXPULSION. IN THE WORKSHOP SESSION TOMORROW PETE WILL BE DESCRIBING THE PROGRAM IN GREATER DETAIL, BUT LET ME EXPLAIN THE PROGRAM BASICS.

THE SAFER SCHOOLS PROGRAM IS DESIGNED TO ENABLE EDUCATORS TO REDUCE CRIME AND DISCIPLINARY INCIDENTS IN PUBLIC SCHOOLS BY PROVIDING ANALYTIC TOOLS AND PLANNING METHODOLOGIES THAT ALLOWS A FRESH LOOK AT OLD PROBLEMS.

THE IDEAS BEHIND THIS PROGRAM ARE SIMILAR TO THE OTHER NIJ RESEARCH INITIATIVES I'VE MENTIONED. INSTEAD OF DEALING WITH INDIVIDUAL DISCIPLINARY PROBLEMS IN PIECEMEAL FASHION, THE SAFER SCHOOLS PROGRAM EMPHASIZES DATA, COLLECTION AND ANALYSIS, IDENTIFYING BEHAVIORAL PATTERNS, AND PULLING TOGETHER A WIDE RANGE OF SCHOOL PERSONNEL, SOCIAL SERVICE AGENCIES, AND LAW ENFORCERS TO WORK COOPERATIVELY TO SOLVE THE UNDERLYING PROBLEMS THAT PROMPT THE DISRUPTIVE INCIDENTS.

MORE SPECIFICALLY, THE PROGRAM INCLUDES THE FOLLOWING ELEMENTS:

A SAFETY AUDIT, TO PROVIDE A "SNAPSHOT OF A SCHOOL DISTRICT'S OVERALL DISCIPLINE AND CRIME SITUATION;

CLEARLY DISTINGUISHING BETWEEN CRIMINAL AND NON-CRIMINAL DISRUPTIONS TO PROVIDE A CLEAR, CONSISTENT BASIS FOR POLICY REVIEW AND FORMULATION;

WRITTEN STUDENT CONDUCT POLICIES TO ESTABLISH FIRM, FAIR AND CONSISTENT RULES FOR DEALING WITH EACH TYPE OF DISRUPTIVE INCIDENT;

AN INCIDENT PROFILING SYSTEM THAT PROVIDES A SYSTEMATIC WAY OF DEFINING, COLLECTING, AND ANALYZING DATA ON DISRUPTIVE INCIDENTS;

ACTION PLANNING - TO CONCENTRATE RESOURCES ON BREAKING UNDESIRABLE PATTERNS AND RESOLVING PROBLEM AREAS IDENTIFIED BY THE INCIDENT PROFILING SYSTEM;

ADMINISTRATOR ACCOUNTABILITY - ENHANCING THE CAPABILITIES AND CLARIFYING THE RESPONSIBILITIES OF SCHOOL PRINCIPALS AND ASSISTANT PRINCIPALS FOR IMPROVING SCHOOL SAFETY AND SECURITY.

COOPERATIVE AGREEMENTS WITH COMMUNITY AGENCIES SUCH AS LOCAL POLICE DEPARTMENTS AND SOCIAL SERVICE AGENCIES, WORKING TOGETHER TO

SOLVE PROBLEMS OF MUTUAL CONCERN.

WE'VE HAD THIS PROGRAM UNDERWAY SINCE 1983, AS I SAID EARLIER, AND HAVE TESTED IT IN SEVERAL SCHOOL DISTRICTS: ANAHEIM, CA; JACKSONVILLE, FL; ROCKFORD, IL; AND MILWAUKEE, WI.

EARLIER, I SHARED WITH YOU THE RESULTS OF SOME OF THE INCIDENT PROFILES IN MILWAUKEE. YOU'LL RECALL THAT I SAID THAT 10 PERCENT OF THE TEACHERS INITIATED FULLY HALF OF THE REFERRALS OF INCIDENTS TO PRINCIPALS' OFFICES, AND THAT JUST 6 PERCENT OF THE STUDENTS WERE INVOLVED IN FULLY HALF OF THE DISRUPTIVE INCIDENTS.

NOW I'LL TELL YOU ABOUT WHAT THE MILWAUKEE SCHOOL SYSTEM DID WITH SOME OF THAT DATA.

IN THE CASES OF THE TEACHERS WHO WERE INITIATING SO MANY OF THE REFERRALS, EFFORTS WERE MADE TO HELP THEM COPE BETTER IN THE CLASSROOM. THEY WERE OFFERED SPECIAL IN-SERVICE TRAINING AND WERE SHOWN NEW WAYS TO MANAGE THE CLASSROOM AND MAINTAIN CONTROL, METHODS TO DEAL WITH CONFLICT RESOLUTION AND BETTER WAYS TO DEAL WITH BELLIGERANT STUDENTS.

IN THE CASES OF THE STUDENTS WHO SEEMED TO BE GETTING INTO MORE THAN THEIR SHARE OF TROUBLE, THE DISTRICT PROVIDED SPECIAL COUNSELING PROGRAMS FOR THEM, AND INSTITUTED INCENTIVES FOR BOTH STAFF AND THE STUDENTS THEMSELVES FOR BEHAVIORAL IMPROVEMENT.

IN BOTH TYPES OF CASES, THE MILWAUKEE SCHOOL DISTRICT USED THE PROCEDURES DEVELOPED UNDER THE PROGRAM TO COLLECT DATA ON DISRUPTIONS, ANALYZE THE DATA, AND IMPLEMENT A PLAN OF ACTION BASED ON THE RESULTS OF THE ANALYSIS, NOT THE EFFECTS OF THE INDIVIDUAL INCIDENTS.

BOTH OF THESE TYPES OF CASES INVOLVED NON-CRIMINAL DISRUPTIONS. BUT THE SAME PROCEDURE CAN BE INSTITUTED TO DEAL WITH CRIMINAL ACTIVITIES IN SCHOOLS -- AND HERE, OTHER AGENCIES SUCH AS THE POLICE AND SOCIAL SERVICE AGENCIES CAN PROVIDE SPECIAL HELP.

IN MILWAUKEE'S HIGH SCHOOLS, TEACHER ASSAULTS WERE REDUCED BY 35% AND INCIDENTS OF WEAPONS WERE REDUCED BY 34%. CLEARLY THIS SYSTEMATIC EFFORT HAS PAID OFF. DURING THE 1986 SCHOOL YEAR, WHEN PLANS OF ACTION WERE IMPLEMENTED, SPECIFIC INCIDENTS THAT WERE TARGETED WERE REDUCED BY AN AVERAGE OF 63 PERCENT.

SUSPENSIONS IN THE MILWAUKEE SCHOOL DISTRICT FELL 24 PERCENT OVER A TWO-YEAR PERIOD, RESULTING IN 6,690 DAYS OF ADDITIONAL INSTRUCTION TIME.

IN JACKSONVILLE, THE NUMBER OF CRIMINAL INCIDENTS AT ONE JUNIOR HIGH SCHOOL FELL 44 PERCENT OVER A ONE-YEAR PERIOD, AND THE NUMBER OF DISCIPLINARY INCIDENTS FELL 50 PERCENT.

IN ROCKFORD, THE NUMBER OF THEFTS ON SCHOOL PROPERTY FELL NEARLY 40 PERCENT.

CLEARLY THIS PROGRAM WORKS. IT'S NOT AN ACCIDENT THAT OVER 20 OTHER SCHOOL DISTRICTS HAVE CONTACTED OUR PROGRAM STAFF TO EXPRESS INTEREST IN USING THE PROGRAM.

WE'RE GREATLY ENCOURAGED ... SO MUCH SO THAT WE ARE READY TO TRY THE SAFE SCHOOLS PROGRAM ON A STATE-WIDE BASIS. AND I'M PROUD TO ANNOUNCE THAT MISSOURI WILL BE THE SITE OF THE STATE-WIDE TEST.

IF THESE RESULTS CONTINUE, AND IF WE CAN SPREAD THAT KIND OF EDUCATIONAL IMPROVEMENT ACROSS OUR NATION, WE'LL BE MAKING A FAR GREATER INVESTMENT IN OUR COUNTRY'S FUTURE THAN A LOT OF THE BIG DOLLAR FADS THAT WE READ ABOUT.

WE HEAR A LOT THESE DAYS ABOUT THIS COUNTRY'S COMPETITIVENESS, OR LACK OF IT. FEARS THAT WE ARE LOSING OUR TECHNOLOGICAL AND ECONOMIC EDGE ARE DRIVING A LOT OF THE ECONOMIC SHAKINESS THAT WE SEE AMONG INVESTORS, NOT TO MENTION A LOT OF PRESIDENTIAL CAMPAIGNS.

INVESTORS, ECONOMISTS AND POLITICIANS ARE NOTORIOUS FOR THEIR INABILITY TO THINK BEYOND THE NEXT BIG EVENT: THE NEXT REPORT, THE NEXT QUARTER, THE NEXT ELECTION. SO THEY TEND TO PROPOSE SHORT-TERM SOLUTIONS TO PROBLEMS.

BUT COMPETITIVENESS IS A LONG-TERM PROPOSITION. OUR ABILITY TO COMPETE IN AN EVER-CHANGING WORLD DEPENDS ON VIGILANCE AND INNOVATION THAT GO WAY BEYOND NEXT WEEK, NEXT MONTH, OR EVEN NEXT YEAR.

THE BOTTOM LINE IS THAT OUR FUTURE AS AN ECONOMICALLY, MORALLY, AND CREATIVELY VIABLE NATION DEPENDS ON HAVING THE PLANS WE MAKE NOW, AND OUR COMMITMENT TO FOLLOW THROUGH ON THOSE PLANS OVER THE LONG HAUL.

MORE SPECIFICALLY, IT DEPENDS ON EQUIPPING OUR CHILDREN FOR THE FUTURE, BASED ON THE REALIZATION THAT THE FUTURE IS IN THE HANDS OF OUR CHILDREN. I HOPE THAT OVER THE NEXT TWO DAYS, YOU OF THE "SHOW-ME" STATE WILL BEGIN TO SHOW THE REST OF THE NATION WHAT TO DO TO ASSURE THE BEST POSSIBLE FUTURE: STARTING WITH SCHOOLS THAT ARE INSTITUTIONS OF INNOVATION, LEARNING AND DISCOVERY ... AND PLACES WHERE FEAR HAS NO PLACE.

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ASHCROFT:

- o Made public announcement on Safer Schools project, drew attention to NIJ
- o Has served as Chairman of NGA's Human Resources' Subcommittee on Education
- o Will be implementing statewide strategy in September.