

U.S. DEPARTMENT OF EDUCATION

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SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES  
ADVISORY COMMITTEE

+ + + + +

MEETING

+ + + + +

TUESDAY,  
AUGUST 22, 2006

+ + + + +

The above-entitled matter convened at 8:30 a.m. in the Barnard Auditorium, 400 Maryland Avenue, Southwest, Washington, D.C., David Long, Chair, presiding.

COMMITTEE MEMBERS PRESENT:

DAVID LONG	Chair
KIM DUDE	Member
MONTEAN JACKSON	Member
RUSSELL JONES	Member
SHEPPARD KELLAM	Member
TOMMY LEDBETTER	Member
SETH NORMAN	Member
MICHAEL PIMENTEL	Member
DEBORAH PRICE	Member
DENNIS ROMERO	Member
BELINDA SIMS	Member
MARY ANN SOLBERG	Member
HOPE TAFT	Member
HOWELL WECHSLER	Member

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MEMBER REPRESENTATIVES:

DONNI LeBOEUF                      Representing J. Robert Flores,  
Department of Justice

MEMBERS UNABLE TO ATTEND:

FREDERICK ELLIS  
RALPH HINGSON

OFFICE OF SAFE AND DRUG FREE SCHOOLS:

CATHERINE DAVIS                      Designated Federal Officer  
WILLIAM MODZELESKI

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1 P-R-O-C-E-E-D-I-N-G-S

2 8:39 a.m.

3 CHAIRMAN LONG: Folks, if we could come on  
4 in, we will go ahead and get started. The others will  
5 be here shortly, but we are going to go ahead and get  
6 started.

7 First of all, I would remind you, if you  
8 will take a look at the schedule for the day, this is  
9 a rough outline, especially keeping in mind the time.

10 Actually, that is a little off. The breakfast  
11 actually went off from 8:00 to 8:40. So there is a  
12 misprint up there.

13 Then, just as we are doing now, we are  
14 getting started. Public comment will be from 8:40 to  
15 9:15, no longer than that. Then discussion for an  
16 hour, 9:15-10:15, by the Advisory Committee, break,  
17 then more discussions and closing, and with  
18 adjournment no later than 11:30.

19 I have already had two or three of you  
20 remind me that you have flights to catch at times that  
21 will mean that you will be moving rather quickly as  
22 soon as we are done here.

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1           As we get started today, I think it is  
2 important that we give some framing so that we have at  
3 least an idea of where we might be going. So as we  
4 start that, we all understand from our previous  
5 conversations and the emails that we have received as  
6 a Committee that, if we go out, we have a timeline out  
7 there, and that is September 8, I do believe. As you  
8 indicated Debbie, at the close of business on  
9 September 8th, we need to have something in writing so  
10 that we can put that forward.

11           We also, as we know, have a conference  
12 call that is scheduled on September 5th. So I am just  
13 going clear out to the end for what we are talking  
14 about here and then going backwards. Then we are  
15 going to talk about some of the things that happened  
16 yesterday, just as a backdrop.

17           But before we even get to that, I talked  
18 with Debbie last night. If we could start out with  
19 Debbie giving us some thoughts, ideas, concepts, or  
20 any direction, that would be helpful for the Committee  
21 from the standpoint of the Department, and at the same  
22 time if you could incorporate in that your feelings

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1 about what, just like a reminder, what the objective  
2 is for this Committee.

3 MS. PRICE: Let me focus in on an  
4 objective for the Committee. Objective for the  
5 Committee for the September 8th interim report would  
6 be to give the Secretary -- and when I say the  
7 Secretary, it means that senior level who does the  
8 process of making the decisions about programs and  
9 budget and looking at issues -- information regarding  
10 the State Grants Program, regarding, you know, how it  
11 is working, what it is doing, but also to give her  
12 insight into what we believe about the future of the  
13 program. I think that is kind of the best way to say  
14 it.

15 Because when Holly talked on our  
16 conference call, they are beginning that process for  
17 looking at, believe it or not, the 2008 budget because  
18 all of that starts to play. So these are important  
19 pieces of information that need to be taken in as they  
20 go through that process and they look at this.

21 So I don't know that they are looking for  
22 specific, in-depth this is what we do, you know, all

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1 of that at this point, but more an overall look at the  
2 program. It is not the 30,000 view, which my old boss  
3 always -- I always thought, do you ever get off the  
4 30,000-foot view? -- but it is more just kind of the  
5 view of the program and the understanding and where we  
6 think it should go in the future.

7 But then we have a report due a year --  
8 well, next June is the final report to address all  
9 three questions that would be more specific with  
10 specific recommendations and findings.

11 So this is more of an interim. It is not  
12 as specific. It would be unfair for us to have to --  
13 I mean we would all be here from now until September  
14 8th figuring all those details out. So that is not  
15 what they are looking for the 8th, but to have a good  
16 understanding of it.

17 With that in mind, I thought it might be  
18 helpful to give some departmental perspective on all  
19 of this, if that is helpful. I have had the  
20 privilege, as I have had my various jobs in my adult  
21 life, that I have never had a job that my heart wasn't  
22 deeply involved in. It just happens that I lucked

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1 out. I don't know that that is the case for  
2 everybody, but I very much feel tied to what the  
3 Office of Safe and Drug-Free Schools does, to those  
4 elements that make the school the climate for  
5 education to happen, that kids can go there; they feel  
6 safe; they feel secure. That is just so essential to  
7 all of the rest of what the Department does.

8 I mean my own little two cents, I always  
9 say I feel like we are the most significant office  
10 here at the Department, because if we don't work well,  
11 then the rest of the Department can't work well. If  
12 kids go to school and feel threatened, they are not  
13 healthy; they are not safe; they can't achieve to  
14 their maximum achievement. For those few kids who do  
15 it in spite of that, they get a lot of kudos for that.

16 But, also, I know that one thing we heard  
17 repeated over and over yesterday is the issue of more  
18 dollars. There's just a basic focus on dollars that  
19 we should be very aware of.

20 Let me just draw on a piece of paper to  
21 emphasize a point. It is unusual for Congress -- all  
22 of our dollars come from Congress -- it is unusual for

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1 Congress to really plus-up the overall education  
2 dollar. They might increase it a little bit. They  
3 might increase it 5 percent or something like that,  
4 but they are not going to really increase that pot of  
5 money.

6 So if you think of Education's pot of  
7 money as being this big, and we will say that right  
8 here is the dollars for Safe and Drug-Free Schools.  
9 Now there wants to be a focus on some new initiatives  
10 at the Department. It isn't as if those dollars are  
11 added to this pot. Those dollars come from within  
12 this pot. The way you get those dollars is you look  
13 at those programs that haven't been necessarily  
14 effective, or whatever, and have a large amount of  
15 money, and you can draw money from that to fund this  
16 new initiative.

17 My concern is that whatever we present to  
18 the Secretary on the 8th highlights the significance  
19 of the role of what this program does, so that the  
20 value is seen here and dollars aren't moved out of it  
21 to fund another initiative. Does that make sense?

22 So it isn't that all of these new

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1 initiatives get "X" millions of dollars or billions of  
2 dollars, whatever it is, plunked down on top of what  
3 we have. We basically have a pie, and that pie gets  
4 split up. It is just kind of a logical discussion,  
5 not discussion, but comments that I am making, but  
6 that is sort of the nature of the beast of the federal  
7 government.

8 One thing I think is important that we  
9 reflect in what we present to the Secretary is how  
10 this program is tied to the goals of this Department.

11 The Secretary, basically, has three -- you know,  
12 we've got kind of the five pillars of the President's  
13 Education Agenda, but the Secretary often will talk  
14 about the three goals or the three priorities of the  
15 Department.

16 The first is implementing No Child Left  
17 Behind and proficiency by 2014. So educational  
18 achievement. We need to reach proficiency in 2014.  
19 If what we are working on doesn't aim towards doing  
20 that, then it is not addressing those primary goals.

21 The same is with the American Competitive  
22 Initiative that our children come out of school

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1 competitive; they can go into college; they can get a  
2 job. They are prepared. That we offer rigorous  
3 coursework, so that kids are prepared and they don't  
4 come out of school and then have to learn how to study  
5 in college. They come out of school prepared.

6 Another priority of the Secretary is data.

7 If you want your program funded, give me the data to  
8 show me it works.

9 So those are three areas that are central  
10 to the Secretary. I clearly see how this program  
11 falls in line with all of them, but we should reflect  
12 that in what we say to the Secretary and give a clear  
13 articulation of that. Does that make sense?

14 Do you have any questions about that?

15 DR. JONES: I have a question.

16 MS. PRICE: Okay.

17 DR. JONES: So are we saying that we can't  
18 request funding, additional funding?

19 MS. PRICE: No, I am not saying that. I  
20 am not saying that. I am not saying that at all.

21 They talked about this some yesterday, but  
22 the dollars that have been provided for the State

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1 Grants Program have consistently been going down, and  
2 they have been zeroed out by the Department because  
3 they have received an ineffective rating from OMB.

4 There is a difference between surveys and  
5 scientifically-based research, and the PART is based  
6 on scientifically-based research. There isn't  
7 anything we can do about that, because they ask the  
8 same PART questions to every program that they review.

9 The questions do not vary from program to program.  
10 All programs are held accountable for that set of  
11 questions.

12 But, currently, I seriously doubt that the  
13 Labor/HHS appropriation bill will get out of Congress  
14 this year. It will probably be rolled over into an  
15 omnibus.

16 But at this point, the House has reduced  
17 the dollars from 347 to 310, and the Senate has  
18 matched that. It is very unlikely that that number,  
19 when it goes into conference, when they are matching,  
20 is going to change. So that is not good news for this  
21 program.

22 We heard yesterday that the dollars have

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1 gotten smaller. So it calls for people to be more  
2 collaborative for sure, and that is the initiative of  
3 those people and those communities that have done  
4 that, and they get a lot of credit for that. I  
5 applaud them for that.

6 But I see great value in the program. We  
7 need to be able to reflect that, so that there is an  
8 understanding of the value of the program, so that  
9 those dollars -- I don't know how else to say it -- so  
10 it gives the backdrop for those dollars to not be  
11 reduced or to be increased.

12 MS. SOLBERG: You know, there is a lot of  
13 scientific research that shows the connection between  
14 drug use and poor standardized test scores, for  
15 example, the Kids Count Survey from the State of  
16 Washington.

17 MS. PRICE: You need to use your  
18 microphone.

19 MS. SOLBERG: There is a lot of scientific  
20 research that connects low standardized test scores,  
21 the inability to learn, with drug use in a school  
22 building. That is a backdrop that certainly we can

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1 build on. I don't think that we need to --

2 MS. PRICE: And I don't think that is in  
3 question. The question that is asked is, is this  
4 specific program the cause of reduction of drug use?

5 MS. SOLBERG: I would think the question  
6 would be more --

7 MS. PRICE: And I agree --

8 MS. SOLBERG: It's not let's find it.  
9 Let's improve the program, so that, in fact, the  
10 program affects drug use. I don't think that we have  
11 to talk about, which seemed to be implied, do we need  
12 this program.

13 MS. PRICE: Yes, I think we need the  
14 program though. I don't think it is saying anything  
15 negative about the program when you say let's make the  
16 program be even better. It is not eliminating the  
17 program. It is, what about this program needs to --  
18 that's one reason why I was so pleased to see the  
19 question about the strengths of the program in there,  
20 in what we are answering, because that is significant  
21 that we focus on what are those strengths and  
22 communicate those.

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1 But what about it needs to be even better?

2 I don't think the answer to being even better is just  
3 dollars, but what is the most effective way that we  
4 can use these dollars to get the most effective  
5 outcome that students are reaching their educational  
6 -- that brings them in line with reaching their  
7 educational achievement?

8 DR. WECHSLER: There are three bullets  
9 listed explaining why the PART score was ineffective.

10 The first two relate to performance measures. Since  
11 then, a lot of work appears to have been done.

12 MS. PRICE: A lot of work.

13 DR. WECHSLER: Is there any communication  
14 with OMB? Do you have a sense whether this is  
15 satisfactory to them, whether these first two bullets  
16 have been appropriately addressed in their eyes?

17 MS. PRICE: Well, the OMB is looking at  
18 the program again. It is in the process of what is  
19 referred to as re-PARTing, because we have done some  
20 very significant things regarding performance  
21 standards. We have implemented many elements that  
22 give it an opportunity to reflect what the program is

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1 doing, so addressing those data issues, addressing  
2 some research issues. So it is in the process of  
3 being re-PARTed.

4 When you develop your performance  
5 standards, you develop them in relationship with OMB.

6 I mean you can't just make a performance standard and  
7 then OMB says, "That one really stinks. We're not  
8 using it." I mean that is done in a collaborative  
9 way.

10 So we have worked with OMB. We have  
11 developed performance standards that we believe are  
12 significant and can show that the program is meeting  
13 those standards. But it is still OMB that is -- you  
14 know, our hands are off of it when OMB is doing the  
15 re-PART.

16 But, Bill, go ahead.

17 MR. MODZELESKI: Debbie, one of the major  
18 issues we face here is the cause and effect. It is  
19 something which we struggled with and, to be honest  
20 with you, we don't have the answer for it.

21 Yesterday you heard from, whether it was  
22 Clarence or the state people, about how they have data

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1 showing that basically their programs have been  
2 effective. We do have data showing that over the  
3 course of the past several years drug use has gone  
4 down, and in places where there was a Safe and Drug-  
5 Free Schools Program, drug use has gone down.

6 The problem is that we don't know whether  
7 or not drug use has gone down because of that Safe and  
8 Drug-Free Schools intervention or whether it is a new  
9 principal that came in or whether parents got onboard  
10 and they started to come to school. So there could be  
11 a whole other group of variables that have come into  
12 play that basically have caused that to go down.

13 The flip side of that is that you may have  
14 the same program, and three or four years from now --  
15 and Mary Ann knows this -- basically, if you look at  
16 monitoring the future or any other data, you see it is  
17 a cycle. It goes up; it goes down; it goes up; it  
18 goes down, sometimes over a 10-year period, a 15-year  
19 period.

20 So at a certain point in time we could  
21 expect drug use to begin to increase again. I mean,  
22 again, that is the social science of up-and-down

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1 figures.

2 At that time, if we are not careful, then  
3 we could flip that around and say that the reason it  
4 is going up is because of, again, the Safe and Drug-  
5 Free School Programs, whatever it is.

6 What we have not been able to do is to  
7 tease out that program, whether it is a \$1500 program,  
8 a \$15,000 program, or a \$15 million program, because  
9 there are so many other things going on in schools.

10 Even yesterday, I forget which one of the  
11 presenters was talking about the difficulty in getting  
12 control schools because control schools now are also  
13 doing all of these various things.

14 So that is one of the major problems that  
15 we face, is trying to get that. If you begin to talk  
16 about evaluation of that data, you are beginning to  
17 talk about very, very, very high cost.

18 Now I just want to correct one thing.  
19 That is that the data that went over to OMB was not  
20 only our data, but it was the state data. So OMB had  
21 the opportunity to review our data, the state data,  
22 and the local data. All of that was reviewed and

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1 basically found not to be sufficient to their  
2 standards to basically say that this program is the  
3 cause and effect.

4 So this is not us not sending the data  
5 over. I mean all the data that has been collected has  
6 gone over to OMB for their review.

7 DR. KELLAM: Yes, I just wanted to make  
8 the following thought: In a sense, Safe and Drug-Free  
9 Schools is a likely pigeon for a question about, is  
10 anything working? All of the services we have in  
11 health and human welfare, welfare systems, whatever  
12 they are, suffer from the same lack of real  
13 understanding of whether they are working, for whom  
14 they are working, under what circumstances, with how  
15 much fidelity, and so on.

16 The fact of the matter is that we are on  
17 the edge of being able to really define a whole new  
18 structure of how research and services can interrelate  
19 so that they have something to do with each other.  
20 Part of the problem we have is we have some tools  
21 that, if we don't take advantage of, will disappear,  
22 like information systems disappeared in public health.

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1       They went away because antibiotics came along; you  
2       didn't need to have information systems about who had  
3       syphilis. There are all kinds of histories in the  
4       back of mental health registries that went away.

5               There is an enormous investment now in the  
6       assessment of kids learning. In fact, those  
7       information systems make an enormously powerful  
8       sampling frame for communities, for planning, for all  
9       kinds of things. Adding a few elements about data on  
10      drug abuse would enlarge that information system.

11              From that framework, we can make  
12      partnerships that have not existed between researchers  
13      and educators and people who are concerned about  
14      community programs of various kinds, including drugs.

15              So it seems to me that if it hadn't been  
16      for OMB, we would still be in need of sitting here,  
17      and we could be pioneering a whole restructuring of  
18      how we find out what works for which kids under what  
19      circumstances in the real world.

20              It strikes me that that is really what we  
21      are facing. There are some really very concrete  
22      things to do. Thank goodness there ain't enough money

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1 because money ain't the answer to that problem. It is  
2 restructuring how, when I, as a researcher, go to  
3 work, who are my partners; who determines the research  
4 questions; how do we set up information systems and  
5 buy into information systems that really already are  
6 being paid for?

7           So I think we've got a very important  
8 opportunity here. I think we should take advantage of  
9 it and shouldn't be defensive at all, but, rather, in  
10 fact, you can say that nothing has been proven to  
11 work. What we are going to do is take a bull by the  
12 horns.

13           I could keep going. The Dutch government  
14 put \$14 million into -- Euros rather, which is \$20  
15 million -- into putting together public health  
16 research/institute partnerships. Fourteen million  
17 bucks just to get it going.

18           So I happen to sit in on the reviews of  
19 those applications, and people began coming in really  
20 designing how they would work, how often they would  
21 be. I was struck by one of the people who said  
22 yesterday that he meets once a year with some research

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1 group that he is partnering with. How about once a  
2 week, folks? You know, we are talking about how we  
3 can really restructure the way we do research, its  
4 relevance to practice, and how that needs to be  
5 institutionalized. I think this is an opportunity to  
6 do that.

7 I don't think it is money. I think there  
8 are some basic things we could advise Ms. Spellings on  
9 about what might, in fact, be worth debating.

10 MS. DUDE: I find this whole discussion so  
11 frustrating from a practitioner's point of view  
12 because I am one of those people out there talking  
13 with students every day and doing presentations many  
14 times a week, trying to get them to make better  
15 choices on a college campus, but I also work with the  
16 local public schools.

17 The problem is, in my opinion, my humble  
18 opinion, is that we need to change our paradigm in  
19 what we determine, how we define effectiveness. If we  
20 put all of our eggs in the cause-and-effect basket, we  
21 are going to fail because, no, I can't prove that my  
22 at-risk youths have gone down because of me. I can't

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1 prove that, and I will never be able to prove that.

2 I don't care how great a researcher is,  
3 they can't prove that -- because it isn't just one  
4 program that does it or one particular presentation.  
5 It is the combination. It is the little aha moments  
6 that are created throughout the year that these  
7 practitioners are creating for these students. So it  
8 is very difficult to create a cause-and-effect.

9 The problem is, within education, for  
10 example, we have test scores; we have all those kinds  
11 of things that are very measurable. You either got an  
12 "A", you got a "B", or you got a "C". Or on your ACT,  
13 you got a 30 or you got a 28. Those are fairly  
14 measurable.

15 But when it comes to prevention, how do  
16 you prove what you prevented from happening because it  
17 didn't happen? So the problem is we are trying to  
18 create an apples-to-apples comparison when they aren't  
19 apples to apples, in my opinion.

20 The way of measuring whether or not you  
21 have had an impact on a student are the very things  
22 that we heard yesterday, like increased class

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1 attendance, decrease in marijuana use, decrease in  
2 alcohol use. We heard that.

3 But then we hear the researchers say, oh,  
4 we're not effective. That just makes my blood boil.  
5 I can't tell you how much it makes me angry.

6 NIAAA did the same thing on college  
7 campuses where it said most of what all we are doing  
8 is ineffective, and yet many of us -- we've got a ton  
9 of students not using and we have some students who  
10 occasionally screw up, and then we've got some  
11 students who have some significant problems. All  
12 those students need to be dealt with in totally  
13 different ways, and a good, comprehensive program will  
14 help make that happen, but you can't expect a school  
15 to have a good, comprehensive program on \$1500.

16 Yet, we throw them \$1500 and expect them  
17 to show cause-and-effect relationships? That is an  
18 unrealistic expectation, but it doesn't mean that we  
19 then take away that \$1500, because with that \$1500,  
20 then comes at least something has happened.

21 We need to do what we can with what we  
22 have at the time. It bothers me that we will have to

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1 deal with these same criteria that a math class is  
2 having to deal with, and a math class it is so easy to  
3 determine. You either know how to do it or you don't.

4 You either know how to solve this problem or you  
5 don't.

6 I would say even to that -- and I know I'm  
7 rambling because I haven't talked yet (laughter) --  
8 even when we were just saying that it could be because  
9 of a new principal, you know, maybe the fact that  
10 their drug use went down was because of a new  
11 principal, well, I would say math scores depend on the  
12 quality of the teacher. So you can have all the  
13 appropriate instructions and all this kind of stuff,  
14 but if the teacher doesn't connect with the students,  
15 then they are not going to learn.

16 So I mean there are so many variables that  
17 I would say, even your ACT score, even your grade  
18 point average, I don't know that you can absolutely  
19 show a cause-and-effect relationship.

20 So I would like us to -- I mean I do  
21 research all the time or at least I hire grad students  
22 who can, because I don't know how to. I hire grad

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1 students who know how to do this research all the  
2 time, and yet, still, I have people say, "Yes, but can  
3 you prove that you were the reason that happened?"  
4 No, I can't. So then money is taken away or money is  
5 not given because I can't show a cause-and-effect that  
6 I would venture to say nobody can do.

7 So I would like us to consider changing  
8 the paradigm on can we fit into the same category as  
9 everybody else. Maybe we have no choice, but then we  
10 have to figure out a way to either help other people  
11 understand that nobody can live up to those  
12 expectations or figure out a different way to package  
13 it, so we show that we have a way of showing that we  
14 are making an impact.

15 All sorts of people yesterday showed how  
16 they are having an impact. I felt great after hearing  
17 that, but then when the three researchers talked about  
18 it being ineffective, it just, as I said, made my  
19 blood boil because, how can both of those things be  
20 true, unless we are looking at things in a totally  
21 different way?

22 CHAIRMAN LONG: We will go to Hope, and

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1 then I am going to shut this down because what we are  
2 doing is Debbie has just indicated to me that she is  
3 done with her opening statement.

4 (Laughter.)

5 Then we will get to the communication,  
6 public comment, and then we will come back to -- I  
7 think we are getting into really the first segment.  
8 We just kind of spilled over a little bit. So if we  
9 will bear with Hope and then we will go to public  
10 comment and then get back to the discussion.

11 MS. TAFT: Two quick things: Sometimes I  
12 feel like the Safe and Drug-Free Schools Program is  
13 held to a different standard of evaluation or  
14 effectiveness than other programs are. One of the  
15 things that feeds into that is a recent statement that  
16 I read by James Towey, who is the former person in the  
17 White House who dealt with faith-based initiatives.  
18 He said that his blood would boil when he thought  
19 about the federal grants to recipients such as the  
20 National Head Start Association and the Catholic  
21 Charities, who had no ability to show that the  
22 programs that they implemented really worked.

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1 I know for a fact that every Head Start  
2 facility in the country doesn't send in data; it  
3 doesn't evaluate what they do. So why does every  
4 little Safe and Drug-Free School Program have to do  
5 that?

6 The other is maybe we are trying to  
7 evaluate the wrong thing in a micromanaged way. I  
8 think back to the National Adolescent Longitudinal  
9 Study that was released a couple of years ago that had  
10 some very important findings on what kept kids from  
11 using alcohol and drugs or help them succeed as adults  
12 over a long term, one of which was connectedness to  
13 school and connectedness to family. Maybe it is those  
14 kinds of things that we should be measuring instead of  
15 what the researchers seem to be focused on.

16 MS. PRICE: Let me just respond real  
17 quickly.

18 I think that is a good point. It really  
19 is the PART/re-PART/OMB process is in concrete. There  
20 are processes in concrete. This is how they are  
21 reviewed.

22 But those performance standards that you

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1 develop really can be crucial in developing those  
2 standards so that you allow the program to meet the  
3 standard, not that you skew it so that you get a  
4 standard so low that it meets it, but that it  
5 legitimately can address it. We have tried working  
6 very hard with OMB to develop those standards.

7 But the comment about the Head Start, that  
8 is an example, and it is a very good example, that  
9 even when programs don't show that they're -- and now  
10 I honestly can't say that I know whether Head Start  
11 is, you know, what their status is, but I will use  
12 them as an example just out of the blue.

13 But they may be ineffective, but Congress  
14 thinks something about Head Start, so they put the  
15 money in. It isn't the agency that implements that  
16 program that identifies the dollars; it is Congress.

17 Congress has funded the State Grants  
18 Program even after the PART review showed it to be  
19 ineffective. So there is an example that the odd  
20 process that we have for dollars is there. Congress  
21 gives it to them; we implement them. They decide how  
22 much we get to implement.

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1           It is one of the beauties of our nation.  
2           It is one of the frustrations of our nation.

3           We have a few what is called earmarks that  
4           we have to implement all the time, that if I could sit  
5           here and list them, you would just be in stitches  
6           laughing at, what on earth is Education implementing  
7           these for? But we just get to do it because that's  
8           what we get to do.

9           The dollar process, it is not the best.  
10          It is not the ideal, but I do think in the overall  
11          that trying to provide dollars and to be a good  
12          stewards of those dollars, that the structure sets it  
13          up to be able to do that as much as possible with all  
14          the flaws that are there.

15          CHAIRMAN LONG: Public comment?

16          I have a question now, so I will have to  
17          ask. That might be a moot point until I ask this  
18          first question.

19          Is there anyone from the public that  
20          wishes to comment?

21          Okay, you've already got the answer. I  
22          didn't see the microphone. So I didn't know how we

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1 were going to do that. So Catherine has a microphone  
2 over here.

3 Would you please -- this is being recorded  
4 -- if you would give your name, where you are from,  
5 and if you have any written remarks, after you are  
6 done, if Catherine could have a copy of that, please?

7 MS. JOHNSON: Mona Johnson from Washington  
8 State, Office of the Superintendent of Public  
9 Instruction. These comments are not from me. They  
10 were actually given to me by Dr. Ellen Morehouse  
11 yesterday. Many of you saw her reaction after the  
12 research presentation, so she had some comments that  
13 she wanted to share.

14 So I don't know if I need to take the time  
15 to read them, but I will give them to you, Dr. Long,  
16 and ask that you share them, unless you would like me  
17 to read them.

18 Okay, this is from Ellen Morehouse on  
19 behalf of her comments related to the research  
20 presentation.

21 "I would like to provide a response to the  
22 question that Mr. Ellis asked the Research Evaluation

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1 Panel as to why there was a discrepancy between the  
2 positive findings presented by the state and local  
3 panels and this panel.

4 "Ellen Morehouse's findings were based on  
5 51 secondary schools, 18 middle schools, and 33 high  
6 schools. If Chris Ringwalt's questionnaire had been  
7 sent to the 18 middle schools, it is possible that it  
8 may have been answered by an experienced health  
9 teacher in the building or the chairperson of the  
10 physical education and health committee. Either of  
11 these individuals may have indicated that they are not  
12 using one of the programs that is on the list, even  
13 though 5 of the 18 are in buildings where there is a  
14 full-time or part-time staff person implementing  
15 Project Success, which is on the list.

16 "In addition, the other 13 middle schools  
17 and 27 of the 33 high schools are using the  
18 Westchester Student Assistance Program, which was a  
19 National Institute of Alcoholism and Alcohol Abuse  
20 Model Program in 1984 and is the prototype or big  
21 sister of Project Success and the Residential SAP.  
22 While many Student Assistance Programs nationally are

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1 converting to Project Success, they are still referred  
2 to as SAPs.

3 "Finally, Chris Ringwalt's study was  
4 limited to middle schools, and many LEAs use the Safe  
5 and Drug-Free Schools for evidence-based programs. In  
6 the elementary and high schools, for example, life  
7 skills training is one of the most researched and  
8 widely-replicated effective universal prevention  
9 programs. It is usually implemented in sixth grade,  
10 and in many LEAs the sixth grade is still in the  
11 elementary school."

12 So those are Ellen's comments for the  
13 Advisory Committee.

14 CHAIRMAN LONG: Thank you very much.

15 Is there anyone else from the public who  
16 wishes to make a comment? Yes?

17 MS. TRAYWICK: Good morning. My name is  
18 Penny Deevers Traywick. I represent, I guess, a lot  
19 of hats at this point in my life.

20 I started out with Safe and Drug-Free when  
21 it began back in the eighties and I was a local  
22 coordinator in the State of Alabama. Can you tell?

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1 (Laughter.)

2 I live here. I live in northern Virginia  
3 at this point.

4 But through that experience of  
5 coordinating that Safe and Drug-Free Schools Program  
6 in the State of Alabama for many years at the  
7 Department of Education, I learned a lot. I learned a  
8 lot. Retired there in the year 2000 and began to work  
9 in a lot of different areas. I have most recently  
10 been working with the Southeast CAP that you heard a  
11 little bit about yesterday that is funded under CSAP,  
12 the Center for Substance Abuse Prevention. Presently,  
13 I am the Governor's Rep for Safe and Drug-Free in the  
14 State of Alabama.

15 As I listened yesterday, though -- and  
16 what I am here today as is the Vice President of the  
17 National Student Assistance Association. You heard  
18 those terms yesterday a lot. You heard the words  
19 "student assistance." You've heard from Mona again  
20 this morning. I know some of you may not realize or  
21 know anything about Student Assistance Programs.

22 I think I just wanted to make a

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1 clarification. We heard about components yesterday of  
2 a Student Assistance Program, different components.  
3 We want you to know that Student Assistance Programs  
4 is just a framework. It is a framework for the  
5 continuum of services for social and academic problems  
6 in our schools. It is a school-site-based program  
7 that we, as a national association, promote non-  
8 components of, not just one or two that you may have  
9 heard yesterday. So I think that is my clarification.

10 I would like to just run over those non-  
11 components real quick. I brought them because I would  
12 probably forget one or two if I stood up here and  
13 tried to remember them.

14 The non-components, beginning with a  
15 school board policy; staff development program  
16 awareness, which you heard a lot about yesterday;  
17 internal referral process; problem-solving team and  
18 case management; student assistance evaluation, a  
19 major component; educational student support groups;  
20 cooperation and collaboration of community agencies --  
21 you heard a lot about that yesterday also -- and the  
22 integration of other school-based programs.

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1 I will send you to your email addresses a  
2 little bit more information about that from our  
3 Association. We had our Executive Director here  
4 yesterday. Lou Rush was here. He could not be with  
5 us today, but in place I am here and thought I would  
6 just share that with you. I wanted to clarify a  
7 little bit for you.

8 Thank you.

9 CHAIRMAN LONG: Thank you very much.

10 Is there anyone else that wishes to make  
11 public comment? Anyone else?

12 (No response.)

13 No? Okay, thank you very much.

14 We will then go back to the next area on  
15 the agenda, and then we will start to get back into  
16 discussion, but I want to frame it a little bit.

17 Think about this: We have talked about  
18 the September 8th and the September 5th. So we can  
19 only accomplish so much this morning, but we will be  
20 getting back together by writing email and also  
21 through a conference call on September 5th, as was  
22 mentioned earlier.

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1           So we are certainly not trying to finish  
2 up this morning, but we want to get as many thoughts  
3 out there as possible, so we can start to put a  
4 framework together for that 8th. So I would like to  
5 have you think about it from this standpoint:

6           To think about what the function -- first,  
7 just two things -- first of all, what is the function  
8 -- I'm just going to go through the outline and then  
9 we can go backwards -- what is the function of the  
10 school? What are we trying to do in education? Then  
11 to prioritize those things.

12           Then the second thing would be then, after  
13 we do that, let's talk about how is that delivered.  
14 How do we deliver that?

15           Then we can even ask questions in that  
16 segment like, should this be for everyone? Should we  
17 take a look at the formula? So we can ask all kinds  
18 of questions. I am just trying to give some general  
19 areas. So if we start with the functions of those  
20 schools or those roles, I am just going to go one step  
21 further and then we can get into the dialog.

22           We heard a lot of things yesterday. We

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1 have heard a lot of comment, of course, from folks on  
2 this Committee. It boils down to things like this:  
3 that we want environments where our students are  
4 connected, where they respect each other. Then we  
5 heard other people say yesterday that the thing that  
6 we have to really pound away at would be achievement,  
7 and that is our single goal or objective.

8 I am going to submit this, and then only  
9 for the sake of starting the conversation. My  
10 background is curriculum instruction. We do a  
11 tremendous amount of work in achievement. We are very  
12 successful at it. As I said, we work very hard at it.

13 But having said that, that is not our No.  
14 1 objective because we can't get at that in our  
15 schools in our county, in our State, unless those  
16 children are connected and are respected and they feel  
17 safe.

18 So we heard different things yesterday,  
19 but just for the sake of this discussion again, I am  
20 going to submit that the first priority would be that  
21 those children be safe and that we have safe places  
22 for those youngsters to go, a safe and nurturing

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1 environment. We hear that all the time, but where  
2 they can go, so that we can get to the achievement.

3 So having said that, I am going to stop.  
4 Let's try to focus for right now -- and I know,  
5 because there is a lot of interest in different things  
6 on the Committee, we will weave in and out and that is  
7 fine, but I am just trying to give some structure to  
8 what the first part of the discussion will be. We can  
9 talk about what you feel the function of the school is  
10 in priority order. I just mentioned one or two. That  
11 is up to you. I just wanted to start it off.

12 Does that make sense?

13 DR. JONES: Yes. Yes, that is a tough  
14 question. But, yes, I think safety is important  
15 because we know that children that are not safe and  
16 children that are traumatized are at greater risk for  
17 academic, social, as well as many other problems.

18 In fact, we've got tons of data to  
19 actually demonstrate that. Bill knows this firsthand.

20 The National Child Traumatic Stress Network has  
21 produced tons of data saying that children who are  
22 traumatized, can, in fact, incur great distress. In

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1 fact, we know that children that are sexually abused,  
2 for example, not only have lower IQs, but it has been  
3 shown that they have smaller brains. So we know that  
4 trauma has a very massive impact.

5 I just came back last week from a week in  
6 New Orleans working with crisis workers, talking with  
7 parents, et cetera. We know how distressing that has  
8 been and how it is going to continue for some time.

9 So I think that, indeed, safety is a No. 1  
10 priority. But, given that, I just want to piggyback  
11 on something that Shep was saying before. Thank God  
12 for OMB because I think it is holding us accountable  
13 for monies that are being spent, energies that are  
14 being put into activities, and children whose lives  
15 may or may not be changing, aspects of their lives  
16 changing.

17 Kim, I can appreciate where you are coming  
18 from because I don't think you can always demonstrate  
19 cause-effect relationships. But I don't think it has  
20 to be an either/or. I think that there is some gray  
21 there.

22 You made kind of a joke yesterday: Is it

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1 light or particle? That was a question that Einstein  
2 had asked in terms of how light moves, and it wasn't  
3 either/or, but it was both. Sometimes I think it can  
4 be both.

5 I think one way of kind of getting at that  
6 is it is kind of a paradigm shift, but maybe looking  
7 at kind of a tiered system where there are different  
8 types of evaluation done, different criteria for  
9 different programs that are being carried out. Maybe  
10 at the top of that would be empirical research. Then  
11 maybe at another level it would simply be evaluation.

12 In fact, Bill, it is kind of similar to  
13 what we are doing within the Network, the National  
14 Child Traumatic Stress Network. You might want to  
15 speak to that. But it is kind of a tiered system that  
16 not everyone is being evaluated with the same  
17 standard. There are researchers. There are  
18 clinicians. There are people, grassroots things going  
19 on, all of which are playing a very important role in  
20 assisting children prior to, during, and following  
21 traumatic events. So it is kind of a tiered system.

22 It is really an epistemological question.

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1 It is, how do you measure knowledge? Does it have to  
2 be all research-based? Does it have to be pre/post  
3 tests, et cetera? It really depends on how you  
4 measure that. I think there are different ways of  
5 looking at that.

6 Kind of going back to what Shep said, it  
7 is not all about money. I had an opportunity to serve  
8 on an Advisory Committee at the CDC for five, six,  
9 seven, eight years and also was Chair of the Science  
10 and Program Subcommittee. That is the group where we  
11 evaluated all of the grants that came into the CDC, et  
12 cetera.

13 We raised a question in terms of how to  
14 enhance the quality of research that is being funded.

15 We talked about a system. It is called Consort.

16 In fact, that is the system that is used  
17 to evaluate clinical trial studies. It looks at  
18 internal-related, the external-related. It really  
19 gets to cause-effect. That is still being worked on.

20 Again, that can be very effective. But I  
21 think that we are talking about a paradigm shift where  
22 I think research plays a very important role, where I

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1 think that what is being done can be evaluated. I  
2 think that one way of really moving this thing forward  
3 is partnering.

4 We always talk about silos and that kind  
5 of thing. Well, I just heard a number of very good  
6 things from folks yesterday in terms of the benefit of  
7 partnering. I have got some specific suggestions that  
8 we can talk about at some point.

9 Again, I don't think it is all about  
10 money. I think that it does require a paradigm shift.

11 I think that the tier system may be appropriate here.

12 Some things can be measured using solid research, and  
13 maybe some things can't. But I think those kinds of  
14 things need to be talked about in detail.

15 CHAIRMAN LONG: Again, let me try to frame  
16 this. If we can talk first about the function of our  
17 schools, then we will start to put all these things  
18 underneath. But if we can get to that point and then  
19 you can arrive at an agreement on that, then we will  
20 start to lay out "then what are those things?" under  
21 each of those headings that you think are most  
22 important. That will start to give us some meat to

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1 the structure.

2 I'm sorry, we had Michael and then Tommy.

3 MR. PIMENTEL: Thank you, Doctor.

4 Again, if you all remember, the last time  
5 we got together I did not speak until the last day,  
6 and I am doing so once again with you. I want to  
7 apologize ahead of time in that I may not have all the  
8 doctorates and things like that. My title is "Chief."

9 If you go back into what a chief is, and that is that  
10 you are kind of overseeing the tribe, and I mentioned  
11 to you all that, whenever I served on this Committee,  
12 that a light went on that I need to accept each of  
13 these children in our schools as my own. I take that  
14 to heart.

15 I have a daughter, a biological daughter,  
16 who has MS. It appalls me when people treat her like  
17 a statistic because to me she is my life; she is a  
18 smile; she is everything in the world.

19 I want to piggyback on Dude. Okay, cool.

20 I applaud you. I think we need to start  
21 understanding that the standards need to be held at  
22 those community levels.

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1           There are things that are working in  
2 little, bitty Brownsville, Texas that have whole  
3 different values than what I am experiencing in San  
4 Antonio or you are experiencing in California.

5           The question that is before us is, how do  
6 we, as a Committee that is serving in an advisory  
7 capacity to the Secretary of Education, look at the  
8 future of state grants and not cloud the issues with  
9 the details of the operational aspects of these  
10 programs, because those need to be left with the  
11 communities?

12           I don't know where I am going with that  
13 other than to say we have a challenge ahead of us. I  
14 don't want it to get so far out of scope that we have  
15 lost sight of what it is about. What it is about is  
16 not a statistical set of data. It is about a living,  
17 breathing child in our classroom who needs to be safe  
18 in order to learn.

19           Thank you.

20           MR. LEDBETTER:       When we look at the  
21 Committee itself, we are challenged to look at Safe  
22 and Drug-Free Schools, and how do you separate the

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1 two? I find it difficult to separate the two if we  
2 try to find a definition of a safe school, and is  
3 there such a thing as a drug-free school? Those are  
4 tough questions.

5 I am not certain that there is such a  
6 thing as a drug-free school anymore. I am not sure  
7 that one exists. I am realistic enough because I deal  
8 with it on a daily basis. And how bad is the drug  
9 problem? If you have one student who is using drugs,  
10 you have a bad problem. But just how bad is the  
11 problem nationwide? In my community, it may not be as  
12 bad as it is somewhere else.

13 What is the nature of the problem? When  
14 we look at drugs, 10 years ago, 15 years ago, at the  
15 beginning of my career, we looked at alcohol and we  
16 looked at marijuana and that was it. But today it is  
17 cocaine; it is heroin; it is you name it. I mean it  
18 is prescription drugs. It is every type of drug that  
19 is out there. What will be there 10 years from now  
20 will be different than what is there today.

21 I think that there are problems. I sat  
22 here yesterday and I listened to -- I sort of got

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1 mixed signals sometimes because there was some very  
2 strong advocates of the program who were saying that  
3 we had great statistics to show that the program  
4 worked. Then we had the researchers who came in who  
5 said that the statistics didn't show that the program  
6 worked.

7 I wanted to ask Chris Ringwalt a question  
8 and we ran out of time. So I went and I talked to him  
9 afterward. One of the comments he made was that -- he  
10 talked about the list, which was referred to here a  
11 moment ago by the young lady from Washington.

12 But he said that the list would be  
13 changing. So I felt like there was more to it. So I  
14 went and approached him afterward and asked him, and  
15 he said that, yes, the list will be changing.

16 I told him, I said, "Did I understand that  
17 some of the programs that you threw out and did not  
18 consider were programs that were not on the list?"  
19 And he said that's correct.

20 I said, "Well, if the list is changing,  
21 will some of those programs that were thrown out in  
22 your research be considered and be put on the list

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1 later?" He said that's exactly right.

2 So I asked him, I said, "Does that mean  
3 that some of those programs that were not considered  
4 were more effective than some of the programs on the  
5 list?" He said that, yes, that's why some programs  
6 that were on the list will be coming off and some  
7 other programs will be added to the list.

8 Well, I shared that with Deborah. I got  
9 mixed signals.

10 We are looking at statistics, and you  
11 mentioned accountability. Those of us involved in  
12 education, accountability is not a new word to us. It  
13 is something that we have had to deal with for years.

14 I think that my concern is, how can this  
15 program be fairly evaluated and how can we hold all  
16 the programs accountable in a fair manner? To me,  
17 that is the biggest issue that we are looking at.

18 I don't hear anyone saying that the  
19 program needs to just be thrown away, or I haven't  
20 heard that. What I am hearing is that the program has  
21 some problems and we need to look at the program or we  
22 need to try to find ways to deal with those problems.

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1                   But I am like Dave; if a school is not  
2 safe, whatever learning takes place in that building  
3 is not the type of learning that the mothers and the  
4 fathers of those communities send their children to  
5 school for. I think the safety is a very big issue.

6                   I heard about programs yesterday that have  
7 great results with safety. I heard about concerns.  
8 The gentleman from Los Angeles, the gentleman from  
9 Denver, they talked about the concerns they have about  
10 safety.

11                   I think that we need to look at this  
12 program and we need to find a way to fairly evaluate  
13 the program where OMB will be happy with the results.

14                   I heard about the programs where there was  
15 a lot of matching money yesterday that went into the  
16 programs. Maybe that is an avenue that would be good  
17 to look at with the program also, because if the  
18 programs are important, if the programs are making the  
19 kind of successes, if they are creating the successes  
20 that we are hearing about within the schools, maybe  
21 they are important enough that all of the schools  
22 across the United States can start finding that

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1 matching money to go with those programs, so that  
2 those programs can grow.

3 I am not sure what the solution is, but I  
4 am convinced that the programs are beneficial. Can we  
5 say that it is because of the programs? In part. How  
6 can we measure that? I don't know. I don't think  
7 that is possible to say that it is strictly this  
8 program that causes the changes.

9 If the drug program is not increasing  
10 within the schools, that is a measure of success. In  
11 today's world, that is a measure of success. If  
12 safety within the schools remains the way it is now,  
13 and we don't have an increase in violence within the  
14 schools, that is a measure of success. I mean we are  
15 making headway there.

16 Now to say that schools need to show a 5  
17 percent decline per year or a 10 percent decline over  
18 a period of years, I don't know if any program can  
19 guarantee that. I really don't. I don't know if it  
20 is possible.

21 But a combination of programs is the best  
22 way for us to go. It appears to me that this program

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1 has created some combinations of some programs. Now  
2 how can we get all the departments working together?  
3 I have no clue. That is why we have people at this  
4 table who have backgrounds in other areas.

5 But I know that the schools in this nation  
6 are at peril. They are. Statistics -- we talk about  
7 No Child Left Behind. As a building administrator, on  
8 a daily basis, the academics and the instructional  
9 programs are what come first. If we are to meet our  
10 accountability goals in the academic arena, then we  
11 have to have a safe environment; we have to have a  
12 drug-free environment, and so forth, to do it.  
13 Without it, we will never reach 100 percent by 2014.  
14 It will never happen.

15 So all of these things fit together. How  
16 does it all fit in the big picture? You know, this is  
17 one piece of the puzzle, but it is an important piece.

18 I think that we need to find a way to be able to say  
19 that this program is fairly evaluated and that it is  
20 accountable for the tax dollars that go into it.

21 MS. PRICE: I just want to insert one  
22 thought, and I agree. I think whatever that term of

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1 what we believe the school should be, and we have been  
2 saying, "safe," when I think of that term, it means  
3 much more than the word "safety". It means drugs are  
4 not in the schools -- that makes a child unsafe -- and  
5 alcohol. So it is a comprehensive word.

6 If that is the case, we may need to  
7 reflect that somehow in there. Because with all of  
8 the focus on Homeland Security and the different  
9 things, I sometimes say, "preparedness"; schools need  
10 to be prepared, and then everyone focuses on just the  
11 disaster or crisis.

12 So, as I am thinking of the word "safe," I  
13 really think of it as a comprehensive word. If we all  
14 do that, then we should reflect that in what we send  
15 forward. Because I think we could spend a lot of time  
16 identifying all of the issues that make that  
17 environment the correct environment for students to  
18 attend school and to learn.

19 MS. TAFT: Sometimes I think that we maybe  
20 even ought to go a little bit further on the  
21 definition of what, a little broader on the definition  
22 of what schools are in the business of doing. To me,

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1 it is schools are in the business of working with  
2 parents and communities to make sure that our children  
3 become responsible, caring, competent, capable adults.

4 There's a whole lot of components into that, but that  
5 is really the essence of a lot of longitudinal  
6 research on how you get people to adulthood safely and  
7 capably, and the resiliency research.

8 Maybe we ought to be looking at the  
9 components of this research that has been done by the  
10 federal government on a longitudinal basis that tells  
11 us what goes into raising that child to become a  
12 competent and caring and responsible adult, such as  
13 resiliency research will tell you time and time again  
14 that it is not the program that makes the difference;  
15 it is the person who implements the program.

16 Yet, we are so focused on the program, the  
17 pieces, that we have missed the piece that is most  
18 important to the child, which is that caring adult in  
19 their lives. I don't want us to lose fact of that.

20 Maybe we need to think about the  
21 definition of safety because there is no way that the  
22 Safe and Drug-Free School Program is going to be able

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1 to fund every Homeland Security issue that comes up.  
2 Maybe we need to work on defining that safety as the  
3 interpersonal safety of the children and adults that  
4 are in that school or some other definition that  
5 carves out the piece that we feel like we can impact  
6 with a little bit of reasonableness.

7 DR. SIMS: I just wanted to put a couple  
8 of points out there, following up on some of the  
9 comments made yesterday. I guess in Dr. Reuter's  
10 presentation, when he was giving the summary of the  
11 findings of their research in terms of effectiveness  
12 of the programs that were in place, in his slide he  
13 said that they coded that as positive, meaning that  
14 there was some potential there of the programs, the  
15 actual programs that were being implemented within the  
16 schools, but there were a number of different criteria  
17 that were being looked at.

18 When you looked at the overall set of  
19 criteria, the program was deemed ineffective because  
20 it was falling down in some areas, one being the  
21 administrative aspects of the program and  
22 insignificant findings on the targeting of resources,

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1 and the capacity, improving program capacity.

2 It seems like if you are thinking about  
3 having some reassurance that what you are doing is  
4 working, if you can show positive things on all the  
5 different criteria, then that is going to help to  
6 triangulate the overall set of information around this  
7 one outcome of, are we making a difference for these  
8 kids?

9 So one of my questions is, since these  
10 initial findings came out all those years ago, and now  
11 that the rePART is going on, what things have been put  
12 in place to help the programs improve on these  
13 specific areas that were showing some of the problems?

14 Specifically, have there been efforts to provide  
15 specific technical assistance to the program  
16 participants? Has a website been set up with best  
17 practices? Tips for setting up partnerships and  
18 collaborations?

19 A lot of the presentations we heard  
20 yesterday, the success was around partnerships and the  
21 leveraging of funds. Some communities may know how to  
22 do that very well. Some communities may not be doing

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1 it that well, and they could learn from each other if  
2 there were venues for them to interact and exchange  
3 their specific ideas.

4 The gentleman from CADCA talked about how  
5 that is one resource available, but that is just one.

6 What is the role of the Office in providing specific  
7 resources to the programs around those kinds of  
8 things?

9 Then the other issue that was mentioned a  
10 couple of times yesterday, but we didn't delve into  
11 it, was around sort of the transfer of funds across  
12 different title programs with these different numbers.

13 A couple of people mentioned how, when that was done,  
14 that allowed the program to choose, the participating  
15 state agency or local agency to choose a program that  
16 was not on the list kind of thing, not one of the  
17 effective programs.

18 So it seems that when resources are moved  
19 around to the different programs, what should take  
20 precedent should be the one that has actual principles  
21 of effectiveness tied to it. So Safe and Drug-Free  
22 Schools, if they are a specific criteria, maybe that

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1 should trump a choice that you might make if you lump  
2 your money somewhere else.

3 I don't know. We didn't really talk about  
4 that yesterday, but it seems like we should at least  
5 have it out on the table as something to consider for  
6 specific kinds of recommendations we could give to the  
7 overall program.

8 MS. PRICE: Regarding the transferability  
9 of funds, when No Child Left Behind was developed,  
10 there was a real focus on flexibility and allowing  
11 schools and community to use dollars to address the  
12 specific needs of their school, of their school  
13 districts. So flexibility has been incorporated  
14 throughout No Child Left Behind.

15 One of the areas that it is in Title  
16 IV, which is in the State Grants Program. A school  
17 district can choose to move up to 50 percent -- am I  
18 correct? -- 50 percent of their Title IV dollars, so  
19 their State Grants dollars, from Title IV into another  
20 title, into Title I, into Title V.

21 When those dollars transfer into that  
22 program, that specific program, its function is

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1 different than Safe and Drug-Free Schools. It has its  
2 own criteria for how those dollars, then, can be  
3 spent.

4 So, also, a school district does not need  
5 to ask permission from the Department of Education to  
6 transfer those dollars. That is a right that they  
7 have. They get to do that if they deem that  
8 appropriate.

9 They are not accountable to the Department  
10 to identify that they did it. Often, we do know that  
11 it is not a requirement. Is that correct? Okay, I  
12 just want to make sure I am saying it correctly.

13 So one of the beauties of the State Grants  
14 Program is its flexibility, but also inherent in that  
15 flexibility comes complications with those dollars are  
16 still, you know, the 100 percent of the dollar still  
17 has to comply with those principles of effectiveness.

18 So there are some complications that came  
19 with the legislation in showing the effectiveness of  
20 the program that are just inherent in that  
21 legislation. Transferability is one of them. So it  
22 has both its strengths and its weaknesses.

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1 DR. SIMS: It seems like, then, when you  
2 are trying to judge the overall program, at least if  
3 you had a better understanding of the full landscape  
4 of where those resources went, you can then try to  
5 make better sense out of what is going on.

6 MR. MODZELESKI: Debbie, Belinda, there is  
7 a very small amount of money that is actually  
8 transferred. It is a very small percentage.

9 I mean while Debbie is right, the law  
10 permits the waiving out and utilizing it, we are  
11 talking about a fraction of these dollars. We thought  
12 that there might be a lot, but there is not.

13 That is the good news, is that whatever  
14 goes out has no impact on the total, whether it is  
15 \$300 million, \$500 million, \$600 million. So it has  
16 not been a large percentage of funds.

17 DR. JONES: Yes, I was going to say, how  
18 about the first part of her question, which I thought  
19 was very good, the feedback loop?

20 MS. PRICE: Right. I mentioned it  
21 yesterday, that in that piece that we gave you on kind  
22 of information regarding the State Grants Program,

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1 that final page does talk about those improvements  
2 that specifically worked regarding rePARTing to  
3 address. We can go into more information about that.

4 Bill?

5 MR. MODZELESKI: You could probably take a  
6 half a day, Russell, to go over the changes over the  
7 last, say, five years that the Office has taken to  
8 improve -- it is not only the quality of the State  
9 Grants Programs, but the delivery of services overall.

10 Training/technical assistance, we spend,  
11 oh, probably \$10 million a year on various training  
12 and technical assistance efforts. We have a  
13 discretionary grant program dedicated merely to  
14 provide funds to states to improve their overall data  
15 collection and analysis system.

16 We do a conference every year, every other  
17 year, where we bring in over 1,000 people to help get  
18 this out. We have listservs. We have newsletters.

19 Best practices is part of what we do. It  
20 is an everyday way of life, is promoting best  
21 practices.

22 Just as a point of clarification, to

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1 correct Chris, who, unfortunately, is not here, is  
2 that we have said repeatedly there is no list. We  
3 don't subscribe to any list.

4           What we do say is that there are  
5 -- Donni's agency, basically, has worked with Del  
6 Elliott in Colorado on the Blueprint Series. So you  
7 have the Blueprint Series. Belinda's organization, as  
8 Zili said yesterday, had the Red Book with grants in  
9 the Red Book. CSAP has, unfortunately, a list is the  
10 best way to talk about it. Howell's organization has  
11 listing of groups and programs that work. The  
12 Executive Branch with Helping America's Youth has  
13 another grouping of programs.

14           So, rather than say just go to this list,  
15 what we say is that all of these programs have a  
16 degree of research behind them that shows that they  
17 have been effective if implemented to a degree of  
18 fidelity, to a high degree of fidelity. So adopt  
19 those programs, not any one list.

20           I mean, basically, if you have something  
21 that we know that works and you can show/demonstrate  
22 that it worked, that is what we want you to engage in.

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1                   We are in a process right now of looking  
2 at, conducting research to see, unlike, well, in some  
3 ways the list, but we want to expand beyond that.  
4 Because what we recognize is that the Safe and Drug-  
5 Free Schools Program, what occurs at the local level  
6 is not just about curricula.

7                   I think that Hope Taft is right. I mean  
8 this is about mentoring. This is about connections.  
9 This is about changing the culture and climate at  
10 school. This is about linking kids with adults.

11                   You are never going to find on any list a  
12 program that says let's link kids with adults. I mean  
13 so we need to find a way to get beyond just a  
14 curricula-type program because we also are cognizant  
15 of the fact that this is not only about money; this is  
16 about time.

17                   As teachers and principals find that there  
18 is less time to do these things, we can't just get  
19 them off the table. We need to replace them with  
20 activities that really work.

21                   By the way, what we do believe is that  
22 connections and mentoring programs and programs that

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1 basically teach kids trust, respect, character, all of  
2 those things have an impact not only on the  
3 individual, but also on the school. They trickle down  
4 and they affect alcohol use; they affect drug use;  
5 they affect violent behavior.

6 So part of the trick here is to move away  
7 just from the silos of programs which historically  
8 have just dealt with drug prevention or just dealt  
9 with violence prevention and begin to look at broader-  
10 based programs that tend to address a whole range of  
11 problems that kids face.

12 I would be willing to bet that Tommy, the  
13 kids that come into his Dean's Office, or whatever the  
14 case may be, come in with a whole host of problems.  
15 You know, the kids are manifesting -- you know in your  
16 practice -- the kids are coming forward with a whole  
17 host of problems.

18 If we continue to just put bandaids on  
19 these problems and try to fix one problem at a time,  
20 we are never going to be successful. So we are  
21 looking at a broad-based, comprehensive approach in  
22 programs and activities.

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1           In some ways, I think -- and this is the  
2 difficult part -- I think schools are ahead of the  
3 researchers. As a matter of fact, I know schools are  
4 ahead of the researchers. We are far ahead of the  
5 researchers because we recognize the problems and we  
6 are struggling to fix them. Researchers are still  
7 years behind in trying to come up with some answers  
8 for basically: Is what they are doing working?

9           If we had to merely -- and this is the  
10 trick here -- if we merely had to follow where the  
11 researchers are, we are going to be stuck in five  
12 years or ten years. So there is a time lag here, and  
13 it is an unfortunate time lag. So part of it is also  
14 trying to figure out, how do we bring the researchers  
15 along with us to make sure the researchers are doing  
16 what we want, what is important to us?

17           I have talked to some people around the  
18 table about Chris' research. To some extent, it is  
19 that, you know, that is not of particular interest to  
20 us. If it is not, then part of the message is that we  
21 -- I mean not "we," but all of us, Debbie and  
22 ourselves -- we need to be sending a message to

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1 researchers as to what is important to us to make sure  
2 that Tommy has a school that is effective and that  
3 basically operates smoothly and freely and safely in a  
4 climate and culture that really is conducive to  
5 learning.

6 CHAIRMAN LONG: Shep has been patiently  
7 waiting over here.

8 DR. KELLAM: I have been actually  
9 listening.

10 (Laughter.)

11 I have to say I feel like two or three of  
12 us maybe feel like we should come at this conversation  
13 from a how-do-we-connect-up perspective.

14 The research that we heard was probably --  
15 and these are friends of mine; at least two out of the  
16 three of them are very close friends -- they didn't  
17 connect with us.

18 Everybody in the morning was really  
19 talking about evaluation and how important it is, how  
20 important even at the local level. How do you know  
21 what you are doing when you go to work matters?  
22 Should you be doing something else that would matter

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1 more?

2                   With all of the interest in evaluation, it  
3 seems as if the research panel -- I had some  
4 skepticism in the first place about how that was going  
5 to work in our group. Certainly, the rest of the  
6 panels I thought were incredibly informative, but the  
7 research panel illustrated how far away the research  
8 that they described was from the practice that we go  
9 and do every day.

10                   I say "we" because we have a partnership  
11 with Baltimore City Public Schools where we go and sit  
12 down with the Board and School Commissioners and the  
13 Superintendent, and they say, "What research questions  
14 are you paying attention to? How can we help you do  
15 your mission?" That is what a partnership could be  
16 like.

17                   Our research establishment is nowhere near  
18 that. I can tell you we get a lot of research grants  
19 because review committees aren't -- scientific review  
20 committees are aware that that is needed, that you  
21 have to have a partnership in order to do randomized  
22 trials.

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1                   We have 95 percent of the parents agreeing  
2 to have kids randomized, and school districts, you  
3 know, everybody is behind it, because we are asking  
4 questions they want us to answer.

5                   "How do you make reading scores go up?" is  
6 a very important question. Whether you teach phonemic  
7 awareness or every kid is different is really a very  
8 important question.

9                   The question is, how close can the  
10 researchers come in a new stage of work to the people  
11 doing practice? We have tools, incredibly expensive  
12 tools. No Kid Gets Left Behind has an whole  
13 assessment system, information system, which tells you  
14 where things are problematic or where they are not so  
15 problematic.

16                   What we have not learned, and need to, is  
17 how to use these assessment systems, develop these  
18 partnerships between researchers and practitioners  
19 such that the practice is driving the research. It is  
20 asking the questions that need to be answered in order  
21 to function.

22                   In some crazy way, the Food and Drug

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1 Administration does that. It is goofy because it ends  
2 up taking money from the drug companies and doing,  
3 requiring -- I mean it is all complicated.

4 We have an opportunity, I think, to  
5 develop a whole new structure. I think that what we  
6 need to do is to say to people, "Safe and Drug-Free  
7 Schools is fundamentally important to the school's  
8 mission. Socializing kids and mastery of the basic  
9 educational tasks that includes behavior is the way  
10 you get the self-esteem; it is the way you protect  
11 against drug abuse."

12 And this, by the way, comes out of  
13 epidemiologically-based longitudinal studies. We need  
14 to focus on the developmental trajectories and say:  
15 What are the early issues? How could you get in  
16 early?

17 You can't do that from an ivory tower.  
18 You have really got to understand and sit in with the  
19 school district people.

20 By the way, child welfare should be better  
21 connected to school districts, and public health  
22 should be better connected to school districts. We

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1 are talking about restructuring the way research,  
2 which is highly funded, needs to be less isolated and  
3 more integratable into the practice process.

4 Now I have got down here about five things  
5 I think we could do, none of which would cost a hell  
6 of a lot of money, if any. I hope we all have lists  
7 of stuff like that. I think that there are plenty of  
8 things that we could do.

9 It is not going to be inside Safe and  
10 Drug-Free Schools, inside the program. It is going to  
11 have to do with: What is IES? What are the links  
12 between IES and Safe and Drug-Free Schools at the  
13 community level?

14 Should we not be stimulating researchers  
15 like we did with land grant colleges or something?  
16 Should we not be stimulating some research groups to  
17 sit inside Tommy's office and his school district and  
18 say, "How can we help you understand what is working  
19 and for whom?"

20 That kind of partnership is part of a new  
21 structure because we are not getting the bang for the  
22 buck out of the research dollar. We are not getting

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1 the bang for the buck. We don't know what we are  
2 getting out of many of the program areas. We need to  
3 know more, and we need to bring this new structure to  
4 bear. It is really designing a whole new structure  
5 for a lot of things, not just Safe and Drug-Free  
6 Schools.

7 DR. JONES: Yes, am I next?

8 MS. SOLBERG: I couldn't agree with you  
9 more, absolutely.

10 I have a question, first of all. If you  
11 have already said this, I apologize, but I missed it.

12 When did the PART material go in for  
13 rePARTing?

14 MS. PRICE: It is in the process of being  
15 rePARTed right now.

16 MS. SOLBERG: So they are working on it?  
17 When do you expect the results of score?

18 MS. PRICE: February.

19 MS. SOLBERG: In February? So that is  
20 significant for this group.

21 Secondly, both Kim and Tommy sparked this  
22 comment. Cause and effect and cooperation -- there

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1 are a number of federal programs, not as large in  
2 scope, but similar in function that I think we need to  
3 consider, Weed and Seed, the Drug-Free Communities  
4 Program, a number of Justice programs, that attempt to  
5 change not only the individual, but also the community  
6 in which the program operates.

7           There are some rather clever evaluations  
8 that are in the process looking at stages of  
9 development and expecting different results at  
10 different stages -- giving a school district who  
11 decides to launch a meth program two years to actually  
12 report on the results of the meth prevention that they  
13 are working on.

14           Those programs so far have some pretty  
15 decent PART scores. I wonder if it might not be worth  
16 our while to invite either an administrator or an  
17 evaluator or a team of evaluators who are working on  
18 creating these out-of-the-box, new programs to come  
19 and present to us, because there are some ways of  
20 linking cause and effect or linking a number of causes  
21 and effects, of which you are a part that equals the  
22 total result.

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1           So I would really recommend that we  
2 consider speaking with some of the other agencies in  
3 town and inviting at least comments from them on how  
4 they are dealing with the exact same problem. Because  
5 everybody is reinventing the wheel. If we put all of  
6 our heads together and all of our very small pots of  
7 money together, we might come up with a system.

8           No. 3, those programs are also, several of  
9 them are also using online evaluation tools. Those  
10 tools allow the local -- and, you know, we are talking  
11 about the local control, the local cause and effect --  
12 to somehow have an effect on the larger entity.

13           If, in fact, an online system could be  
14 created where there was a whole menu of things to  
15 report on, then we would capture, first of all, what  
16 everyone is doing. I don't believe that currently we  
17 are capturing that.

18           Ohio is a wonderful State. The State of  
19 Washington is doing a fabulous job. But I talk with  
20 states that are really having trouble getting their  
21 arms around what to do.

22           We would hear from all states. You would

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1 better be able to target the technical assistance, et  
2 cetera, that you do. I think that we would see some  
3 rather significant overall results.

4 So I would recommend that we consider also  
5 some kind of a reporting tool, so that we don't have  
6 individual states creating what they think is a  
7 significant evaluation, but everybody works for the  
8 same goals that will allow individuality. So that the  
9 state can define their problems; the community is able  
10 to define their problems, but they fit in in some way  
11 with a rather flexible menu that we have created.

12 DR. JONES: Yes, Mary, I second that. I  
13 think that is an excellent idea.

14 As I listen to comments around the table,  
15 I really hear this whole concept of we have to think  
16 outside of the box, I mean as partnering. We are not  
17 going to get the job done without partnering and going  
18 beyond the walls of the Department of Education. It  
19 just ain't going happen because there are limited  
20 funds.

21 But just a couple of just basic ideas:

22 One, we are talking about evaluation and

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1 that kind of thing. There are graduate programs in  
2 every state around this nation with very competent,  
3 bright researchers, graduate students that would love  
4 to work on these kinds of projects, that would love to  
5 do the kind of evaluations that need to be done, that  
6 would love to sit in principals' offices, for example,  
7 to determine what is it that they are doing that is  
8 working, et cetera. A relationship with the American  
9 Psychological Association, for example, would be  
10 wonderful.

11 There are students that would love to do  
12 research who can't gain access to target populations.

13 I am at a land grant university, Virginia Tech  
14 University. I was educated at a land grant  
15 university, Penn State. Those universities are out in  
16 the middle of nowhere, literally. In terms of getting  
17 clients, it is very difficult.

18 It is difficult to get these kids to come  
19 into our clinics to do the kinds of things that need  
20 to be done. Even more so, what we know -- that was 30  
21 years ago -- what we know now is most people don't  
22 come to our clinics. The people who need help don't

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1       come to our clinics. But where do they come? They  
2       come to school; they have to come to school.

3                 Partnering the American Psychological  
4       Association with many of the initiatives that are  
5       being done here, many of the schools where this is  
6       being done, I think it is a wonderful idea. I think  
7       the APA would jump at it. Graduate students would  
8       jump at it.

9                 Master's theses, dissertations, they have  
10       to be done. What an excellent opportunity. It is no  
11       cost to school systems. It is not taking time away  
12       from administrators, et cetera. That is just one  
13       suggestion.

14                Another just real quick suggestion: We  
15       had an excellent panel talking about safety and that  
16       kind of thing in the afternoon, partnering with  
17       Homeland Security, partnering with FEMA. Our group,  
18       we have gotten over approximately half a million  
19       dollars from FEMA to do research looking at the impact  
20       of children and fire. Those kinds of monies, those  
21       kinds of dollars are there. There is millions of  
22       dollars in Homeland Security and in FEMA. In fact, I

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1 have even heard the term "billions of dollars."

2 Why not develop partnerships to move the  
3 mission of this initiative forward? It is partnering.

4 It is gimbling, as we talked about yesterday.

5 MS. DUDE: Maybe it is a naive question,  
6 but it seems to me that over the period of time that  
7 this funding has occurred that the scope of what we  
8 are expected to deal with has broadened. Yet, the pie  
9 that you describe has certainly not gotten any bigger.

10 It has gotten smaller. Yet, some of the issues we  
11 are supposed to deal with, like safety, whether it be  
12 terrorism, whether it be hurricanes, or whatever, it  
13 seems to me that there are other departments that  
14 should be funding those efforts, as opposed to Safe  
15 and Drug-Free Schools.

16 So it is a naive question. Why do we need  
17 -- I don't know why I'm including myself in this "we"  
18 -- but why does the Safe and Drug-Free Schools budget  
19 have to accommodate those needs, instead of FEMA or  
20 someone else?

21 MS. PRICE: I don't know that I can answer  
22 that as articulately as would be needed, but the

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1 legislation, the Title IV legislation, that  
2 articulates this grant is our dictate to what we do.  
3 It talks about drug, alcohol, violence reduction. In  
4 there, it says we should have a crisis plan; every  
5 school should have a crisis plan to get their dollars.

6 Even though drug, alcohol, and violence  
7 reduction are specific terms, in a sense, they are  
8 also very broad terms. So these are what those  
9 dollars should be used for.

10 Now FEMA, that is a whole other pot of  
11 money and whole other agency that is funded under a  
12 whole other program. As much as we would like to see,  
13 and I think as much as the federal government is  
14 trying to focus in on, instead of pockets of agencies  
15 doing their thing and not collaborating together, but  
16 collaborating -- and we've got some great  
17 collaboration going on with the folks at this table.  
18 ONDCP we work with all the time, HHS, Justice. You  
19 know, our Safe Schools/Healthy Students is a joint  
20 collaboration of those three.

21 But some of it is what the legislation  
22 provides. We have this pot of money to address these

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1 issues in the specific manner in which the 20 to the  
2 state, the 80 percent to the LEAs, distributed to the  
3 LEAs, is in this fashion. Individual school districts  
4 can work toward collaborating and getting other  
5 dollars in, but it is not a function of this program  
6 to do that. It doesn't mean it wouldn't be a good  
7 idea, but we work within the legislation that we are  
8 given and the parameters around that.

9 One thing I might just want to offer, I  
10 think that we have gotten some specific suggestions  
11 that I think are very good. I think for the long-term  
12 report to the Secretary next June, that putting some  
13 rubber to the road on those would be really  
14 significant. I don't know that that is what they are  
15 looking for in September, but more of an understanding  
16 of the value of the program, of what are some areas  
17 that need to be addressed.

18 Reauthorization of No Child Left Behind  
19 comes up next year. If you look at this program, what  
20 about this program could be better in legislation that  
21 makes it a better program? If we could get some broad  
22 understanding, broad concepts with some focuses on it,

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1 I think it would be really helpful for the September  
2 8th report, if that is helpful.

3 MS. JACKSON: Yes. We have been talking a  
4 lot about the function of schools and No Child Left  
5 Behind. Again, when we take a look at the public  
6 school model, it was meant and built to serve the  
7 public.

8 As we heard a lot of presentations  
9 yesterday discuss the challenge of teachers doing  
10 more, of classrooms, schools, and districts trying to  
11 ensure that we have highly-qualified and trained  
12 teachers to do the academics, to deliver the academics  
13 to our children, as well as keeping our schools safe  
14 -- and, again, safe is a very broad term -- and drug-  
15 free.

16 So the Office of Drug-Free Schools for me  
17 for well over a decade has been a major player with  
18 the Department of Education in providing that  
19 additional support that schools have needed to address  
20 and assess and provide a link between services to  
21 schools and to students and their families and the  
22 community. So there has been a lot of partnering that

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1 has been going on for years.

2 The Student Assistance Program, which we  
3 heard spoken about briefly this morning and some  
4 yesterday, has been also a component that the Office  
5 of Safe and Drug-Free Schools for many of our  
6 districts have picked up and have been providing  
7 services to our school districts and our schools to  
8 assist children and keeping those students in schools.

9 For every student, we all know, that we  
10 lose from schools, that is funding for that school and  
11 that district, as well as it is an increase to my  
12 partner here next to me, the Department of Juvenile  
13 Justice often, where our students have nowhere else to  
14 go.

15 For many of our students, coming to  
16 schools and feeling safe, sometimes it is the only  
17 place that they have to come and feel safe. Student  
18 Assistance Programs has been a way of providing  
19 students that return to school with that opportunity  
20 to be reconnected and re-engaged.

21 So I think the functions of our schools  
22 has broadened and has changed, as well as over time it

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1 has had a restructuring in and of itself to take a  
2 look beyond just the school and really link with the  
3 community. I think that is challenging when we don't  
4 have Student Assistance Programs and other  
5 opportunities to do that. I don't think our teachers  
6 and our principals always have that opportunity to  
7 take on that role.

8 Also, Student Assistance Programs have  
9 provided an opportunity and a mechanism for bringing  
10 to the table to teachers and schools and school boards  
11 and administrators some of the things and the  
12 presenting problems that are going on in our  
13 communities. So that has been another component that  
14 often some of our teachers and our administrators  
15 aren't aware of what is going on with our students.

16 So I think it is important that we not  
17 forget that the functions of the schools, and, again,  
18 with NCLB, that without Title IV, I am not sure how  
19 any of the other components could be carried out if  
20 our schools were not safe and if they weren't drug-  
21 free and we weren't addressing dropout and truancy and  
22 many of the other issues that affect most of our

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1 students.

2 CHAIRMAN LONG: Perfect timing. It is now  
3 10:15, and we will be taking a break. We will come  
4 back and start right at 10:30.

5 (Whereupon, the foregoing matter went off  
6 the record at 10:18 a.m. and went back on the record  
7 at 10:37 a.m.)

8 CHAIRMAN LONG: Okay, if we could please  
9 come back together, we have, let's say, about 50  
10 minutes and then we will pull it together for about, I  
11 was going to say five minutes, and as I thought, that  
12 might take an hour.

13 (Laughter.)

14 As we said earlier, the point now is not  
15 to come to conclusions. It is to lay things out,  
16 which you have been doing.

17 I talked to several people at the break.  
18 If we look at it this way: Try not to put those in  
19 neat little categories, but two or three people said  
20 to me, you know, things were laid out there; some of  
21 them I hadn't thought about. Now some of the things  
22 are starting to fold together. If we can just

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1 continue to do that, so that when we get together for  
2 our conference call, that then there will be some  
3 semblance of order.

4 Along with that, I had mentioned earlier,  
5 and then I was talking with Hope here, but I thought,  
6 when we started, two things about the function of  
7 schools and then, secondly, about the delivery system.

8 All of a sudden, those minutes turned into hours, and  
9 we've got about 45 or 50 minutes left.

10 If we could, for the sake of the  
11 discussion of the delivery system, I had even  
12 mentioned to Hope maybe we can get to it now. As I  
13 thought about that, I am not sure we can because I  
14 think we have to continue what we are talking about.

15 So in preparation for that conference call  
16 and the delivery system aspect of it, if we could send  
17 something out like we did before with some ideas from  
18 the Department, and then if any Committee members have  
19 any additions to it, which I thought worked well last  
20 time, then you can just add it to the basic structure  
21 of the discussion on the delivery system. Then that  
22 will be for the second part.

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1                   For the first part, we will have to tie  
2 this all together, too. That is going to take -- we  
3 are all going to get on airplanes here in about an  
4 hour -- so that is going to take some time together,  
5 as you know, from the standpoint of staff, so that  
6 there is some coherence at that conference call also,  
7 which is coming up very soon. Here we are on the  
8 22nd, and that is the 5th. So that is going to come  
9 right to us.

10                   I just want, as we start, to just mention  
11 something. It is just rhetorical. But the other part  
12 of this, I was sitting listening. We all come from  
13 different areas of the country and different jobs.  
14 One of the things, the elephant that just kept -- oh,  
15 good Lord, I just gave away my party affiliation  
16 (laughter) -- the elephant in the room is, I think a  
17 lot of this is political. Let's lay it out there,  
18 that the things that we are talking about are going to  
19 be voted on by Members of Congress.

20                   So some of the things that we are going to  
21 be presenting in the way of creation or creativity is  
22 going to be to have the representatives from Congress

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1 from your areas, wherever that happens to be, that  
2 there are some things that are said in a way that will  
3 allow them to get off some of their thought process  
4 right now, whatever it might be, and vote yes. That  
5 is the way it is.

6 So some of the things we are going to talk  
7 about, yes, it has to be created from the standpoint  
8 of the approach and differences. Some of it will have  
9 to be even how it is said, even though some of those  
10 outcomes might still then be the same, if that makes  
11 sense.

12 But I think we have to also remember that  
13 as we are putting all of these things together,  
14 because they are political animals. In a discussion  
15 last night, I was talking to somebody who said, "We've  
16 got five Members of Congress from our County, just  
17 because of the size, and they are all up for re-  
18 election." That also has to be a part of the formula.

19 So we don't have to beat that to death,  
20 but we all know it and we have to think about that as  
21 we start to put all these things together. Okay,  
22 enough said on that.

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1                   If I could -- well, why don't we do that  
2                   in the wrapup? Maybe if we take about, let's take  
3                   about another 30-35 minutes of discussion and then I  
4                   am going to ask you for some consensus on just a few  
5                   of the items. I don't think it is going to be very  
6                   difficult. I have been just writing things down as  
7                   you have been talking and just trying to see if we can  
8                   pull some of this together, but I will do that way at  
9                   the end.

10                   So if we can continue the discussion, we  
11                   will stop at about a quarter after and then try to tie  
12                   some of these things together with consensus. Okay?

13                   Does anyone remember where we were? Hope?

14                   MS. TAFT: I just over break thought of a  
15                   couple of things. Maybe what we really need to do is  
16                   kind of go back to basics.

17                   I remember in the late eighties when the  
18                   Drug-Free School Program was first started, and it was  
19                   just the Drug-Free School Program. Then, all of a  
20                   sudden, it became the Safe and Drug-Free Program  
21                   because I think Congress was aware of the influence of  
22                   drugs and alcohol use on safety, and that is what they

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1 meant by safety, sort of that interpersonal safety  
2 that related to either a parent's alcohol and drug use  
3 or a child's alcohol and drug use on the rest of that  
4 school environment.

5 So I really think helping us come to some  
6 sort of a definition of what "safe" means in the Safe  
7 and Drug-Free School Program might be helpful in our  
8 goals of getting back to the basics of what the  
9 program is all about.

10 One of the things that I also think is  
11 really important, and I heard it yesterday, I know  
12 that we are all around the table because of our  
13 passion for this program. If we undermine the passion  
14 at the local level, if we don't reinforce that  
15 passion, if we don't continue to validate what the  
16 local people are doing, it doesn't matter how much  
17 money you have given them; they are not going to do  
18 anything. They are going to burn out, and then there  
19 is going to be nothing.

20 So somehow or another, we need to show  
21 support in a strong way for local efforts and how they  
22 tie into academic achievement.

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1           Then if we could change the formula or the  
2 funding system in some way, because we know that  
3 actions follow money, and tie just a little bit of an  
4 incentive into what we want to see what happens, which  
5 may be to reflect collaboration or getting matching  
6 money or in-kind services or tying in the local  
7 university or having a Student Assistance Program, or  
8 doing joint evaluations with other activities going on  
9 in the community that affect people, such as the Drug-  
10 Free Communities Grants or the Strategic Prevention  
11 Framework Grants, or the Weed and Seed Grants.

12           I mean all of these grants are reinforcing  
13 to each other in a community. Local people get really  
14 kind of distressed when they are doing five different  
15 reports for the same amount of money, and it is the  
16 same five people around the table all the time.

17           So how can, at the federal level, we look  
18 at collaborating and having one set of criteria do for  
19 all of the programs and save people some time and  
20 money in the process that could be better used in  
21 making those connections, in getting those caring  
22 adults into people lives, into kids' lives,

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1 particularly that we really know make a difference?

2 So that is kind of where I am now.

3 DR. JONES: Yes, I agree also. The notion  
4 of safety, how broadly defined it is, I think that is  
5 important.

6 DR. WECHSLER: I think there is an  
7 incredibly fundamental issue that this group must  
8 discuss, debate, and soon come to a conclusion of its  
9 opinion on. Yesterday we heard a spirited debate in  
10 which two different sides were presented. The  
11 researchers sided with the folks who did the PART.  
12 The third objection they had was the funds are spread  
13 too thinly to support quality interventions. I don't  
14 know where I stand on that, but I think we need to  
15 come up with our opinion on whether the status quo of  
16 getting grants to every LEA in the country, whether  
17 that is something that could be maintained, given the  
18 ongoing funding cuts.

19 CHAIRMAN LONG: And I think that is an  
20 excellent point, Howell. I think that that should be  
21 one of the basic tenets that we talk about on that  
22 delivery system because then it starts to get into

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1 that, but that might even be the first question that  
2 we approach on that subject.

3 MR. LEDBETTER: Since the initial meeting  
4 we had, some of the discussion at the initial meeting  
5 was about the fact there was very little money and it  
6 was spread so thinly with the program as it now exists  
7 that it was very difficult to achieve the results that  
8 they were looking for.

9 Yesterday nearly everyone who came in, in  
10 one way or another, said that they needed more money  
11 to make the programs work better. I asked Deborah if  
12 the legislation would require or would allow -- we are  
13 looking at ways to improve the program and one of the  
14 problems is the funding. Now if the money from the  
15 federal government is shrinking, and you look at what  
16 inflation has done to the dollar, it has shrunk more.

17 One of the ideas that I have kicked around  
18 with a couple of people is redesigning the State  
19 Grants Program where the money that goes to the  
20 states, that it not be any flowthrough money, where it  
21 flows from here, from the federal government, to the  
22 state, and then it flows directly through the state to

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1 the LEAs; that there be some requirement on the part  
2 of the LEAs to participate in the program, that they  
3 have to be able to leverage some money or provide some  
4 matching money to take part in the program.

5           Yesterday I heard about school systems  
6 that received \$1500, was all they received. If that  
7 school system knew that they could come up with  
8 another \$1500 to get that \$1500, then they have  
9 \$3,000, we have doubled the amount of money in the  
10 program.

11           I know that there are three school systems  
12 in the Huntsville, Madison County, Alabama area that  
13 participate in the program. I believe the Huntsville,  
14 Madison County, Chamber of Commerce, we could build a  
15 relationship with them, a partnership with them, and  
16 we could come up with the money to participate in the  
17 program. I believe that other communities throughout  
18 the United States could do the same thing.

19           If the federal government will not provide  
20 us more money, why can we not look at requiring some  
21 form of leveraging to participate in the program to  
22 get that money? So I thought I would just throw that

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1 out there and see how anyone else felt about it, but  
2 if the program is as good as we have heard that it is,  
3 then let's use the program for seed money to make the  
4 program grow. If the program is good, we will find  
5 the money for it out there some way.

6 DR. JONES: I concur.

7 MS. DUDE: Well, I think, theoretically,  
8 that sounds like a great idea, but, practically  
9 speaking, I think there would be a lot of school  
10 systems that absolutely wouldn't come up with the  
11 money. So they wouldn't even apply for the grants.

12 Speaking even at a university, and we have  
13 a statewide coalition of other campuses, so we work  
14 with 12 State colleges, and I am telling you, the  
15 administration just does not want to give money toward  
16 prevention unless there is a student death or  
17 something horrible happens, and then they react. Like  
18 somebody was talking yesterday about people are more  
19 reactive than using prevention.

20 So I think in a perfect world, yes, that  
21 would be good, but if they had to have matching funds  
22 and they had a \$15,000 grant, well, the school system

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1 may not be able to come up with \$15,000.

2 DR. JONES: Well, but I don't think he is  
3 saying the school system, but other community  
4 agencies, the Chamber of Commerce, universities,  
5 Kiwanis, et cetera.

6 MS. DUDE: But what that is doing to --

7 DR. JONES: The Better Business Bureau.

8 MS. DUDE: Again, I think in a perfect  
9 world that is true, but you are talking about somebody  
10 whose prevention is probably one-eighth of their job  
11 title in that public school. They are now not only  
12 having to write the grant, but they are having to meet  
13 with all these other people to get them. I just think  
14 it is setting them up for a very, very difficult  
15 situation.

16 CHAIRMAN LONG: Can I address that, Kim?  
17 I think that is all about leadership. Then I would  
18 say if you have a problem at your university with  
19 that, I would say shame on your president. I think  
20 that is the responsibility of a superintendent.

21 I mean if you say that we will give you  
22 \$500,000 for a particular program, and I get that call

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1 or we fill out that application, then I see that as my  
2 personal responsibility to make sure that that  
3 community -- and I am not talking about just one area,  
4 what Tommy and what Russell are talking about, but all  
5 of the foundations, all of the businesses, all of the  
6 contractors -- we would get \$500,000; I mean we would  
7 break our backs to get that \$500,000.

8 I am just going to use myself. I see that  
9 as my responsibility to match that. I think that is  
10 about leadership, and I don't think it should be the  
11 responsibility -- I heard what you said about one-  
12 eighth -- I don't think that should be your  
13 responsibility. I think that is the leader's  
14 responsibility.

15 MS. DUDE: But, in response, I would say  
16 you are absolutely right, but my point is that  
17 leadership does not necessarily exist for probably a  
18 pretty significant number of school districts out  
19 there.

20 If we require matching funds, I think that  
21 is going to eliminate a lot of the school systems that  
22 really need this. You are talking about leadership

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1 among a group -- I mean, obviously, you folks are  
2 highly-selected people who are very passionate about  
3 this. Not everybody has got the luxury of having a  
4 superintendent, a president, or a principal who --  
5 because they have so many other priorities.

6 It is not like they don't think it is  
7 important, but they have so many other priorities, to  
8 suddenly have to come up with \$15,000 for matching  
9 funds, I would be afraid that, if we mandated that, I  
10 would be afraid that there would be a lot of school  
11 systems that would do without.

12 MS. TAFT: There is a difference between  
13 having the dollars in hand and having in-kind  
14 contributions. If we could allow for in-kind  
15 contributions, I think that most of the schools would  
16 make it already because of how they partner in that  
17 work with people in the community to get the supplies  
18 and the services that they need that they can't afford  
19 to pay for.

20 DR. JONES: Yes, I just think it is very  
21 doable. I mean if people would take their passion to  
22 the local Wal-Mart, to the local Target -- we have

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1 done it and we have gotten thousands of dollars from  
2 our local Wal-Marts. I mean it can be done.

3 I think it is all about empowerment,  
4 teaching people to market their passion.

5 MS. DUDE: But one response, and I don't  
6 mean to debate, but just speaking from experience, I  
7 spend most of my time trying to find money as opposed  
8 to most of my time implementing the program, and I am  
9 full-time doing what I do. There was a time when I  
10 wasn't full-time doing what I am doing, and it took an  
11 inordinate amount of my time to try to find it.

12 So I am just saying the nice part about a  
13 grant is that often you write the grant, you turn it  
14 in, and you implement the grant. The in-kind helps.  
15 That would help a lot because you could probably  
16 rationalize that a chunk of my time, my office space,  
17 and my paper, my copier, and all of that, is in-kind.

18 I am just saying I feel I just want to be  
19 the voice for the small prevention program out there  
20 in a small town, in a small school. They may not even  
21 have a Wal-Mart, or that this person, this is one  
22 fraction of their time. They may be the full-time

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1 counselor. They may be a teacher. They may be a  
2 variety of different -- they are wearing all these  
3 hats, and then on top of this, they are suddenly  
4 supposed to go out there and find money from all these  
5 places in what could be not the most supportive  
6 environment.

7 I guarantee you, if they have a student  
8 death, they will have plenty of leadership behind  
9 them, but if there isn't something horrible like that  
10 happening, I just have too often witnessed the poor  
11 person who just can't get help from anybody. So we  
12 are asking them to do just one more thing.

13 MS. TAFT: Maybe that is another thing we  
14 need to include in our back-to-basics package. There  
15 was a time when every Drug-Free School was required to  
16 have a community advisory committee that would be the  
17 perfect vehicle for getting that local match in one  
18 way or another. That was taken out under, I think, No  
19 Child Left Behind, but it might be something that we  
20 could recommend would be put back in or reward  
21 community schools who did that in some way.

22 Because research in Ohio has shown that

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1 those schools that still have that advisory committee  
2 in place or are closely connected with a community  
3 coalition get much better results in their schools  
4 than those schools that are not connected to the  
5 community in some way.

6 MS. JACKSON: I just wanted to say some of  
7 us have kept and maintained with the principles of  
8 effectiveness from Drug-Free Schools all the way  
9 through to be changed to Safe and Drug-Free Schools.  
10 I would like to ditto -- and I'm not sure, the lady  
11 here down on the end, what her name is.

12 But my State is primarily rural more than  
13 it is urban. I live in the heart of Alaska,  
14 Fairbanks. We received our first Wal-Mart two years  
15 ago.

16 So when we talk about Wal-Mart and many of  
17 the other stores, they don't exist. So finding  
18 matching funds, I think the in-kind money is really  
19 pretty much already there, but to find the matching  
20 funds for many of our villages and our rural  
21 communities would really push people out of the water.

22 More than 50 percent of my districts in

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1 our State of Alaska actually receive Title IV funding.

2 The district that received the least amount of money  
3 was \$78, and I am really not sure what they did was  
4 \$78. But, again, it ranged from that end of the  
5 continuum to over \$600,000 last year. So there is  
6 quite a variety.

7 The urban areas were able to tap in  
8 perhaps and receive the matching, but I would hate to  
9 see any of the smaller districts not have any type of  
10 funding to at least accomplish one of the core  
11 elements that are found under Title IV. If they are  
12 doing nothing more than providing an opportunity for  
13 parents to come into the schools and have potlatches  
14 and be a part of and understand the need for parental  
15 or grandparent involvement, those things are needed.

16 Again, I am not sure how we evaluate those  
17 things, but is the little bit of money and  
18 accomplishing one thing better than getting no money  
19 and accomplishing nothing? Well, okay, that's fine.

20 DR. JONES: She is looking directly at me.  
21 So can I respond to that?

22 Yes, it is about empowering people. I

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1 mean so you go to that Wal-Mart, even though it has  
2 only been there -- you know, you go to that Wal-Mart,  
3 whatever. We've got to empower people. People have  
4 got to do what they can do.

5 I think the matching idea is an excellent  
6 one because you can do a whole lot more with \$164 than  
7 you can \$78.

8 MS. JACKSON: It is just living, though,  
9 and living off the land, you are not going to get it.

10 MS. TAFT: But you've got those people. I  
11 mean if you valued volunteer time, you could meet your  
12 match in --

13 DR. JONES: Exactly. Yes, it can be done.  
14 Yes, it can be done. People have to be empowered.

15 MR. MODZELESKI: If I could just give you  
16 a couple of minutes about our experience with match,  
17 our experience with match has not been good. I think  
18 it reflects what Montean and Kim have said.

19 Now there is a way to get there without  
20 asking for the financial match. That is, basically,  
21 maybe asking, as we do in the Safe Schools, Healthy  
22 Students, and others, for the partnerships. So rather

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1 than require the money, which is, by the way, very  
2 difficult to get in a lot of parts of the country,  
3 what every town has are businesses. They have public  
4 health. They have mental health. They have so forth  
5 and so on.

6 So you are getting to the same point, but  
7 you get to it a little bit differently. It is a lot  
8 easier for me to go to a mental health provider or a  
9 health provider or to the Chamber of Commerce and say,  
10 "Help us." It may result in money, but it also may  
11 result in people. It may result in services, or  
12 whatever the case may be.

13 So that may be another way you want to  
14 take a look at it rather than just the money side,  
15 rather than just in-kind, new services.

16 MR. LEDBETTER: Kim commented that she  
17 spends most of her time trying to find money. What  
18 can I say? I spend a lot of time. I won't say most  
19 of it, but I spend a lot of time trying to find money.

20 But I am just a principal. I am not an  
21 expert at all of these things we have been talking  
22 about. I describe myself as a change agent. I mean

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1 that is the nature of my job. That is what I do. I  
2 am a change agent. I try to change the way teachers  
3 think, change the way students think.

4 I think that we are at a point that we  
5 will have to change the way we view this program. I  
6 think that we are going to have to do something.

7 Anytime anyone offers me some money and  
8 they say, "If you can match it," I'll find it. I'll  
9 find it. If it is important to me, I will find it.  
10 If it is not important to me, then I will not.

11 There may be superintendents that think  
12 that this program is not important. Well, if this  
13 program is not important, then those are the places  
14 that are skewing the statistics away from what this  
15 program is about.

16 Whatever is important to me on a daily  
17 basis, I will accomplish that. Some days when I come  
18 in the door, I will have a list of things that I want  
19 to accomplish that day, and I may not get one of them  
20 done that day because other things jump to the top of  
21 the list.

22 But if it is important to us, if the

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1 program is important to us, we can find ways to match  
2 the money. I don't know if it is in-kind type of  
3 services, partnerships, whatever. But I can assure  
4 you that if you offered me \$200,000 today if I could  
5 find the money to match it, I would find the money  
6 someplace. I would find it.

7 I might have to work at it to do it, but I  
8 would find it because that is 200,000 free dollars  
9 that I am getting along with the money that I have  
10 raised. That gives me \$400,000, and I can create a  
11 pretty nice program.

12 Now it may be that in some of those  
13 outlying areas, it may be that some of those state  
14 legislatures have to get involved and they have to  
15 provide some money. I don't know. But I still  
16 believe that we could expand the program; we could get  
17 more people involved in the program if we put some  
18 requirement on it.

19 The committees, the advisory committees,  
20 they would be great, but we need to build some  
21 partnerships. That is the one thing that has come out  
22 all the way through this discussion yesterday, is that

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1 we need to build some partnerships.

2 In these places where they have built good  
3 partnerships, they have very successful programs. In  
4 those places that have no partnerships, I wonder about  
5 the success of the programs there.

6 MS. SOLBERG: Kim, I can really identify  
7 with you because I have been there. I have  
8 experienced that over and over.

9 But I would like to talk about a statistic  
10 that I am now experiencing. One of my programs is the  
11 Drug-Free Communities Program. It requires a \$100,000  
12 match for \$100,000. We have grantees in rural  
13 communities -- we have many grantees in Alaska -- in  
14 every type of community.

15 What we found was in the beginning the  
16 match was all in-kind. Volunteers are now -- what? --  
17 \$40 an hour. So volunteers galore, desks, computers,  
18 et cetera.

19 What we are finding is, as the partnership  
20 develops and as the coalition matures, we are seeing  
21 that match decrease in in-kind and increase in dollars  
22 because they are changing. You know, Safe and Drug-

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1 Free Schools not only changes the school, it changes  
2 the environment that the school operates in. It  
3 changes the community.

4 As the community begins to understand the  
5 value of what is going on in the school, more money  
6 comes into the community. It might be a simple  
7 fundraiser that the Safe and Drug-Free Coordinators  
8 hold, you know, a donut sale in school. But that  
9 money begins to build.

10 As people see the results -- and this is  
11 why our results are so important. Where does money  
12 come? Money follows people that are successful. When  
13 they see outcomes from the programs, money begins to  
14 build.

15 In Alaska, maybe State legislators could  
16 be involved or the power companies or the oil, for  
17 heaven's sake. I mean think big. Go after the big  
18 guys.

19 But, statistically, I can document that  
20 the Drug-Free Communities Program has morphed into, as  
21 the coalitions mature, programs with dollar matches  
22 rather than in-kind matches. But I sympathize with

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1 you because I have been there.

2 One other point that we have to consider  
3 that I think is essential, addiction is everywhere.  
4 It is in schools. Why doesn't a principal favor this  
5 program? Because somebody may uncover what he is  
6 doing or she.

7 It is a fact that we must consider. It is  
8 not only children who use drugs. Adults use drugs.  
9 Adults drink.

10 When we are looking at ways to reprogram  
11 this, we have to consider addiction as a powerful  
12 enemy and consider that when we reformulate. I think  
13 that addiction is one of the reasons that you  
14 experience what you are.

15 DR. WECHSLER: It is very impressive when  
16 you have a \$100,000 grant and matching fund brings it  
17 up to \$200,000. But what I am hearing is a lot of the  
18 districts are getting \$1,000 from this program. You  
19 get a matching to that and, wow, you are up to \$2,000,  
20 which is probably where the program was when OMB  
21 concluded the funds were spread too thinly to support  
22 quality interventions.

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1           So matching is powerful in the context of  
2 your program. I don't know how powerful it is in the  
3 context of this program. Again, we need to come up to  
4 it.

5           Now the local people, and Montean just  
6 did, said there is an incredible value to having \$1500  
7 in that district. That is a very valid point. OMB  
8 and the researchers are strongly disagreeing. We need  
9 to figure out where we stand.

10           MS. TAFT: In Ohio, we did a study that  
11 found that those schools who got the least amount of  
12 money had the most amount of local match and were  
13 really getting better numbers than those schools that  
14 had a large amount of money and didn't have to go out  
15 and collaborate with outside players.

16           CHAIRMAN LONG: Bearing in mind -- and  
17 this is, I think, an excellent discussion because this  
18 is what our challenge is, that it cannot and must not  
19 be same-old/same-old. So if we just take the concept  
20 and talk about matching, and then bearing in mind what  
21 our two colleagues said, I think that could be taken  
22 into account by some of the other things that were

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1 said, like in-kind. So those things can be figured  
2 out.

3 But I think Howell really touched on  
4 something that, as we know we have to create -- one  
5 thing, the \$310 million becomes whatever that matches;  
6 it could become \$400 million. If it was a complete  
7 match, it would be \$620 million, but you could figure  
8 that out.

9 But the point is it magnifies the amount  
10 of money that is available. It involves those that  
11 need it most, however that involvement is worked out.

12 Then let me get back, just to close this,  
13 to the political point: Congress is going to be  
14 voting on this. Congress loves to have involvement  
15 with companies, corporations. This is the kind of  
16 thing I think that we have to think about putting in  
17 there as a recommendation to the Secretary. It can be  
18 pushed and pulled, but to take to Congress. So that  
19 when they see that, they would be inclined to go for  
20 something.

21 These are the kinds of things, the ideas,  
22 I think, that need to be fleshed out. So I applaud

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1 you. This was a positive discussion.

2 I'm sorry, Shep.

3 DR. KELLAM: I want to try to enlarge on  
4 the delivery system issue and the partnerships and the  
5 funding because I think that we are on focus. Dave,  
6 you are right that what a school is about and what the  
7 delivery system is all about is what we need to  
8 somehow come up and be inventive about.

9 I want to make a comment about the nature  
10 of partnerships. It is kind of glib to say let's get  
11 the old Interagency Service Council together at the  
12 community level and we will all have coffee once a  
13 month.

14 Partnerships have a lot depending on how  
15 they are structured, how they define their mission,  
16 what is the mutual self-interest of the participants.

17 The partnership that I think is most missing probably  
18 worldwide, and certainly in the U.S., is the  
19 partnership that brings research to practice.

20 The NIH has recognized that. Most of the  
21 federal government has now recognized that. The  
22 problem is how you do that.

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1 I would like to make the illustration  
2 that, for example, in the current grants we have from  
3 NIDA that Belinda is actually Program Officer for, the  
4 co-PI on the grants is the superintendent, the CEO of  
5 the Baltimore City Public School System, the co-  
6 principal investigator. With me and our team of  
7 researchers, there is a core team involving us, but  
8 also the core team involves people in charge of  
9 curriculum and instruction and other aspects of the  
10 school district.

11 By the way, speaking of the developmental  
12 epidemiology, which Hope referred to earlier, the two  
13 most important predictors of violence and drug abuse  
14 are school failure and aggressive, disruptive behavior  
15 as early as first grade. In fact, the prevention  
16 issue has been for 35 years, since we learned that,  
17 can you influence early aggressive, disruptive  
18 behavior and/or learning in first grade and reduce the  
19 prevalence of drug abuse and anti-social personality  
20 disorder? The answer is yes, and dramatically.

21 However, it doesn't work for girls and it  
22 only works at the higher end of high-risk first-

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1 graders as they grow old, because, apparently, their  
2 alienation continues and they are the folks that cause  
3 us a lot of trouble and themselves.

4           The partnership is all about getting  
5 inside the vision of a school district on the part of  
6 a research group, understanding the mission of a  
7 school district, and then working to help them  
8 accomplish that mission, and doing what we can to  
9 bring to bear the research that has been done, so that  
10 it is informing how they can actually realize the  
11 mission.

12           We are part of the master plan in  
13 Baltimore City Public Schools, what we do, and current  
14 research. As the five years of this third generation  
15 of work has progressed, the school district is now  
16 picking up \$350,000 to \$400,000 a year of the  
17 intervention budget and, in fact, integrating that  
18 into their own budget because we are trying to figure  
19 out how to go from this research-based funding to  
20 community-based funding, school-district-based  
21 funding.

22           So when we are talking about partnerships,

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1 we are talking about a reorienting of what NIH review  
2 committees consider, and they should never consider  
3 prevention research grants without a partnership. It  
4 has to be part of what research grants are all about.

5           If you don't have the access to  
6 institutions and understand the vision of the  
7 institution, then the relevance of the research is  
8 suspect. That is not true at the molecular level, but  
9 it is amazingly true at almost all of the levels of  
10 research.

11           The least-taught aspect of graduate  
12 education in any of the human services is how to make  
13 partnerships. It is just not taught.

14           You know, you send people at the most  
15 senior level in to work out a partnership with a  
16 school district. They come in with a snake oil that  
17 they try to impose on an otherwise overwhelmed  
18 district mission.

19           So what we need to do is to understand  
20 that the opportunity here is to take a really broad-  
21 based make the school better, including achievement  
22 and the related issues of behavior, mastery, sense of

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1 self-esteem, and the rest, and move the research into  
2 the service of that mission.

3 How do you do it? You don't increase the  
4 line budget of Safe and Drug-Free Schools because that  
5 ain't in the cards anyway.

6 What we want to do is to say, look, form  
7 partnerships with NIDA; make this, in fact, a way of  
8 -- part of the package is that when you get a research  
9 group tied in with a local school district or local  
10 entities, you then go and get research money because  
11 you are stronger and can compete for it in Education  
12 or in NIH or in most places, in Justice. So you sell  
13 the package.

14 It is important that you get in-kind and  
15 contributions at the local level. But at the federal  
16 level, it helps restructure the science.

17 Ultimately, the cry for evaluation is not  
18 going to go away and probably shouldn't. It doesn't  
19 mean you have to evaluate every damn thing you do,  
20 like how many men's rooms you have in the building or  
21 something.

22 What you do have to do, together with the

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1 people who run these institutions like school  
2 districts, is to figure out what the highest  
3 priorities are and what they really need to learn more  
4 about how to do.

5 Classroom behavior, management, by the  
6 way, has resonated with a lot of people in the  
7 education business. It just isn't there. That is one  
8 of the great generators of all the problems we are  
9 trying to solve.

10 So I would say that the focus is on  
11 partnerships.

12 I did want to mention quickly, and I won't  
13 go into the details, but we are now investing in  
14 information systems that are worth their weight in  
15 gold. These assessment systems that are now  
16 statewide, and particularly the ones that have  
17 individual identifiers, so you can follow kids over  
18 time and not just the size of the problem over time,  
19 they are incredibly important for sampling frames to  
20 understand progress.

21 Not everything is a randomized trial. If  
22 you could show progress from the randomized trial

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1 stage to the stage of rollout, and even do wait-list  
2 kinds of designs, where in fact every school district  
3 doesn't have to get the snake oil next year -- they  
4 can't anyway because you do not have the training, and  
5 so on. So you stagger the rollout stages.

6 In fact, you can see whether this is  
7 rolling out with more effectiveness than that at each  
8 stage. You have some schools getting it and some  
9 don't. You can stratify the sampling.

10 By the way, one of the things that is  
11 interesting about the assessment systems is that some  
12 of the school districts don't even have assessment.  
13 They can't follow kids over time from one school to  
14 another. Anne Arundel County, No. 1, right around the  
15 corner, they can't tell whether a kid is in the school  
16 district or not if they change schools.

17 So a lot of the byproducts of all this are  
18 you do get information systems that can, in fact, be  
19 used to deliver. That integration of assessment  
20 systems with delivery for mentoring and monitoring,  
21 for example, the progress within schools is incredibly  
22 important, and progress from programs.

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1           So it is a big thing we are talking about,  
2 but it is really a matter of pulling pieces into a  
3 coherent picture. I think that we have an opportunity  
4 to do an incredibly important thing.

5           The Safe Schools/Healthy Student Program  
6 began to do that, as you know, Bill. The whole  
7 community base-building, it is not like stage one  
8 hasn't been informative. By the way, that was the  
9 first time federal programs had cut across Justice,  
10 Mental Health, and Education.

11           I was struck by the fact that we have now  
12 got information that is helping America's youth.  
13 Eleven departments contributed to that information  
14 system on what works. All kinds of things are going  
15 on which are exemplaries of where we have got to go  
16 next.

17           I think we ought to be taking the  
18 initiative. You know, Safe and Drug-Free Schools,  
19 yes, we have been through stage one. We have had lots  
20 of experiences, pioneering experiences. Point out the  
21 pioneering experiences and say, "Where in the hell do  
22 we go from here?" It is going to involve other folks,

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1 folks. It is not just Safe and Drug-Free Schools in  
2 isolation. I think that we've got something to say.

3 MS. DUDE: Well, you touch on something  
4 that I have been thinking about. I don't know if it  
5 is appropriate for this Committee or not. But is  
6 there any way we could make recommendations as far as  
7 teacher preparedness, things like classroom  
8 management, creating a safe classroom --

9 DR. KELLAM: Sure.

10 MS. DUDE: -- detection, intervention,  
11 referral of at-risk students or even some of the basic  
12 information about alcohol and other drugs?

13 Because we wouldn't expect a math teacher  
14 to teach history. Yet, we are expecting people who,  
15 I'm thinking, have never been taught anything about  
16 prevention to implement a prevention program in their  
17 local school. It seems like we have all these -- I  
18 don't know.

19 It just seems like, if we are making  
20 recommendations to the Department of Education, they  
21 could make a requirement or a recommendation to the  
22 teacher preparedness education departments throughout

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1 the country that are preparing our college students to  
2 become teachers or administrators or counselors. It  
3 seems to me there could be some coursework that would  
4 teach them how to do that.

5 MS. SOLBERG: Could we not recommend an  
6 integrated curriculum for prevention? I mean research  
7 is showing that is what really makes the difference.

8 MS. PRICE: The Department of Education is  
9 prohibited of doing anything on curriculum. It is a  
10 state issue. We are prohibited.

11 MS. SOLBERG: But is this group prohibited  
12 from possibly collecting the data that shows the  
13 importance of integrated curriculum?

14 MS. PRICE: No. Honestly, I think that  
15 the Advisory Committee, I think that would be in the  
16 long-term report. You know, the findings and  
17 recommendations of this Committee are very useful.  
18 There are parameters around which the Department  
19 functions. Curriculum, hands-off -- that is a state  
20 issue and local issue -- is one element.

21 But if there is information regarding that  
22 that the Advisory Committee thinks is significant, it

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1 is certainly appropriate for the Advisory Committee to  
2 give their findings and recommendations to the  
3 Secretary on that.

4 I have a couple of questions I want to  
5 ask. They are really stirring-the-pot questions. I  
6 am asking them because I want us -- you know, maybe we  
7 can address them a little bit, but in this next week  
8 or two weeks, as we are putting all this in there,  
9 these are things that need to be addressed. We have  
10 talked a little bit about it, but it is like the  
11 elephant in the middle of the room; we haven't clearly  
12 articulated it.

13 When I look at the three issues regarding  
14 the initial PART that was done and the failure of the  
15 program -- I hate to say failure, but the lacking in  
16 the program -- one is funds are spread too thinly to  
17 support quality interventions. Since then, funds have  
18 gotten less. We haven't had an increase in funds. We  
19 have had a decrease, basically, every year in funds.

20 So considering the shrinking dollar, I  
21 have a question of, is it appropriate that every LEA  
22 gets dollars? Now Tommy's suggestion, and then we

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1 added some other levels to that suggestion, of  
2 requiring matching or a part that the LEA would have  
3 to give to get funds, that means some LEAs aren't  
4 getting funds. But I do think that, as we approach  
5 this, that that clearly needs to be addressed.

6           Would I desire for every LEA to be able to  
7 have some funds in my world, if I were Santa Claus and  
8 handing out the dollars? I would give everybody some  
9 money. But I am not Santa Claus. Well, I have the  
10 office, so I guess we do hand out the dollars.

11           But they are just questions, and I am not  
12 trying to answer the questions when I ask them. I am  
13 just trying to throw them out so that we address this.

14           Is the 20 percent to the state/80 percent  
15 to the LEA, is that something that we want to  
16 continue? Do we want to give all the money to the  
17 state and have them distribute all of it down to the  
18 LEAs? Is there a reason why we have the 20 percent  
19 for the Governors' program?

20           We need to think that through and have  
21 some -- we need to have thoughtfully thought through  
22 the issue, are funds being spread too thinly? If that

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1 is the case, how can we make that better? If matching  
2 is it, I think that is great. But, again, as Howell  
3 said, a \$1500 program now gets \$3,000. Still, is that  
4 an appropriate amount of money?

5 As Hope said, in Ohio, clearly, there are  
6 states that get small amounts of money -- I mean LEAs  
7 that get small amounts of money that have good  
8 programs that have made a difference in kids' lives.  
9 Is that true in all the other LEAs across the country  
10 that are getting a small amount of dollars?  
11 Unfortunately, it is not. That is one of the problems  
12 of the program.

13 We have a lot of great information about  
14 specific LEAs and states that are implementing  
15 programs, and we can talk about it. But in evaluating  
16 the federal program as a whole, every LEA, every  
17 state, all of them are compiled in that. That is  
18 where we have the question of, is this an effective  
19 program overall? So we have got to keep all those  
20 approaches to it as we are developing it.

21 Quite honestly, I am not trying to say we  
22 shouldn't fund the Governors. I am just saying this

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1 is the nature of our beast that we are working with,  
2 and what is the best initial proposal we can say -- or  
3 not proposal, but what are our best thoughts on this?

4 It might just be a list of questions. But  
5 what are our best thoughts on this in making this the  
6 best it can be?

7 Is that helpful?

8 CHAIRMAN LONG: Was that rhetorical?

9 MS. PRICE: That was just rhetorical.

10 CHAIRMAN LONG: The only reason I ask  
11 that, we are down to our last four minutes. But I  
12 think you bring up a good point. That gets right to  
13 the heart of it, as we have with a lot of these  
14 things.

15 Is there some mechanism that we can use --  
16 and, again, because we are really up against a wall  
17 with time, all of us, and with the September 8th. As  
18 these minutes have ticked by, I keep thinking  
19 September 8th, September 8th.

20 Is there a way to have some of these  
21 things -- like you just brought up one with the issue  
22 with 20/80, and so forth; that was just one of the

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1 items -- whether it is a yes, no, or a Leikert scale,  
2 or however you want to do it, so that you can get some  
3 immediate feedback from the Committee members to help  
4 with some of that, and then from that we could have  
5 some discussion?

6           Because now we aren't going to be back  
7 together again. That really concerns me. Is there  
8 just some way that we could get that out by email?  
9 Catherine is shaking her head yes. By email and then  
10 compile those answers, maybe just four or five  
11 questions.

12           As you were talking, I was just writing  
13 some things down. Yes or no, Committee, does success  
14 go beyond curriculum? Yes. There might be one or two  
15 who would say, "I don't think so."

16           I am just using that as an example. "Does  
17 success go beyond curriculum?" Yes. "Should we  
18 recognize the inherent problems with evaluation, and  
19 should we set up a collaborative evaluation? Yes or  
20 no?" Yes. And then worry about how we are going to  
21 do it.

22           But I think we have got to come to some,

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1 we have got to have some mechanism to start getting  
2 these ideas out. So if that makes sense, and you  
3 really triggered that when you brought that up --  
4 would that be okay, to compile a list of some of the  
5 -- as I said, I have got quite a few questions here.  
6 We can talk back and forth, and then perhaps get those  
7 out to get some feedback from the Committee in  
8 preparation for that telephone call.

9 I'm sorry, Shep.

10 DR. KELLAM: Yes, I was going to suggest  
11 that. Like I've got a list here, too, of things from  
12 my weird perspective to look at.

13 CHAIRMAN LONG: You aren't on the list,  
14 Shep.

15 (Laughter.)

16 No, I'm sorry.

17 DR. KELLAM: Right. But, anyway, if we  
18 could somehow send you a list, and you've got a list,  
19 and get Jim, is it, whoever, Bill, yes, the wonderful  
20 writer. Well, anyway, whoever is going to compile  
21 this, we can have a two-way, 36-hour interaction to  
22 create a list that is maybe a little more pointed.

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1 CHAIRMAN LONG: Who would you like that to  
2 go to?

3 MS. PRICE: A really good source for it to  
4 go to is Catherine because she has everybody's email,  
5 everybody's everything, and it is her job as  
6 Executive; she gets to do that.

7 DR. KELLAM: I'm sorry.

8 MS. PRICE: No, no, no.

9 DR. KELLAM: You can imagine the kind of  
10 administrator I am.

11 (Laughter.)

12 CHAIRMAN LONG: Howell?

13 DR. WECHSLER: I think whoever put  
14 together this list of questions that the panelists  
15 were asked to address did a great job. Hopefully, we  
16 would come back -- and we heard sometimes contrasting  
17 viewpoints. Certainly, the program people differed  
18 from the research people, and the OMB tended to side  
19 with the research people.

20 I think we have to come to conclusions on  
21 these specific questions. They are great questions.

22 CHAIRMAN LONG: We now have 30 seconds.

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1 MS. TAFT: I would like to put in a plug  
2 for the universality of the distribution of funds for  
3 Safe and Drug-Free Schools in some manner, because we  
4 know that addiction is a universal problem. Everyone  
5 is at risk. It doesn't matter what your socioeconomic  
6 background is.

7 There was new research that shows that  
8 every drink that a young person takes costs the nation  
9 \$3, and our young people are drinking a lot. So that  
10 comes up to \$62 billion a year.

11 We also know that the younger a person  
12 starts to drink, the more lasting the negative  
13 consequences.

14 Since everybody is at risk, I don't know  
15 how I am going to say that Tommy's school is the one  
16 that we cut out because we don't have enough money to  
17 go around.

18 I know that research has been halted in  
19 the longitudinal women's study because they found, and  
20 with other medical studies, because they found that  
21 they couldn't afford not to give the antidote to  
22 everyone.

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1           How can we say that we are going to give  
2 prevention antidotes to some schools and not to other  
3 schools and be ethical about it? I just don't think  
4 we can do that.

5           So I hope that we will think about  
6 rewarding people for doing the kinds of programs that  
7 we know are successful and build it on a positive  
8 scale and promote more schools for using their money  
9 effectively, instead of eliminating a whole hunk of  
10 kids that are just as much at risk as every other hunk  
11 of kids.

12           MS. PRICE: I am asking this kind of as a  
13 devil's advocate, because I have a lot of thoughts, as  
14 I sit at my desk, about this program all the time. I  
15 think the universal need, I couldn't agree more with  
16 you. I think it is there.

17           I also wonder -- and, clearly, we had  
18 people who are implementing good programs here talking  
19 about the good programs. I wish it were true that  
20 across the board that were the case, and it is not.

21           MS. TAFT: We could promote it.

22           MS. PRICE: We can promote it. But my

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1 question is -- I mean, we talked about the cost of the  
2 child having a drink of alcohol. The cost to the  
3 program, if we give dollars to an LEA that doesn't use  
4 them, kind of dwindles them, the dollar value there,  
5 when they could go to another school district that is  
6 implementing a program and using it. I have  
7 frustrations at times about when the dollars are kind  
8 of sent out there and we have to kind of beg and plead  
9 with people to actually get them to use those dollars,  
10 and they kind of get sat on.

11 So I would like to see as many LEAs as  
12 possible get dollars, but maybe to have something like  
13 the matching, or whatever --

14 MS. TAFT: You could structure it a lot of  
15 different ways and come up with the same result.

16 MS. PRICE: Yes.

17 MS. TAFT: But I just don't think you can  
18 ethically say this kid in this school doesn't count,  
19 so we're not going to give them any money.

20 CHAIRMAN LONG: I'm sorry, I am going to  
21 bring this to a close. It is 11:30 and I see some of  
22 you starting to push your chairs away as you head for

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1 those airports.

2 I have just a closing comment, and then  
3 where we go next. I think to address what you just  
4 said, Hope, we all agree with that. That is the  
5 difficulty in these discussions. It is difficult.

6 The other part of it is there is, as we  
7 know, the pie that Debbie drew. I was thinking about  
8 Tommy and really everybody, Michael, sitting around  
9 this table make those difficult budget decisions every  
10 day, and it deals with programs and children.  
11 Sometimes it is almost gut-wrenching just to make  
12 those decisions about what children will not receive  
13 in the way of services. So that is the difficulty of  
14 the discussion of this Committee.

15 But to that point, and just the mundane  
16 first, we will have that call on the 5th. Then it  
17 will be ready on the 8th.

18 But for you, I hope we step back when we  
19 have meetings like this. The dynamics of this group  
20 and how it was going right and left, and how it  
21 coalesced, I thought was really something to watch and  
22 be a part of. I think sometimes we miss that when we

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1 are so close to the microphones and we are involved.

2 But the other part, and I said this to the  
3 panel, one of the panels yesterday, the fact the  
4 passion showed, but they were like an elementary  
5 school compared to the passion that I saw displayed  
6 with this group, and that is why you are sitting at  
7 this table.

8 So you are deeply appreciated. The trick  
9 now will be to put all this together and come out with  
10 some great recommendations.

11 So thank you very much.

12 MR. PIMENTEL: I like that one of the last  
13 people that spoke here was "Hope". Read between the  
14 lines, folks.

15 (Whereupon, at 11:35 a.m., the proceedings  
16 were adjourned.)

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