

U.S. DEPARTMENT OF EDUCATION  
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES  
ADVISORY COMMITTEE MEETING

VOLUME II

WEDNESDAY  
FEBRUARY 21, 2007

The Advisory Committee met in the Training Room,  
1W105, U.S. Department of Education, 400 Maryland Avenue, S.W.,  
Washington, D.C., at 8:30 a.m., David Long, Chairman, presiding.

PRESENT

DAVID LONG, Chairman  
DEBORAH PRICE  
KIM DUDE  
FREDERICK ELLIS  
MIKE HERRMANN  
RALPH HINGSON  
MONTEAN JACKSON  
RUSSELL JONES  
SHEPPARD KELLUM  
SUSAN KEYS  
TOMMY LEDBETTER  
MICHAEL PIMENTEL  
DENNIS ROMERO  
BELINDA SIMS  
HOPE TAFT  
HOWELL WECHSLER

ALSO PRESENT

Donni LeBoeuf, representing Robert Flores, of the US Department of  
Justice  
Catherine Davis, Designated Federal Officer and Executive Director of  
the Committee

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

8:39 a.m.

1  
2  
3 MR. LONG: I wanted to, as we get started, remind us  
4 and I've had several questions. I've been talking with the Dixon Group and  
5 the question was about expenses and checks and so forth. They are here  
6 now and at the break you can pick them up from the table right back here  
7 by the door where you came in.

8 Anything else, Debbie, as we start that you want to say?  
9 If not, we'll move right into the public comment phase of the meeting. If  
10 there is anyone -- it's a little more difficult in this room as I'm speaking in  
11 the microphone. If there is someone behind me that wishes to step forward  
12 for public comment, would you please come forward at this time.

13 Seeing none and hearing none, we will then move on. I  
14 have just been informed that LeRoy Rooker, who will be giving the FERPA  
15 presentation, will be here at the time that is stated here so we'll go ahead  
16 and move to discussion. Then as soon as it's that time, LeRoy will come in  
17 and make that presentation.

18 Let me start this out. This was to have been originally in  
19 our original thought process and agenda and time frame to have been a  
20 conference call but because of things that happened such as the release of  
21 the report that we heard a summary of yesterday and the budget, things we  
22 talked about, this meeting was changed from a conference call, the original  
23 time table and agenda, conference call to a face-to-face meeting here in  
24 Washington. Let me just start this discussion.

25 Maybe, Debbie, I need to ask you, we are scheduled to  
26 be back in March. Given timetables, given things that have happened,  
27 should we in March have that face-to-face meeting in Washington or  
28 conference call? That's one part of the question.

29 The other would be then taking it up to June when the  
30 report is due. What about the April and May meetings because they were  
31 originally scheduled, if my memory is correct, to be two conference calls in  
32 a row. If we could start that, what is your feeling?

33 MS. PRICE: Let me just mention what that pattern  
34 represents. The thinking was in March we would have had these meetings  
35 and we would have had discussions. We could come together as an  
36 Advisory Committee and start to put some meat to what we would go  
37 forward with in our final report.

38 Then Bill Duncan, who I think just went down to the  
39 other room, he would draft up some things which we would e-mail back  
40 and forth and then those conference calls would be the times when those  
41 issues that weren't worked out by e-mail could be discussed and then the  
42 final report would be given to the Secretary.

43 I woke up this morning thinking about this. Whenever

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1 an Advisory Committee does a report it's printed and bound and it's a nice  
2 looking document. It won't be in that structure in June. What we would  
3 present to the Secretary is a Word document.

4 Then after that document is actually presented then we  
5 would go and get it actually bound because that process of actually printing  
6 the final report has to go through so many editing things and GPO and all of  
7 this that it takes forever.

8 If we had to wait for them until we presented it, we  
9 would have written the report last month. Once we present the report to the  
10 Secretary it will be online and people can get it. It just won't be as pretty as  
11 the final report document.

12 MR. LONG: What's the thought? We're in February  
13 now. Knowing that the report to the Secretary will be June, what about the  
14 March meeting which is supposed to be face-to-face and a conference call  
15 in those three months? Is that still appropriate or should that change?

16 MS. TAFT: I'm much better at seeing documents like  
17 this than I am reading them over the screen or the internet so I wondered if  
18 it was possible to maybe have the people work up a document of what  
19 recommendations we have come up with so far, put them all into a  
20 document, send that out to us, let us do a conference call in March and then  
21 come back in April and really kind of fine-tune it and talk about those  
22 recommendations.

23 That would give them time to get something prepared by  
24 June. I just think that we need some time after we've gotten the initial  
25 document to come face-to-face and discuss what's in it instead of doing it  
26 by telephone because telephone conversations don't always make me as  
27 focused on the conversation at hand as a personal meeting does.

28 MR. LONG: Other comments?

29 MR. JONES: Yeah, I like that, the iteration of that. I  
30 think it would be great if we could get what has been proposed, I guess  
31 including this meeting, mapped out.

32 Then coming together because I think there is something  
33 about coming together and walking through the recommendations and  
34 making sure that we are coming to consensus and throw out whatever we  
35 don't think. I think that's a good plan, not that I need another trip to  
36 Washington.

37 MR. LONG: Others?

38 MR. HERRMANN: I agree with holding off on the  
39 March meeting and going to April. I think one thing I would like to get  
40 fairly quickly is some sense of exactly what the recommendations are to  
41 this point because I think I'm kind of confused about exactly what those are.  
42 It felt like we left a lot of things up in the air. I just want to be sure we are  
43 on the same sheet of music at this point.

44 MR. LONG: Shep.

45 MR. KELLUM: Yeah, I was going to endorse what the

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1 folks are saying this morning. One of the questions is what is the state of  
2 our shared vision about what we want to do together in the way of a report  
3 and how does it jive with what the Secretary has asked us to do.

4 I'm assuming we are working toward some kind of a  
5 framework for the next stage of bringing all the kinds of data together into  
6 one place with policymaking and with practitioners in the field as to what  
7 we really think needs to happen to what seems, to me, to be a hugely  
8 fractionated bunch of operations with very little interrelation.

9 This is ranging from what we learned yesterday from  
10 Fred and his group to talking about data systems that are all over the place  
11 and the very expensive and not integrated data systems that are not applied  
12 to practice but, in fact, hang out there potentially pejorative to school  
13 buildings rather than helpful.

14 The partnership issue -- I'm looking at Hope. The  
15 partnership issue which is probably the least taught of all aspects of  
16 research in education and research on anything, graduate students are just  
17 not taught how to relate to school district in a way that helps the school  
18 district accomplish its mission.

19 The research establishment stands aloof. The  
20 components I think stand aloof. I would hope that the report really is an  
21 integrative document at the right level of abstraction without the details of  
22 the plumbing.

23 That does lay out a framework for bringing things  
24 together and it's not the first time this country has tried to do that but I think  
25 it's important to pursue that end. I have to apologize. I got up this morning  
26 about 5:30 -- I'm looking at Deborah -- and talked to Dave about it a little  
27 bit yesterday.

28 I sent out a long-term impact paper on the first and  
29 second grade randomized field trials we've been doing in Baltimore for 20  
30 some years. Just to give you a sense of what a rigorous trial looks like in  
31 partnership would not have been possible without 95 percent of the families  
32 and more providing written consent in partnership with the school district.

33 That kind of partnership, which brings together the  
34 research with policy and with program and how do you roll it out if it  
35 works. All those issues need to be in one framework. I mean, we've got to  
36 somehow begin to apply. We're just not teaching people how to do  
37 research anymore.

38 We are trying to bring the researchers, the policymakers,  
39 the practitioners into one place to accomplish institutional missions. I  
40 would think that a short report which could somehow bring that off would  
41 be a very important contribution.

42 I would like to see us aim that way. I think we do need  
43 to come together. I was listening to Kim yesterday talk about her doubt  
44 that, in fact, you can really tease out what works precisely in the context of  
45 a gazillion things going on in every school building and, you know, how

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1 you do that, the limits of what you can do in a trial and so forth.

2 All that requires us to come together to come up with a  
3 shared vision, I think. We're not there yet but, as Mike was saying  
4 yesterday, Mike Herrmann, I think we are approaching something like that  
5 kind of a shared vision and need to work on it. That's what my hope would  
6 be for what we get out of all of this.

7 MR. LONG: Mike.

8 MR. PIMENTEL: All right. Let me get my little Texas  
9 mind straightened out here because I know what I want to say but  
10 sometimes I select the words and don't communicate the message I want to  
11 convey.

12 At this table here is a tremendous amount of resources  
13 and I want to go along with what Russell and Hope have suggested about  
14 the meeting in April because I have got to admit there is a spirit of  
15 confusion that is lying within me that is causing me to have some concern.

16 I do try to be as positive as I can. I do believe that at this  
17 table it's not that often we are going to pull together the different sciences  
18 and skills and expertise that is here to discuss these things that can have  
19 some meaningful impact on the lives of our children across our country.

20 I have no misgivings about what I am here. I know that I  
21 serve in an advisory capacity. I have no misgivings. I do know what that  
22 is. I do understand Secretary Spelling's obligation and commitment to our  
23 nation.

24 But as we move forward, we have an opportunity here to  
25 make meaningful contributions and the Secretary has an opportunity to take  
26 advantage of the suggestions and recommendations we bring forward. I  
27 just hope and pray that whenever we get our report done that we are  
28 submitting a report of substance and not rhetoric and bureaucracy.

29 I would like to go over it and review what it is we've  
30 done because I go home tomorrow or today and, quite frankly, I'm going to  
31 go, "What did I get out of this meeting?" That is going to be that I saw  
32 some snow. Sorry.

33 MR. ROMERO: Good morning, all. I agree with  
34 everyone's comments. I think particularly Mike's comment about sort of  
35 beginning to have a dialogue as a group and see where we stand. I think we  
36 all have a lot to learn from one another but, at the same time, we have a lot  
37 to offer to the table.

38 I am humbled by sitting with this group here because  
39 when I hear someone say, "I'm a principal," I cringe and I go back to my  
40 days of being in high school again. Not that I didn't have such a bad time  
41 there just for the record.

42 I think we need to start putting some meat from our own  
43 perspectives, from our own expertise, and have an open discussion about  
44 some of these issues. I know that I am learning tremendously and I  
45 honestly am having a tremendous appreciation for the work that the

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1 Department of Education does.

2 This is really important and the issues are so vital to our  
3 nation's children. I think we owe both the Secretary, we owe the  
4 Department of Education, and we owe it to the kids that we all serve to  
5 really ensure that we have a common understanding or are willing to reach  
6 a common understand but we don't do that unless we first start to have that  
7 dialogue. I would suggest that we do this at the April meeting and begin to  
8 move forward in that direction.

9 MR. LONG: Susan.

10 MS. KEYS: Just given the sentiment, I am a little  
11 concerned about letting go of the March meeting as a time for us to begin  
12 our dialogue. Do we have sufficient time to do what we need to do if we  
13 don't come together in March and possibly repeat and come together again  
14 in April to finish our work?

15 There's a lot to be done and a lot of good dialogue that  
16 needs to occur. Is it unrealistic to have something to us to begin working  
17 with in March? I'm just asking. It just seems to not come back again until  
18 the middle of April when the real meat of what we need to do is still ahead  
19 of us. I'm just asking the group. I'm just happy to do whatever.

20 MR. PIMENTEL: Coming together in both March and  
21 April?

22 MS. KEYS: Well, I hate to let March go when we don't  
23 know how much is ahead of us. Why not keep on track and see what we  
24 can accomplish. I just think it's a long time between now and April.

25 MR. LONG: Montean.

26 MS. JACKSON: I would definitely like to suggest that  
27 we have our preliminary drafts to us before the March meeting so that we  
28 can tie it back into the blue print and begin working on aligning some of the  
29 things that we have already recommended that may or may not have been  
30 considered in this initial blueprint.

31 The other piece that I would like to see added is a revisit  
32 of the overarching mission of Safe and Drug-Free Schools. Again, I think  
33 some of the things we addressed early on with regard that we may be too  
34 broad. Safe and Drug-Free Schools has turned into a very broad mission  
35 and objective that may not be able to be accomplished, especially with  
36 declining funding resources.

37 Again, I would like to state that some of the issues that  
38 came up for me yesterday were things that I thought definitely were not  
39 included in this draft blueprint that were brought up at past meetings with  
40 regard to the flexibility of it remaining at the LEA level versus the state  
41 level and the data collection.

42 I would like to see some information regarding data  
43 collection and what has been collected at the SEA level that has been  
44 submitted to the Department of Education on an annual basis and what  
45 additional data collection information that possibly was needed or would

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1 have been beneficial because, again, there has been an assumption made on  
2 several of us as I've listened to a lot of these meetings that one research isn't  
3 aligned with practice with what is being implemented in LEAs.

4 I know for a fact that the Department of Education and  
5 the Office of Safe and Drug-Free Schools has supported evidence-based  
6 and SAMHSA has provided us with that list that much of the funding has  
7 gone toward using evidence-based curricula as we implement our  
8 programs.

9 Data collection has been going on for years and we have  
10 used multiple data collection streams from climate surveys, YRBS, PRIDE  
11 surveys, etc., etc. Again, I am unclear myself as to what additional  
12 information is being requested or has been requested and has it not trickled  
13 down to LEAs so that we can provide either SEA national that information.

14 I kind of would like a little bit more information  
15 provided to me as a Committee member so I can see where we're at, where  
16 we need to go, what things besides just the charge that we had on the table  
17 by Secretary Spelling what other things might be of interest or we could be  
18 providing this advisory board.

19 MR. LONG: Fred and Howell.

20 MR. ELLIS: I think, Susan and Montean have some  
21 great points about timing. As much as I hate to commute to D.C. from  
22 Northern Virginia, this morning was two hours, I think we really do need  
23 to. Even though we have spent a lot of time hearing from a lot of experts  
24 and a lot of different panels and have had some discussion, I think the real  
25 meat of what we have left to do is this discussion among us.

26 To me there seems to be three major topics. One is  
27 addressed in the charges that we received from the Secretary which is, of  
28 course, the main purpose of this Committee's existence, providing the  
29 answers to those issues that she wanted feedback on.

30 I think the other one is one that Montean hit on is that  
31 during our process we have either heard or discussed. Jim has been very  
32 consistent in bringing about his advocating his issues in terms of the long-  
33 term longitudinal studies and whatnot. I could never accurately restate  
34 what he has so many times.

35 I think those are all legitimate issues that the Committee  
36 should consider. Let's hash them out, let's discuss them, and let's see which  
37 ones, if any, we want to include in our report back.

38 Then the final issue, I think, is funding. I think we have  
39 an opportunity to talk about funding. We all know that the administration's  
40 budget proposal is probably going to be modified a great deal when it gets  
41 to Congress. I think we have an opportunity to keep in mind who the  
42 audience is for this report.

43 Although it is addressed to the Secretary, there will be  
44 many other people reading it. I think it would be wise for us to consider  
45 that and to maybe take this chance to state what we feel on a consensus

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1 kind of format.

2 In order to do that, my point was I think Susan is right on  
3 the money. I think we need to get some basic information from the  
4 recordkeeper folks to us by March. I think that would be very wise. I think  
5 the easy part is getting through the charges from the Secretary relatively  
6 easy. I think the more difficult ones are the last two.

7 MR. WECHSLER: I just want to speak up on behalf on  
8 our beleaguered friend the writer who I saw when Montean suggested that  
9 we have a report delivered to us in advance of the March meeting I saw a  
10 shudder go through him. I don't know what he would write.

11 What you described is the simplest task, responding to  
12 the charge from the Secretary. There are three things and we have come to  
13 agreement on one of them, safe school choice, but the two more  
14 complicated ones, the data and the state program, we have only scratched  
15 the surface.

16 If he were to write something for us in advance of  
17 March, unless we accomplish a whole lot in the next few hours, I don't  
18 know what he would say. I don't know what use that would do.

19 MS. JACKSON: But maybe then that would just be it.  
20 That's where we start. That's where we're at. We resolved item No. 1 and  
21 all the rest still need to be discussed. Then we could be drafting up  
22 again our ideas, recommendations, and suggestions so that when we meet in  
23 March we are prepared to discuss the other items that still are left sitting on  
24 the table. I believe some of us have just gotten a little lost and everything is  
25 kind of gray.

26 MS. KEYS: Have we had two preliminary reports?  
27 Okay. So I think even to just go back and see what came out of those  
28 preliminary reports is a starting point.

29 MR. JONES: Yes, just real quickly. I mean, I think both  
30 Montean and Susan are right on. Matching the blueprint up with or that the  
31 expectations of the Secretary with what we've been doing is so important. I  
32 keep having this thought process that there is nothing worse than a sharp  
33 image of a fuzzy concept.

34 I'm not sure if we're sure what it is in some instances we  
35 are to be doing and then how to go about doing that. I guess to put it briefly  
36 I agree. I think we need to see where we are, what the concepts are, what  
37 the topics are, etc., the progress that's been made, and then how to move  
38 forward.

39 MS. TAFT: The Secretary called the Advisory  
40 Committee together because it was written into the law of No Child Left  
41 Behind. She has some very important things that she would like to see  
42 accomplished with this. I think Congress also had a few things they would  
43 like to see accomplished by this Advisory Committee.

44 If you look at who's around the table, you get a sense that  
45 Congress really wanted to make sure that the Department of Education was

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1 integrating their safe and drug-free school efforts with the efforts of the  
2 other federal agencies and with the state and local LEAs and SEAs because  
3 of the composition of this group.

4 I don't know that we have even talked about that or how  
5 it could be more seamlessly integrated into the other things that are  
6 happening at various Government levels. I also think they were very  
7 concerned about the gathering of data and the use of data.

8 I was a little disappointed in this meeting in that I know  
9 at least I suggested some other people to talk about data from a state and  
10 local perspective and there was not a panel convened to talk about that level  
11 and how you could build a data system from the ground up that would be  
12 useful at all levels.

13 I agree I think we have some more work to do before we  
14 are ready to present anything to the various audiences from the Secretary to  
15 the Hill and to the people at large because what is recommended by this  
16 group, even though it is only advisory will resonate out in the field.

17 MR. LEDBETTER: I'm not sure I'm quite as eloquent as  
18 Russell or Montean but I think I agree with both of them. We have heard a  
19 lot of people make presentations to us. We've had a great deal of discussion  
20 but when it comes right down to it, I'm not sure what we have accomplished  
21 to this point.

22 I, too, would like to see something in writing where we  
23 can look at it and say, "These are the things that we have agreed upon and  
24 these are the things that we have not."

25 At least then we would have something to reference and  
26 move forward because we can come together and come together and come  
27 together but until we have something concrete that we can look at and say  
28 these are the things that we have agreed upon, I think it's very difficult for  
29 us to make much progress.

30 I guess I'm a visual person. I would like to have that in  
31 my hands where I can look at it and say, "Okay, I agree. These are the  
32 things that we have reached some consensus on.

33 MS. SIMS: Good morning. Guess I just want to make  
34 sure I'm on the record as agreeing with these last comments that have been  
35 made about rethinking what we do with our time for March. I think maybe  
36 a meeting would be appropriate with the Federal Government but I can go  
37 either way. I go with the flow.

38 Regarding what Hope was saying about not discussing,  
39 sort of coming together of the different federal entities around the table with  
40 regard to Safe and Drug-Free schools and all the other programs going on, I  
41 mean, I would say that if we looked back at our notes and the transcripts  
42 from these meetings, we would learn that it has been brought up numerous  
43 times at our various meetings.

44 At the state grants meeting some of the presenters of  
45 those panels even talked about wanting streamlining of the data systems,

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1 coordination so that they weren't repeating these evaluations for all the  
2 different entities that they are involved with, drug-free communities, SPF-6,  
3 Safe and Drug-Free Schools.

4 I think it has been brought to our attention and we have  
5 even brought it up amongst ourselves so we need to revisit what we said,  
6 what's been requested by the people that we have asked to come and present  
7 to us, and see whether or not we have a specific recommendation regarding  
8 that and, if not, then we need to include one.

9 The things that really resonate with me from these  
10 various meetings we've had have been the panelists' presentations, just  
11 hearing from people out in the real world who are trying to do this program.

12 Going back to the first meeting with the state grants  
13 program everyone got up there and said whether or not they thought it was  
14 worthwhile to continue the program. I know that everyone got up there and  
15 said basically, yes, it's worthwhile but the resources are very tight. A  
16 decrease in the available resources will bring this program under more  
17 pressure to actually be able to be implemented in a quality manner.

18 We really should go back and look at what we've heard  
19 and line it up with this proposal for the coming budget and make some  
20 specific recommendations not just based on how we feel but based on the  
21 testimony that has been given to this Advisory Committee.

22 MR. LONG: Kim.

23 MS. DUDE: I think whenever you're in a group or  
24 whenever you plan anything it's kind of a ready, aim, fire sort of concept. I  
25 think we have spent probably 80 percent of our time in the ready stage by  
26 getting informed through all these panels. I've found them all very  
27 fascinating. I have learned a great deal.

28 I think we spent about 20 percent of our time aiming and,  
29 of course, we are nowhere near ready to fire. I think we should have a  
30 March meeting and we spend our entire time aiming. No more panels. Just  
31 the entire time just talking because we really had very little time to do that,  
32 to really process everything that we have learned so far.

33 I think it would be unfair to expect the writers of this to  
34 write down what we have processed because we really haven't processed  
35 very much yet. We really haven't aimed very much.

36 We have come up with some conclusions but not very  
37 many so I guess I'm of the opinion that I would rather have us meet in  
38 March and spend the entire time processing and coming up with the  
39 direction that we want to take. Then allow the writers to put that all  
40 together and then look at that after that point and we decide whether that's  
41 where we want to fire or not.

42 MR. LONG: Shep and Russell.

43 MR. KELLUM: Yes. Let me follow up with a comment  
44 that Belinda made. I think there is a lot more that we have talked through  
45 than we can retain just in memory. If we go back and do what you were

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1 talking about, Belinda, look at what the notes are, what we've said. Just  
2 look for the big ideas. Just abstract the ideas that make  
3 some salience to a person who is trained in writing to pull out important  
4 notes, important items. Just have those circulated and I think it might be a  
5 refreshing review of the different perspectives we bring. I feel like that in  
6 some sense instead of processing, as Kim was talking about -- I guess it was  
7 Kim that said that.

8 In a sense we are saying the same thing over and over  
9 again because we haven't somehow managed to move ahead in  
10 understanding each other. That takes time and I think that it's correct that  
11 we really need to spend time doing that. For me it would be very helpful  
12 just to look at an abstraction from what we've said of key points. Just see  
13 what they look like.

14 MR. LONG: Russell.

15 MR. JONES: Yes, I think Kim really hit the nail on the  
16 head, the work process. To just put on my therapeutic cap for a moment,  
17 it's very important when you are talking with a client to get as much data as  
18 you possibly can but the real active ingredient is a processing of that  
19 information, pulling it together, integrating it, etc. I think we have done a  
20 lot of data gathering but in terms of processing and synthesizing that  
21 information, that is yet to be done.

22 MR. LONG: Several thoughts. One is I want to ask the  
23 folks -- first of all, I agree. I am also one of those visual learners that needs  
24 a series of bullets, even if it's a one-pager. The other thing I don't need is  
25 like 11 pages. Hear me, Bill? I say that for his sake because that leads into  
26 the next part.

27 A couple of committee members have alluded to that and  
28 as professionals we all understand that we only have so much time in a day.  
29 We all have full-time jobs. If this could be succinct where have we been,  
30 even if it's bullet form, that's fine.

31 Just so that we can see it and then start to pull our  
32 collective thought processes together so that when we come together for  
33 that discussion that we do have those bullets to see where we've been and  
34 where there has been agreement, or where there has been some semblance  
35 of agreement because that will save time also.

36 I do agree that I think we probably agreed on a little  
37 more than we think. As you said that, I started going back in my mind. I  
38 think there has been agreement on some things that if we put them down it  
39 might take a 10-minute discussion and say, "We've been through this. Is  
40 there anyone that really has a big disagreement over this?" If we  
41 could do that, the other thing I wanted to ask about, before that next  
42 meeting there's 18 business days. I would ask can you physically -- I can't  
43 see you back there. Can you physically pull that together? If that can be  
44 pulled together, and I think that's a question we have to ask because that  
45 gets back to your ready, aim, fire.

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1 If that can be pulled together to get out to us so that we  
2 can start to arrange our thoughts, then we go back to the March meeting.  
3 Then I want to ask this bearing in mind that part of this is a selfish part of a  
4 human being. Should that be a one-and-a-half-day meeting or a one-day  
5 meeting?

6 For us when it's a day and a half, it's three days for us  
7 because we travel one full day and then we meet and we leave at 11:00 or  
8 12:00 and then we get home at 10:00 at night or 11:00 at night, which is  
9 fine but I want -- I'm asking that from a selfish point of view.

10 MS. JACKSON: Then, David, would the following two  
11 meetings be telephonic?

12 MR. LONG: Then we would go to those to ask what the  
13 Committee wished to do.

14 MS. TAFT: Maybe the March meeting could be a one-  
15 day meeting because we will have something to respond to. Then the April  
16 meeting could be a day-and-a-half meeting where we would really put the  
17 final touches on whatever we decide in March.

18 MR. LONG: Even if it's a one-day start at 8:00 instead  
19 of 9:00. There's about six or eight of us sitting in the lobby of the Holiday  
20 and we could be doing this. If you said one day, I would propose that we  
21 start earlier to get in more discussion time if that is your --

22 MS. DUDE: Selfishly, I would rather have one-and-a-  
23 half-days in March than coming in March and April. I mean, the number of  
24 times we have come to D.C. is just an unbelievable number of times and it  
25 has become very difficult for me professionally and personally.

26 I would rather -- I guess maybe we don't decide on the  
27 April meeting until we have the March meeting. We may get enough done  
28 in March that we don't need to have the April meeting. I would just like to  
29 put the vote in for between March and April having one meeting if possible.

30 MR. LONG: Kim just put C on the table. That is a  
31 consideration. If we have instead of a one-day in March if we have a day  
32 and a half and then perhaps, because we don't know the answer to that, as  
33 you stated, that we would then not have an April meeting face-to-face.  
34 Then it might be the potential that we have a May meeting but we don't  
35 know. That would be dictated by how it goes in March.

36 It now appears from your very candid discussion that a  
37 March meeting is necessary so let's plan on a March meeting. When I'm  
38 talking I'm just watching. March meeting, day and a half. Is that correct?  
39 Then see where it goes from there as to what we do in April and May.

40 I'm sorry. We just got a cue that even when you ask a  
41 question if you would please hit the mic so they can get it on the record. I  
42 think that the question was from Tommy Ledbetter would that still be on, is  
43 that, the 19th and 20th? I don't have it in front of me.

44 MS. JACKSON: Yes.

45 MR. LONG: 19th and 20th. The answer was yes, or do

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1 you wish to have that up for discussion?

2 MR. JONES: I cannot do it that day. I'm really sorry.  
3 I'm scheduled to do trainings in Baton Rouge and New Orleans. I can't do it  
4 on the 19th.

5 MR. LEDBETTER: I can be here the 19th but I cannot  
6 be here the 20th.

7 MS. KEYS: Catherine is suggesting an 8:00 to 6:00  
8 meeting on the 19th.

9 MS. DAVIS: Your second day meetings are only three  
10 hours so if you extend the first day from 8:00 to 6:00 you are adding two  
11 hours to the normal day so it's a long day but if it helps alleviate some of the  
12 travel angst.

13 MR. LONG: I want it noted for the record that Catherine  
14 and I did not talk. That is an option now hearing this discussion. Tommy,  
15 you said you could not be here the 20th? Is that what I heard?

16 MR. LEDBETTER: The 20th is the day I go to St.  
17 Petersburg, Russia.

18 MR. LONG: Is that an option if we have the one-day on  
19 the 19th from 8:00 to 6:00?

20 MR. HERRMANN: I like that option.

21 MR. JONES: I would really like to be here, you know. I  
22 can meet the following week. I can meet the week before but I would really  
23 like to be at that meeting if there is any way possible.

24 MR. LONG: I'm only going to say I think this was the  
25 scheduled date.

26 MR. ROMERO: I would suggest if we could do it the  
27 week after because I, too, am not available. I will be in Rhode Island the  
28 first day. I have to be in, I think, Milwaukee the next day. I also, with  
29 Russell, would like to be very much part of this.

30 MS. PRICE: With all due respect, the dates have been  
31 planned since the beginning of this Advisory Committee and have been  
32 known by all Advisory Committee members. I just want you to realize that  
33 if we move it, we are going to miss somebody else so we do need to know  
34 because we have the Federal Register notice ready to go to the Federal  
35 Register tomorrow.

36 We need to have a decision today on what we are going  
37 to do. I do mean that with all respect. These dates have been out there  
38 since July and have been known by all and were agreed to by all. If we are  
39 changing it, we need to figure that out now and then consider who would  
40 not be there if we move the dates.

41 MR. ROMERO: Can I suggest and maybe take a poll  
42 and see who else is not available that day.

43 MS. PRICE: Let me mention one other thing and this  
44 might give you some time to think. Lee Rooker because we didn't have a  
45 public speaker came down early so he has been sitting here waiting and

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1 now it's now for his presentation. Is this something that we can listen to  
2 Lee's presentation and then come back to talking about the dates so that we  
3 are not keeping Lee, out of respect for Lee, out of his office for an unknown  
4 quantity of time while we decide a date?

5 MR. LONG: Then, with that, we'll have Mr. LeRoy  
6 Rooker, Director of Planning Policy Compliance Office, to talk to us about  
7 FERPA. Thank you for being here.

8 MR. ROOKER: Good morning, everyone. We'll talk  
9 about a couple of items here that we administer out of my office, the Family  
10 Policy Compliance Office. We administer the Family Education Rights and  
11 Privacy Act which affects the privacy protection of student education  
12 records. We'll also talk about another law we administer,  
13 Protection of Pupil Rights Amendment which has to do with the surveying  
14 of students and regulations around those particular surveys.

15 I'm happy at any point to entertain questions also or at  
16 the end. I think everyone has the handout so we'll just move quickly  
17 through. I know you have lots going on here. These are very brief  
18 summaries of the laws.

19 In terms of FERPA it relates to three primary rights that  
20 parents have. They have rights to inspect and review education records, to  
21 seek amendment of those records. They have a right to have some control  
22 over the disclosure of information from those records.

23 Rights belong to the parents. Once they turn 18 the  
24 rights are transferred to the student or post-second institution. Everything  
25 falls into one of those three primary rights.

26 Education records are records which are directly related  
27 to the student and maintained by the school or party acting for the school.  
28 Virtually anything that is maintained at a public school on a student that is  
29 identifiable to the student is going to be an education record. This includes  
30 things like handwriting, video/audio tapes, computer media, microfilm,  
31 microfiche. Any means by which those records are maintained.

32 To be directly related means in some way it's going to be  
33 personally identifiable to that student. Personally identifiable includes the  
34 student's name, a social security number, a student ID number. Also  
35 includes other information to make the student's identity easily traceable so  
36 if you've got something where information is de-identified, then it's not  
37 directly related. It wouldn't be personally identifiable to the student or  
38 directly related.

39 If it's easily traceable to the student, even though other  
40 personally identifiable information may have been deleted, it's still going to  
41 be an education on that record. That's where you get into issues like small  
42 cells and those sorts of things.

43 MS. PRICE: Lee, could you give an example about  
44 classroom with a small minority population and what that might look like?

45 MR. ROOKER: Sure. In terms of the easily traceable

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1 and, as I mentioned, the small cell issue, if there is statistical information  
2 being provided that would generally be nonpersonally identifiable so social  
3 security numbers and other identifiers are taken out of that, but coupled  
4 with other information may identify the fact that a particular member of a  
5 minority population, for example, could be identified out of the release of  
6 information based on various pieces that would be part of that information  
7 disclosed.

8 If you had a subset of information that indicated in this  
9 subset all of the students failed to pass the particular class and that  
10 identified those students -- if the information could identify those students  
11 even though other personally identifiable information had been taken out, it  
12 would still be protected information under FERPA.

13 Generally to release any kind of personally identifiable  
14 information from education records take a consent from the parent or the  
15 student so that is when it's being disclosed as a general rule outside the  
16 particular school.

17 There are a number of exceptions, however, that permits  
18 the disclosure of information in personally identifiable form in FERPA.  
19 One is to school officials at the school district who have an legitimate  
20 educational interest and others in the school where student seeks and  
21 intends to enroll from one school to another.

22 Information could be transferred on that student. Any  
23 information at a particular school could be transferred to the other school.  
24 The information can be disclosed to state and local officials in connection  
25 with serving the student under the juvenile justice system.

26 If there is a state law in a particular state that permits the  
27 disclosure in order to serve a student prior to adjudication, then information  
28 could be disclosed on that particular student. This comes into play with at-  
29 risk students. Again, it's based on there being a state law that permits this  
30 kind of disclosure.

31 In order to do that, any receiving party of that  
32 information has to certify in writing they won't further redisclose that  
33 information and only use it for the purposes of this particular student.

34 Information can also be disclosed to comply with a  
35 judicial order or subpoena as long as notification is given to the parent.  
36 Health or safety emergency exception. If the health or safety of the student  
37 or others is at risk, the information can be disclosed to the appropriate  
38 parties.

39 Directory information. This is information not generally  
40 considered harmful or an invasion of privacy if disclosed and includes  
41 things like names, address, date and place of birth, dates of attendance,  
42 degrees awarded, that type of general information that would not generally  
43 be considered harmful or an invasion of privacy.

44 However, I should mention here, too, parents have the  
45 right to opt out of the release of directory information so it's not an absolute

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1 that information can be disclosed without consent under this exception. If a  
2 parent opts out, then it could not be.

3 Education records can be disclosed to school officials  
4 who have been determined to have a legitimate educational interest.  
5 Districts have to define this term, the term "school official" and "legitimate  
6 educational interest" among others who could be school officials with a  
7 legitimate educational interest or law enforcement unit officials at the  
8 school district.

9 Those law enforcement unit officials employed by the  
10 school district who could be designated as school officials with a legitimate  
11 educational interest at the institution, at the school, which is a way there is  
12 an exception in FERPA to the broad definition of education records.

13 It says that law enforcement units created at the school  
14 district by the school's law enforcement unit is created for law enforcement  
15 purpose and maintained by that law enforcement unit separate and apart  
16 from other education records would not be education records.

17 They are exempt from that definition. This permits  
18 school districts to release information that generally would not be releasable  
19 without consent. It's a significant exception in FERPA that Congress  
20 carved out for disclosure of information related to law enforcement issues at  
21 the school.

22 Yes, question?

23 MR. HERRMANN: Are those specifically law  
24 enforcement agencies based out of the school district, not a law  
25 enforcement agency that is working through a memorandum or whatever  
26 with the local police department?

27 MR. ROOKER: You could have. It's generally law  
28 enforcement unit officials who are employed by the school district.  
29 However, you could have through contract with local law enforcement in a  
30 community to have individuals who perform that function for the school.

31 However, in order to do that it has to be made clear that  
32 at the time they are serving as the law enforcement unit official for the  
33 school they are a school official. They could not provide information back  
34 to the local law enforcement from education records, for example, or any  
35 information to which they might have access. Yes, you can have different  
36 arrangements in regard to that. When we wrote the regulations on  
37 this several years ago, it was made clear every school district can have a  
38 law enforcement unit associated with them, even if it's someone who  
39 performs other functions at the school. You could have a principal at a  
40 small school also be the law enforcement unit official there. It would be a  
41 matter of designating them as serving that other function.

42 The health and safety emergency exception that's in  
43 FERPA says that the disclosure can be made to the appropriate parties in  
44 connection in an emergency if the knowledge of the information is  
45 necessary to protect the health or safety of the student or others so it's not

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1 just to protect the student. It's the student or others which, again, gives  
2 some latitude there for schools in terms of releasing information here.

3 That's the FERPA piece in terms of education. I don't  
4 know if there are any particular questions about educational records before  
5 we move on to talk about the surveying piece that we do.

6 MS. PRICE: I don't have a specific question but I'm  
7 wondering if Shep or Russell or some of those that are more focused on the  
8 data issue because I don't know just if you would glean out from your  
9 presentation that some of what you've talked about directly reflects some of  
10 the issues related to collecting data on kids and tracking. I just wanted to  
11 mention that so that I could instigate those questions if you have them.  
12 Maybe give an example and does that conflict with FERPA.

13 MR. ROOKER: Yes, sure.

14 MR. FLORES: I think a key question here has to do  
15 with what is considered adequate procedure for obtaining consent. A lot of  
16 times researchers think about doing passive consent or they will send out  
17 letters saying, "We're going to be collecting this type of information.

18 Please let us know if you don't want your child to  
19 participate..." in this, that, or the other study. Is that acceptable under these  
20 rules or does there have to be a written consent for each piece of data that's  
21 collected?

22 MR. ROOKER: Some of that would depend. We'll  
23 actually get into Protection of Pupil Rights Amendment more talking about  
24 serving of students and that sort of things. In terms of what  
25 Debbie was mentioning that efforts to collect data, to do research on  
26 students, and an effort to do this based on information and education  
27 records is clearly affected by FERPA because, as you can see from this, that  
28 if something is directly related, that student is personally identifiable in  
29 some way, that information under FERPA generally has to be protected  
30 from any kind of redisclosure so when you get into a lot of different types  
31 of research, this can impact on that.

32 We have opined on this particular issue. I actually have  
33 a letter on our website to the Tennessee State Department of Education  
34 relating to collection or release of information to researchers for research  
35 purposes and how that can generally be done under FERPA, although doing  
36 a longitudinal study becomes quite -- it's more difficult because, again,  
37 you've got to keep in mind the small cell issue and that you don't identify  
38 students through the collection of information that's there. All of this is  
39 affected by FERPA.

40 MR. KELLUM: Let me say something research-y. In  
41 actual fact, a lot of what you've been saying boils down to the partnership  
42 between the researchers and the local school district and the facilities.  
43 What is a school official becomes an issue.

44 In Baltimore, for example, the research team is declared  
45 part of the school district. We carry IDs and the like. Nonetheless, we get

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1 active written consent on anything which is beyond the day-to-day  
2 monitoring of grades and the like because we believe that if we can't get  
3 active consent, we've not done our homework in partnering with the  
4 families.

5 Through the school district and the school building  
6 through the principal we have to establish that kind of rapport which allows  
7 the mutual self-interest of families, school buildings, and researchers to  
8 come together in a common vision.

9 We don't train researchers how to make those  
10 partnerships so a lot of the research enterprise comes from the fact that  
11 researchers are not very good at establishing the kind of rapport which  
12 makes these regulations actually of mutual importance to the research as  
13 well as to the school district and the families. That's the underlying process  
14 that we have to somehow bring to light.

15 In Baltimore, for example, we do randomized field trials.  
16 There are many components of that including random assignment of kids  
17 to classrooms. The school district, the Board of School Commissioners,  
18 says that it's their function to assign kids to classrooms. They don't want to  
19 do tracking so they are in favor of balancing classrooms so random  
20 assignment when you work through trust turns out to be for the families  
21 very often the quote is "creating an even playing field" so some kids are not  
22 in one classroom because their parents are more vociferous and other kids  
23 are dumped into the bad classroom where the classroom management is  
24 likely to be very poor.

25 There are a lot of process issues. What they come down  
26 to is the way the researchers, the school district, and the families really  
27 work through the very legitimate concerns. FERPA is not an imposition on  
28 researchers.

29 It is a facilitator. It is supposed to make it possible to  
30 establish some guidelines of what you're supposed to do if you want to  
31 muck around with somebody's kids. I'm trying to get some tone to the  
32 whole thing.

33 MR. ROOKER: Sure. That is an excellent point, each  
34 point you've made there. I would re-emphasize the signed consent  
35 provision in FERPA is a wonderful thing. Signed consent is a wonderful  
36 thing because as you deal with families, if you are really doing in depth  
37 research and really going to deal with them, then that is why that consent  
38 provision is there to say, "Hey, they can give you access to anything."

39 MS. KEYS: I just wanted to clarify for my own sake.  
40 FERPA has to do with a request for an existing record.

41 MR. ROOKER: Yes.

42 MS. KEYS: Student record where the PPRA is more a  
43 request to survey a student.

44 MR. ROOKER: Yes.

45 MS. KEYS: One is asking permission to access

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1 something that already exist. The other is to collect something new.

2 MR. ROOKER: That's a very good summation. You are  
3 absolutely right because FERPA deals with education records. That's what  
4 it affects. It is not a confidentiality law. It doesn't say you can't talk to kids  
5 or any of these sorts of things.

6 It says how the school treats a record that it maintains is  
7 important and has to be treated in a very particular way. In terms of the  
8 PPRA, as you point out, this deals with the surveying and it is, if you will, a  
9 future record almost. It deals with two things here.

10 One, we have Department of Ed funded surveys. If you  
11 have a Department of Ed funded survey, then before a minor student is  
12 required to participate in such a survey that reveals information concerning  
13 one or more of eight protected areas of information

14 -- we'll look at those in just a moment here

15 -- that active consent, consent from the parent, would be obtained.

16 We've got an active consent with a Department of Ed  
17 funded. Other funded surveys, HHS, CDC, state entities, if someone else is  
18 funding it, then schools are required to notify parents of students scheduled  
19 to participate in the survey.

20 Again, if it gets into one or more of these eight protected  
21 area and provide them with an opportunity to inspect and review the survey  
22 and also an opportunity to opt their child out so this is passive consent.

23 If it's funded by anyone other than the Department of  
24 Education, the consent is passive which means you notify the parent and  
25 tell them if they don't want their child participating to tell you in writing as  
26 opposed to the active consent which would tell us it's okay to survey your  
27 child.

28 Those eight protected area I'm not going to go through  
29 all of them here but you have them there on the next couple of overheads  
30 but they are all, you will notice, nonacademic in nature. They are personal.  
31 They get into different types of behavior, attitudes, this sort of thing.

32 If the survey doesn't venture into one of these, then it's  
33 not subject to PPRA. If it does venture into one or more of these, then  
34 PPRA does come into play either active or passive consent, either one. One  
35 of the things that's required regardless of whether it's active or passive  
36 consent is direct notification to parents of students who are participating in  
37 these surveys.

38 This is either through U.S. Mail or e-mail of those  
39 students who are actually going to be participating in the survey or asked to.

40 There needs to be -- there are actually a couple of different notifications  
41 here.

42 We have models on our website for any that are out there  
43 available to any school. There is a general notification that goes to the  
44 general population. It can be sent home in the backpack or any other  
45 means. Then there's the direct notification for those students who

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1 are actually going to be surveyed and that's where we get into U.S. Mail or  
2 e-mail directly to the parent the notification to advise the parent of their  
3 right to opt their child out of the activities, the specific or approximate date  
4 scheduled for the activities and the right to inspect and review the survey  
5 material.

6 So that is a very quick run-through of PPRA. PPRA, as  
7 pointed out, is something future or something that is going to be done so  
8 you are notifying parents, the school districts are notifying parents and  
9 where appropriate getting consent for having the opt-out on the surveying.

10 Again, only if it gets into one of those eight areas. We  
11 get lots of questions about different types of surveys that don't get into these  
12 areas and those aren't affected by --

13 MS. PRICE: Lee, for the Ed funded that is required,  
14 what about if it's voluntary, if you do a survey that's voluntary?

15 MR. ROOKER: Right. The term required is not a  
16 defined one so what we look at is the totality of the situation. We would  
17 look at whether, indeed, it was a voluntary survey or not. One investigation  
18 we did in New Jersey dealt with what was called a voluntary survey but  
19 every student who missed was brought in to take the survey afterwards.

20 The totality of the situation told us this was not  
21 voluntary. This was a required survey called voluntary so it depends on  
22 what that really looks like.

23 Then the issue comes down to because PPRA the right  
24 belongs with the parent so at what point can you let the child make the  
25 decision as opposed to the parent. What age and that sort of thing. Again,  
26 all of the totality of that comes into play when we look at that.

27 MR. ROMERO: Just one quick question. Are the  
28 notifications if they are voluntary notifications, and obviously this is going  
29 to go to the parents, are they offered in other languages besides English?

30 MR. ROOKER: We don't have them available in any  
31 language other than English. There are school districts that do notification  
32 both for FERPA and PPRA in other languages depending on the size of a  
33 particular population.

34 MR. JONES: Just real quick, do these guidelines  
35 supersede or are they fully consistent with HIPAA and IRB guidelines?

36 MR. ROOKER: Okay. In terms of HIPAA, FERPA  
37 when it comes to medical records, which is where we go with HIPAA, that  
38 FERPA applies to medical records at schools as opposed to HIPAA. That  
39 is in the HIPAA regulations and is made clear that records that are subject  
40 to FERPA are not subject to HIPAA's privacy rule so FERPA is what  
41 governs there. We have information on our website on that, the HHS  
42 regulations, for example, that are there.

43 In terms of IRB we work closely with the office here at  
44 the Department that is charged with the administering of that particular law.  
45 Those IRBs have to comply with the requirements of both PPRA and,

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1 when appropriate, also with FERPA.

2 They are very good in making that known to the various  
3 IRBs that when you get into actual either surveying of students if it gets  
4 again into these areas that you need to be aware of PPRA and comply with  
5 that. If you get into accessing student records or needing to access student  
6 records again, then it's got to be in compliance with FERPA which  
7 generally means signed consents to do that.

8 MR. JONES: So if I'm approved by my IRB to do  
9 research, surveys, etc., I can assume that these guidelines have been met or  
10 not?

11 MR. ROOKER: I would never assume they are but they  
12 are subject to both of these laws. Again, IRBs are determined other than  
13 here at the Department of Education. The Department of Education,  
14 though, in working with the various IRBs around the country are very  
15 conscious of both of these laws and bring them to their attention. Hopefully  
16 they are being pulled in when they make any kind of determination on any  
17 request.

18 MR. KELLUM: Russell's questions are not trivial. I  
19 don't know how many of you know what all these initials are. IRB,  
20 Institutional Review Board, that is the local agency inside the institution  
21 that judges whether you've met FERPA or HIPAA or anybody's overriding  
22 guiding principles.

23 It's interesting because one of the tasks of this Advisory  
24 Committee is to bring together, you can see from the makeup, across  
25 federal agencies, researchers, policy makers, program people, and so forth.  
26 An IRB of a school district is not the same IRB as at Johns Hopkins School  
27 of Public Health or at American Institutes for Research.

28 These are institutional IRBs who, in fact, can get into  
29 very interesting debates as to whose jurisdiction any particular program is  
30 going to happen. What we are talking about is a process by which the  
31 researcher and the policy makers and the institutions need to come together,  
32 another example of partnering.

33 How those criteria get interpreted is going to be an  
34 increasingly important process. Just the idea of Safe and Drug-Free  
35 Schools, the word "Schools" implies one IRB, drugs and the rest, NIH, and  
36 so forth. We are talking about coming together on how we oversee  
37 information systems.

38 As we create integrated information systems across  
39 education, health, child farewell and the like, these are going to be an  
40 underpinning that protects the kids and the families from undue exposure  
41 and injury.

42 When the Secretary says, "Can you make an information  
43 system everybody will agree on," the answer has got to be yes because we  
44 have to somehow come together across these institutions in any case. We  
45 have to learn to do it.

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1 MR. ROOKER: Very good.

2 MR. LONG: Montean.

3 MS. JACKSON: Also, because many of our LEAs  
4 actually have drug and alcohol programs within their systems, as well as  
5 some of the partnering that goes on with local providers, what about 42  
6 CFR? Is that aligned with FERPA? Again, if consents are being signed at  
7 the school level for the release of information under the governing  
8 regulation of 42 CFR is that sufficient?

9 MR. ROOKER: Yes, as long as, again, if consents are  
10 being signed consent can get anyone anything for any purpose so the key  
11 Mr. Kellam mentioned is getting that consent. If that's there, you can do  
12 anything with that. You simply fill in what's going to be disclosed and to  
13 whom.

14 MR. LONG: Thank you very much, LeRoy. We  
15 appreciate the presentation. Thank you for coming down and sharing this  
16 with us.

17 MR. ROOKER: My pleasure. Again, you will find  
18 contact information in your handout so if there are questions that come  
19 along or if you run into questions as you are dealing with your constituents  
20 as well, hopefully we are very accessible. We also have our website up  
21 there which has a lot of information on it as well that could be helpful and  
22 follow on on this.

23 MS. PRICE: Let me just give a commercial for Lee's  
24 office, the Family Policy Compliance Office. There is not an office here at  
25 the Department that doesn't have their fingers -- their fingers aren't in our  
26 pies in one way, shape, or form. Those pictures of the desks are exactly  
27 what their decks look like up there.

28 One complement to give to Lee and Ellen, particularly  
29 Ellen Campbell who has listened in on several of our meetings, also from  
30 that office, they really are there to help people before they get themselves in  
31 the middle of a problem and can usually figure out what those  
32 circumstances are.

33 Not ways to get around the law but ways to directly  
34 address the law as we look at the Advisory Committee things and as we  
35 address those things. But even as you go out into your day-to-day jobs that  
36 touch on these things, if in doubt just ask them because they really are quick  
37 to get a response.

38 They really do want to work with you so that all are  
39 aided in this process. It's an office to really be complemented in what they  
40 do because, like I said, every office here at the Department touches them so  
41 their workload is heavy but they do a great job.

42 MR. ROOKER: Thank you, Debbie. Great point that  
43 Debbie makes right there is we would a whole lot rather get involved ahead  
44 of the problem than after. It's a lot easier to keep out of trouble than it is to  
45 go back and walk the dog back so it's better if we can get in. If you've got

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1 questions at any point or they come up, they arise, we are happy to work to  
2 try and see what are the limits that we have there.

3 MS. PRICE: Another thing is so many folks think  
4 because FERPA or PPRA is out there that they are just really hesitant to do  
5 anything when they really have the ability to do a lot of things. I've seen  
6 that with many of the regulatory agencies like DEA. Doctors are afraid to  
7 do certain things because they are afraid of the DEA.

8 If you are trying to do something to get the direction and  
9 support and clear guidance from FERPA is only helpful and helps eliminate  
10 those barriers out there and those fears that several education communities  
11 have.

12 MR. LONG: Thank you again, Lee.

13 We'll take a break. If we could start again at five after.  
14 It's six minutes of.

15 (Whereupon, at 9:58 a.m. off the record until 10:08 a.m.)

16 MR. LONG: Folks, if we could please come back and  
17 find our areas, we'll resume. Okay, folks. As we resume, I would now like  
18 to go back to the conversation that we were having to bring that to closure  
19 and that subject is when we would meet next and what the duration of that  
20 meeting would be. I think there was consensus that whatever the length of  
21 that meeting or the date, then that would dictate what would then happen in  
22 March and April.

23 Mike, you had your hand up.

24 MR. PIMENTEL: I did hear how some people are  
25 having some problems with the conflict in the date. However, I would  
26 strongly -- very strongly recommend, and I know you were being very kind  
27 by saying with all due respect. The fact is we all knew what the dates were.  
28 We worked through that all together.

29 As much as I love Russell, Dennis, you just can't make it  
30 but that doesn't constitute me having to go back and reschedule and look at  
31 my availability. I would strongly suggest we just stay with the dates we  
32 have set.

33 I love the idea of going until 6:00 and making it a one-  
34 day meeting but with consideration to those who have to travel so far to  
35 allow them the opportunity to stay that night and take the next flight out in  
36 the morning. If we can, I'm fine with that.

37 MR. JONES: I love you, too, Michael, but I sure want to  
38 be at this next meeting.

39 MR. LONG: You two, enough. I'm just going to ask  
40 how many could and would prefer to meet on the 19th? Let's see a show of  
41 hands. Let's see if we can just do this. Sixteen. It will be the 19th. The  
42 next question, although we have mentioned it, I would also like to ask this.

43 Would you prefer -- how many would prefer to meet  
44 from 8:00 to 6:00 and make the 19th a one-day meeting? Let's see a show  
45 of hands if you wish to do that. It will be the 19th of April and we will

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1 meet from 8:00 a.m. until -- I'm sorry. I apologize, the 19th of March.  
2 After all of that I said the wrong month. The 19th of March from 8:00 a.m.  
3 until 6:00 p.m. Thank you for that.

4 The other thing I think, with all the discussion we had on  
5 dates and times and what was going to happen in the future, great  
6 consideration, all of that discussion lasted about 14 or 15 minutes just prior  
7 to LeRoy and then just after. I want us to bear that in mind because several  
8 of you have alluded to the fact that we have quite a group sitting around  
9 here.

10 I think when we really -- this gets to the second part, the  
11 segue. We get that one or two-pager from Bill and I talked to him at the  
12 break and he said absolutely he can do that and get that out in a rather quick  
13 fashion. I don't think you used that term, Bill, but in a timely fashion.

14 Then we'll start to bring those things together. I think  
15 some of that discussion when we see those things we can do some of the  
16 very positive discussion and come to some agreement.

17 Having said that, I received -- I'm not sure what this was.  
18 Catherine said something about Russell.

19 MS. PRICE: You had something that you wanted to  
20 say?

21 MR. WECHSLER: Yes.

22 MR. LONG: This is back on page 9, Russell, where it  
23 says, "For additional items on the agenda there will be a five-minute  
24 timeline." That's on page 12.

25 MR. WECHSLER: Okay. Five minutes.

26 MS. PRICE: And that's on your handouts for everybody.  
27 They are in the inside pocket.

28 MR. JONES: Just real quickly, I'm going to try my very  
29 best to make that meeting on that Monday. Maybe I can fly out of here  
30 right to New Orleans.

31 I've got all kinds of goodies. Let me just bring some  
32 information to the attention of the Committee. First of all, I wanted to  
33 thank the Committee for allowing the panel last meeting to talk about  
34 trauma. I just wanted to highlight a couple of things that were said and also  
35 distribute some information.

36 The information that is going around is information from  
37 the National Child Traumatic Stress Center as well as information from the  
38 National Children's Center of Poverty, National Center for Poverty at the  
39 Columbia University.

40 I also sent out some information on the -- you guys  
41 should have gotten an e-mail concerning the impact of trauma on children.  
42 There is also some information coming by Langtree and Briere out of Long  
43 Beach, California.

44 The point is just to -- I thought there were a number of  
45 very excellent question raised subsequent to the discussions and I just

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1 wanted to kind of summarize some of that information. I've got this written  
2 so I'll read this in the interest of time but, again, just pointing out the  
3 important role, the potential role of trauma on children.

4 In 1990 former President George Bush set a goal stating  
5 that by 2000 all children would be ready to learn. Despite many valuable  
6 efforts, in 2007 this goal is yet elusive. One obstacle preventing the  
7 obtainment of this goal might be trauma.

8 To date the nation's school children are yet to be  
9 systematically screened, assessed, or treated for traumatic stress. In spite of  
10 its prevalence, 25 percent of children and adults in the general population  
11 and 90 percent of youth experience trauma in high-risk situations.

12 These situations include 50 percent of youth in the child  
13 welfare system, 60 to 90 percent of children in the juvenile justice system,  
14 and up to 91 percent of urban youth. The point is attention needs to be  
15 given to this very vital area.

16 I just have a couple of real poignant statistics here, in  
17 fact, I had one of my graduate students, Rachel Moore, collect for me. Just  
18 a couple of, I think, real important points. The question is how does violent  
19 exposure impact learning? That was one of the questions asked last time.

20 These findings are within the last 10 years. Decreased  
21 IQ and reading ability, lower grade point average, more days of school  
22 absence, decreased rates of high school graduation, increased expulsion and  
23 suspensions, the achievement gap.

24 The negative affects of trauma exposure may explain one  
25 aspect of the bleak reality that African American and Latino students  
26 continue to trail far behind Caucasian peers in schools such as higher  
27 dropout rates from high school after generation education reform. Again,  
28 just a few facts.

29 I think it's also important to look at the role of trauma  
30 following natural and technological disasters. Doing multiple deployments  
31 to the Gulf Coast just recently as last week in Mississippi the devastating of  
32 Katrina on children was drastically and painfully observed.

33 I had an opportunity, in fact, I first met Deborah as well  
34 as the Secretary, in the Gulf Coast area where a wonderful series of  
35 seminars were set up to educate school principals and other officials of the  
36 impact of trauma. And also the commitment of the Department of  
37 Education.

38 I also subsequent to that had the opportunity to meet with  
39 Laura Bush and to advise her on the impact of children and trauma and  
40 meet her in New Orleans shortly after the storm. There is no doubt there  
41 has been a good commitment of both the Department as well as the White  
42 House in terms of Katrina as it relates to education. However, there is a lot  
43 more that needs to be done.

44 We were at a meeting at the National Center for Children  
45 of Poverty at Columbia. This was called by Jane Knitzer. We were coming

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1 up with wonderful recommendations in terms of what needed to be done to  
2 help children impacted by trauma.

3 I asked the group if I could bring those recommendations  
4 here and have them presented to the Secretary. You all have those. I just  
5 wanted to highlight the first four of those again, just the need for attention  
6 to the potential impact of trauma on children in our nation. Again, I'll just  
7 go through the first four.

8 No. 1, develop statewide and tribal-level trauma  
9 coordinators across the country in partnership with SAMHSA.

10 No. 2, build the capacity of learning communities,  
11 especially childcare settings and school-developed trauma informed culture.

12 No. 3, develop a mechanism for training, teachers, and  
13 administrators on recognizing the signs of trauma, building trauma-  
14 informed learning environments, developing trauma-informed responses,  
15 and understanding, knowledge, as well as much about the history of a  
16 child's youth and his or her family to better serve as the whole child.

17 Last but not least, 4, examine the unintended  
18 consequences of the implications of No Child Left Behind and develop  
19 interventions that support children, youth, and their families to help them  
20 succeed.

21 Then we've got a number of very specific steps beneath  
22 there. Again, I just wanted to bring this attention to the Committee and  
23 would be very happy to assist in following up on this in any way possible.  
24 We've got a very active team at Virginia Tech. We've got six outstanding  
25 graduate students and 13 to 15 undergrads and we partner with national and  
26 international organizations around the country. Thank you very much.

27 MR. LONG: Thank you very much, Russell. I'm a  
28 numbers nut and I also read. Just a question. I think it's the fourth page,  
29 recommended responses.

30 MR. JONES: Yes.

31 MR. LONG: I didn't know where all this went out to,  
32 what the audience was. Recommended responses, No. 3, the last sentence  
33 there. "At least half the 100,000 school buildings and all the 1,500 school  
34 districts." I believe that would be 1,000.

35 MR. JONES: Okay, yes.

36 MR. LONG: I'm just pointing that out so if this goes out  
37 to someone that they might raise that question.

38 MR. JONES: Exactly. Thank you.

39 MR. LONG: I think it was just in haste to get this  
40 published. Thank you very much.

41 MR. JONES: Thank you.

42 MR. LONG: Yes, Montean.

43 MS. JACKSON: This goes back to the original item that  
44 you mentioned for Bill and the two-page document. I was just wanting to  
45 make also a possible suggestion or recommendation.

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1 Perhaps it would be in matrix form perhaps with in one  
2 column the information that we are charged with and then any of our  
3 recommendations that are aligned with one or any of the particular  
4 objectives that we are expected to respond to. Maybe another column for  
5 possibilities or whatever but just matrix form might be help as well.

6 MR. LONG: I think that's a good point. As you were  
7 talking I turned to Bill and, true to Bill, he just went, "Yes." Good  
8 suggestion and you have an answer.

9 Yes, Dennis.

10 MR. ROMERO: Just one comment to Russell on the  
11 No. 1 item. Just as an FYI, later this past summer I made a very wise  
12 commitment to bring issues of children trauma to the forefront of mental  
13 health and substance abuse services and to that end Dr. Lark Hong came on  
14 board as a senior policy adviser. She has really done a lot of work in this  
15 area.

16 We also have established and developed a policy with  
17 tribal entities across the nation. In fact, we're starting what I call our road  
18 trip to all ten consultation centers starting this month. One of the topics for  
19 discussion is issues of trauma, suicide, and prevention and early  
20 intervention issues so just as an FYI.

21 MR. JONES: In fact, I met with her last week in  
22 Pittsburgh so I'm very, very aware of that initiative. Thank you.

23 MR. LONG: As we head then for March 19th so that we  
24 are very focused, it's going to be, as we said, 8:00 to 6:00 one-day meeting.  
25 I was keying off what Montean just said about a matrix. Is there anything  
26 else that we need or need to do or should receive prior to that meeting so  
27 that at 8:00 a.m. on the 19th that we have a full day of extremely productive  
28 discussion?

29 MR. KELLUM: Going back to Montean's idea, it's a  
30 little bit complicated. What we are trying to do is to look at those three  
31 questions that we were to address as an Advisory Committee. One of our  
32 questions is sort of an elephant in the room when we are talking about what  
33 the nature of the report is and how we come to shared vision.

34 It's how much we integrate across those three versus deal  
35 with each of them separately. You can't deal with information systems very  
36 creatively if you're not going to ask how does it relate to program and  
37 policy. All of a sudden we're talking about crosscutting.

38 I just would be wary of grouping all our  
39 recommendations within each of the three rather than having an opportunity  
40 to see across the three. How would you see these really operating in a  
41 much more forceful integrating fashion.

42 It's not that it's either/or but somehow if we create a  
43 matrix, we want to make sure that you could do crosscutting across the  
44 three. It's extremely important because things like encouraging partnerships  
45 across researchers, policymakers, practitioners, program people,

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1 community institutions, families, and the like.

2 That crosscuts all three. You can't do information  
3 systems, as you just heard from LeRoy, without partnership because they  
4 require participation and buy-in and neutral self-interest and the like.  
5 Anyway, just wanted to throw that out.

6 The other thing is, Dave, I really recognize the  
7 importance of parsimony but I'm not sure a one-pager is going to do it. We  
8 could compromise. Not 15 but somewhere in between is likely to be what  
9 would be most useful.

10 MR. LONG: I think in that discussion with Bill  
11 whatever is appropriate to make sure that the information comes forward,  
12 sure.

13 MR. LONG: Ralph, did you have --

14 MR. HIGGINS: We made a decision to meet on the  
15 19th for a full day but somehow I thought I heard the possibility that we  
16 should continue to keep the morning of the 20th open. I'm wondering if we  
17 are trying to compress too much into one full day.

18 MR. LONG: I don't have a problem with that personally  
19 but that's my response. Any other comments to that? It was my  
20 understanding that it would be 8:00 to 6:00. Any other comments?

21 MR. HERRMANN: I think if we just work really hard  
22 and agree that we are going to shut it off at 6:00 we'll probably get as much  
23 done. I mean, for me if we're going  
24 to -- I would really prefer the one day simply because I'm so far behind at  
25 home and at work and everywhere else. That's just me.

26 MR. LONG: Yes. I'm sorry.

27 MS. SIMS: I don't want to go against Shep but I do like  
28 Montean's idea of somehow structuring or summarizing the information in  
29 some kind of a graphic format like a matrix, something that we can just get  
30 a quick summary of what some of the recommendations are, where they  
31 line up. Maybe they will be repeated in the different cells, you  
32 know, some of these issues. I think that we have attended to the issues of  
33 not treating these three areas as silos enough that the final report wouldn't  
34 end up that way. As a way to start I would sort of like to see it all in bullets  
35 on a page or maybe a front and back somehow as a way to get started. It's  
36 just easier for me than getting a 10-page document.

37 MR. LONG: I just -- and I want to qualify this. I have  
38 one of those superintendents in the counties that we run for office. I would  
39 propose that it be a one-page on 11 by 14 paper. The point being that I  
40 think we can get it but it's important that it be succinct.

41 I think also in a discussion like this we see the  
42 personalities of the positions we hold. Some of us are in positions where  
43 we are used to one-pagers because anything more than that we won't read  
44 the second page anyway.

45 I don't mean that as a negative. It's just the way it is. I

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1 think however Bill can arrange that to be as succinct as possible so that we  
2 can move forward with a very positive discussion on the 19th.

3 Yes, Shep.

4 MR. KELLUM: Not to disagree with my Program  
5 Officer who gives us the check but I do -- she doesn't give me the check.  
6 No, seriously, I think we could have it both ways which is a great solution  
7 to almost anything. If we have things organized by the three aims, that's  
8 one issue.

9 I think maybe we ought to say let's have a crosscutting  
10 parameter so that where there are recommendations which deliberately cut  
11 across these three that be noticed because, in fact, that gives us a building  
12 block for thinking about a report which hopefully is not going to be in three  
13 chapters but will somehow have some kind of integration across data,  
14 policy, programs, partnering, institutions, and the like.

15 MR. LONG: I'm also trying to bear in mind those 18  
16 business days that Bill can get us something that we can be looking at. I  
17 think if we keep this as simple as possible bearing in mind your discussion,  
18 that it can be crosscutting.

19 I know now that you sit here, Shep, you're laboring under  
20 the assumption that you're going to get one of these one-pagers. Bill just  
21 said he's not going to send it out to everybody. Never mind.

22 Yes, Russell.

23 MR. JONES: I don't think the two are orthogonal. I  
24 think we can have the one-pagers and the one, two, three but also have the  
25 crosscutting. I think both can be done. I've sat on committees where you  
26 do both.

27 MR. LONG: Again, I want to be very conscious of his  
28 time and I think to have it very succinct and whether it's a one-pager or  
29 whatever just do it and then we'll go from there but we've got to have  
30 something down. I'm concerned about the 18 days. I really am.

31 MS. KEYS: I think we ought to let Bill figure it out.

32 MS. PRICE: My experience in working with Bill is he is  
33 very capable of figuring out how to best meet all the needs of what you said  
34 here. We'll move on to another subject and Bill will take of it.

35 MS. KEYS: The only thing I wanted to add is I think  
36 we're coming together again for a day. It's going to be a roll-up-your-  
37 sleeves work-hard day and I think it's important that we all come prepared  
38 to work and that we have reviewed and understand the charge and  
39 understand what some of the materials are that we have been sent  
40 previously.

41 We do have two preliminary reports that we've read  
42 those, that we've made notes, and that we are really ready to make the best  
43 use of that day that we can.

44 MS. TAFT: Speaking of what might go into that report,  
45 are we going to have any recommendations on data coming out of this

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1 meeting?

2 MR. LONG: Yes, and we'll get to it as soon as Tommy -  
3 - that question was asked yesterday. We gave two suggestions. We'll go  
4 back to that and then you can enhance it if you wish.

5 Tommy.

6 MR. LEDBETTER: I'm not sure that I understood what  
7 he meant when he said it earlier but, Russell, is this what you meant by  
8 focusing too hard on the fuzzy? Is that what we have been doing here?

9 MR. JONES: Yes. I think we got the fuzzy. It's a sharp  
10 image of the fuzzy. I'm sure we're going to move that along nicely.

11 MR. LONG: The question if we could enhance what  
12 Hope was just asking and that is any recommendations on data bearing in  
13 mind -- we are going to be getting this one-pager bearing in mind we'll have  
14 that one full-day of discussion.

15 One of the things that was mentioned yesterday when the  
16 question was asked is that we have a common and coordinated data system.

17 That was one that I think four or five people mentioned. Then from there  
18 we said if you had other recommendations it could be part of the infamous  
19 one-pager.

20 MS. TAFT: I would like to emphasize that all of the at  
21 least federal level departments have a common language so that people at  
22 the local level can have the same set of guidelines and that it be built from  
23 the bottom up so that data is useful at all levels which, I think, can be done.  
24 I think NASTAD is working on an effort under that parameter for  
25 SAMHSA right now to make it an integrated system.

26 MR. LONG: Others? Ralph.

27 MR. HIGGINS: Looking at some data  
28 recommendations, there are a few pet peeves that I have or agendas that I  
29 would like to put on the table. One is I was looking through this book  
30 where they were talking about the numbers of suicides and homicides in  
31 schools.

32 I think that we ought to be thinking not just about what  
33 happens during school hours on school property but what happens to young  
34 people who happen to be students. A lot of the harm that they may  
35 encounter may occur in the community and outside of the specific school  
36 boundaries.

37 That is why you heard me before talk  
38 about the need for schools and communities in which they are located to  
39 work together. One of the things that I think would be very important, the  
40 STOP Act, which has just passed the Congress, included a provision that all  
unnatural deaths under 21 be tested for alcohol.

41 I think that is very important. The last two decades  
42 alcohol related traffic deaths in the United States of the population have  
43 been cut in half. The greatest declines have occurred among people who  
44 are under the age of 21 partly because of raising the legal drinking age to 21  
45 and zero tolerance laws and education that went around those.

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1 But we don't have that type of data for homicides,  
2 suicides, falls, drownings, burns, and so on. I think it is very important now  
3 that we have this law on the books. There's no money behind it but this be  
4 something that we emphasize the importance of.

5 I think that we need to learn more about the trends in  
6 homicides and suicides and what proportion are alcohol related. It cost  
7 about \$50 per post mortem test which in the grander scheme of things to me  
8 is a small investment for that type of data.

9 Second thing I think that would be useful in the Youth  
10 Risk Behavior Survey or in the PRIDE survey or other surveys that are  
11 collected to include information about the secondhand effects of alcohol  
12 and drug use. I think that Henry Wechsler from the Harvard School of  
13 Public Health did a great service to this country when he included questions  
14 about secondhand effects of college student drinking.

15 We find if we take the data that he's collected and project  
16 it out to the populations that those samples are supposed to represent, that  
17 there are nearly 700,000 college students every year who are assaulted by  
18 another drinking college student and nearly 100,000 date rapes and sexual  
19 assaults perpetrated by another drinking college student.

20 What that information about secondhand effects does is  
21 it provides a -- it creates a sense of obligation that the colleges and the  
22 communities in which they are located need to do something to address the  
23 problem. I think that would be very important.

24 I noticed in the 2005 youth risk behavior survey unlike  
25 the 2003 survey that the questions about academic performance suddenly  
26 are no longer there and I don't know why that is. I think that it would be  
27 very useful if students could continue to be asked about their grade point  
28 average and if we include questions also about absenteeism. That would  
29 enhance the data collection. Those are just a couple points I wanted to  
30 make sure I got across.

31 MR. LONG: Good. Thank you. Other comments  
32 regarding data?

33 MR. JONES: Is this the recommendation time?

34 MR. LONG: Yes.

35 MR. JONES: I had a couple but I can wait.

36 MR. LONG: No, this is --

37 MR. JONES: Now is the time. Great. Okay. So based  
38 on the information that was shared yesterday a number of questions were  
39 raised some of which had been raised before. I think one thing that would  
40 be good is a critical analysis of the current data collection methods and that  
41 includes both the management information systems, the YRBSS and the  
42 PRIDE as well as growth models.

43 Secondly, perhaps a clarification of the relationship of all  
44 data methods within the No Child Left Behind and Safe and Drug-Free  
45 Schools initiatives. Those relationships to policy, assessment, as well as

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1 intervention efforts so they can kind of see those linkages there.

2 Third, a cost effective analysis of our measurement  
3 systems, dollars and sense, where that's taking us. Are we really getting the  
4 bang for our buck. The articulation of a conceptual and empirical  
5 framework for the assessment and intervention strategies that are presently  
6 being engaged.

7 Application of an initial conceptual and empirical  
8 framework and where things went awry. That relates to what Bill was  
9 saying yesterday, Bill Modzeleski, saying that he had brought together a  
10 group of researchers and scientists and kind of mapped out a framework.  
11 I'm just wondering what that framework looks like and to what extent it has  
12 gone awry if, in fact, it has gone awry.

13 I think I've just gone one or two more. A review of the  
14 systems of care with relationships to partnership-based initiatives. That is  
15 kind of thinking outside of the box. I'm hoping that we can glean from  
16 information that is presently in the literature in terms of building  
17 partnerships, the integration of different systems of mental health as well as  
18 public health care systems around the country.

19 A critical review of the translation of data collection to  
20 practice. We've got tons of wonderful data but I'm not sure the extent to  
21 which those data are being translated into practice.

22 Then last but not least, and I don't know how doable this  
23 is, but hire -- what is this? Okay, yeah. It's kind of a business model. I  
24 don't know how this would be done but it's kind of an assessment of the  
25 translation of this knowledge into evidence-based practices, how we would  
26 actually do that. I mean, I don't know if we can do that as a group but just  
27 kind of get the detail in terms of how our data is being translated into  
28 practice.

29 MR. LONG: Thank you, Russell.

30 Any others as it relates to -- yes, Mike.

31 MR. HERRMANN: One of the things that I think was  
32 very clear to be yesterday in reflecting on the presentation that I gave and  
33 that other folks gave is the data collection for this program has not kept up  
34 with the scope of the program itself.

35 I think if you look at where this program was when  
36 NCLB was authorized, you know, there are all sorts of issues around school  
37 security, around traumatic events, around youth suicide issues that at our  
38 level we spent a lot of time on but those measures are not even addressed in  
39 any of the other pieces that we've been looking at.

40 I think there is really a desperate need to sort of revisit all  
41 of that data collection piece and really look at pieces of data that address the  
42 scope of the program as it is at this point because I think the program really  
43 has changed dramatically since its inception. I think that is a very  
44 important piece.

45 I think the other thing is somehow we've got to get to a

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1 realistic point about what is reasonable to expect schools to collect and  
2 states to collect given all the other challenges that we have and sort of the  
3 scope of the funding that's available because all of the money that's  
4 available to state and local programs could go to data collection and there  
5 would be no funding left for programs. I think we've got to come up with a  
6 realistic sort of expectation for that.

7 MR. KELLUM: There's a lot of overlap in our  
8 comments and that's reassuring. I would like to see us, first of all, endorse  
9 the idea that we've developed a plethora of data-gathering operations with  
10 more or less success but at great expense and that we recognize that these  
11 have not reached their full utility which is to say the application of the data  
12 to practice and the institutional structure.

13 That's No. 1, to recognize that we have all these pieces  
14 that are very expensive but they are not being integrated sufficiently and  
15 integrated sufficiently and integrated with practice. That's a recognition.

16 I would like to see us also recognize that data are  
17 extremely expensive in person power, financing, time, all of those issues of  
18 expenditure so we recognize that. What we want to do is create an  
19 integration of data gathering with practice and institutional structuring so  
20 that these are all one operation with different function, not separate  
21 operations.

22 They are going to integrate across federal, state, and  
23 local institutions those activities which are necessarily interrelated.  
24 Academic achievement, drug abuse, school failure, delinquency and  
25 violence all have common risk factors that need to be addressed. Kids don't  
26 come in separate components. The same are being addressed from different  
27 perspectives but separately.

28 The model of healthy students or safe schools which did  
29 begin to bring together all these components is a model that we should be  
30 pursuing further. That's at the kind of integrating structuring level.

31 At the concrete level we've got now a very expensive  
32 state-wide assessment systems operating. They are management  
33 information systems. We are using them to identify places where there are  
34 big problems but separately from solutions to those problems.

35 The management information systems give us  
36 opportunity to see how we can allocate what little money there is from each  
37 agency but collectively there would be more money across agencies to  
38 bring to bear on those hot spots of problem areas. The data should be  
39 guiding the allocation of resources. The data that tells us where the  
40 problems are and the quality of the problems should guide how we think  
41 about allocating our resources and what kinds of resources.

42 So the management information systems are a necessary  
43 component. But, again, in regard to data we have not brought to bear  
44 enough light on the fact that we are in each school district in every school  
45 gathering developmental data. The grades and scores and achievements

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1 and expulsions, suspensions are all part of a single child's record over time.

2 With proper safeguards of the kind we saw Fred illustrate  
3 and his staff yesterday, we should be able to integrate these management  
4 information systems with individual school records.

5 In order to do that we would need to have a partnership  
6 which we've talked about in general but must be specifically specified  
7 within FERPA guidelines that allows for information to be used about each  
8 child over time to see what is working for which children under what  
9 circumstances and what more is needed.

10 We need to have, in other words, an integrated data  
11 system which highlights hot spots through the management information  
12 systems, the slice in time, the salami slice in time that we do, with the  
13 growth modeling or the developmental records of children so that, in fact,  
14 we can monitor progress of kids academically and all those things that  
15 impinge on academic performance including trauma and other matters.

16 So what we're talking about is creating a framework  
17 which builds on safe students and health schools, whatever it is, and which,  
18 in fact, allows us to collaborate and partner at the federal, state, and local  
19 levels.

20 I think that's what we should be aiming at. We need to  
21 discuss the feasibility. One of the issues is recognizing the vital importance  
22 of bringing the NIHS and the SAMHSAs and the Safe and Drug-Free  
23 Schools, those with a research mission and those with a mission of rolling  
24 out what works and at the federal, state, and local levels bringing those into  
25 one perspective.

26 The bottom line is they have to be partnering. They have  
27 to be partnering at those three levels, the federal, state, and local levels.  
28 You can't do randomized field trials which is the way you find out what  
29 works for which kids very precisely and under what circumstances without  
30 partnering with families, school buildings, school districts, and the feds, the  
31 NIHS and the SAMHSAs and the like.

32 One other thing. The major frontier in research these  
33 days is not can you find something that works. There are programs out  
34 there that do impact with rigorous randomized trials as to what works, at  
35 least in some areas. We need more of such programs. Our real frontier is  
36 what the heck do you do if it does work?

37 How do you roll out a program? How do you take a  
38 program from one trial, repeat it in a different place or in the same place  
39 and roll it out from 12 schools to 115 schools as in Fairfax County? What  
40 is that roll-out process? That cuts across all of our institutional boundaries.

41  
42 It's no longer purely research. It's no longer purely  
43 dissemination. It ain't a question of are they using effective programs. I  
44 can tell you we now know that they are not "they." The people in the front  
45 line are not going to use these programs with fidelity unless there is

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1 continuing mentoring at multiple stages within these institutions and with  
2 monitoring of fidelity.

3 Whether it's instruction we're talking about as in open  
4 court or whether it's the behavior monitoring or management in classroom  
5 levels, or whether it's a family classroom program, they all require fidelity  
6 of implementation.

7 The kind of monitoring and mentoring that we're talking  
8 about is really research frontier as well as a practice frontier. We're talking  
9 about reorganizing ourselves not from a different direction but following  
10 the logical next steps of the huge investment we've made in research and  
11 practice and institution building.

12 MS. DUDE: One thing I would like to add, I don't  
13 disagree with anything you just said. Actually, this is different than that,  
14 and that is if we are discussing adding additional questions or changes in  
15 questions, it seems like most of the questions we ask are asking about  
16 negative behaviors that they may have participated in.

17 I have mentioned this before but I would like to put a  
18 plug in for asking positive questions as well whether they be protected  
19 behaviors they may have or the whole injunctive norm idea of what they  
20 think of people who do negative things.

21 That way the practitioner can not only look and see,  
22 "Okay, here are the negative behaviors I need to address," but, "Here is  
23 some positive information I can feed back to the students to hopefully help  
24 change their behavior." I just want to put in a plug for asking positive  
25 questions as well.

26 MR. LONG: Thank you, Kim.

27 Russell, Howell.

28 MR. JONES: Just real quick. Kim, in response to what  
29 you said, that's right on because in trauma research we've been guilty of  
30 asking negative questions.

31 However, there is recent data that suggest this whole  
32 notion of post-traumatic growth when asking people what was the silver  
33 lining following Katrina, for example, we found in the Harvard Katrina  
34 study that many people felt that they could do things they couldn't do  
35 before.

36 They felt a greater closeness to other family members  
37 and they had a greater faith in God as a result of the storm. There can be  
38 positive things that come from negative experiences.

39 MR. WECHSLER: I have three specific suggestions in  
40 relation to data. First of all, as the state program evolves into some new  
41 form perhaps, it is absolutely incomprehensible that the different states are  
42 using different measures to look at the same variables. It just doesn't make  
43 any sense. You have to be able to compare across states, compare across  
44 school districts.

45 Is it hard? Yes, it's very hard to come to consensus.

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1 There has to be something done with people at the state level. People are  
2 going to be unhappy. A little secret we have about data collection is that all  
3 of the measures stink. Nothing is ever very satisfactory.

4 It's the best you can come up with. People are going to  
5 be unhappy. It's okay. You have to have similar measures being used  
6 across the states. There's no question about that.

7 The other two comments focus on what it is that we're  
8 measuring. I just want to remind people we had a very powerful and  
9 persuasive panel. It seemed to me the thing I took from it was that in their  
10 opinion perhaps the most important thing to measure were perceptions of  
11 the school climate.

12 When it relates to what are the real measures that we  
13 want to get, you guys are absolutely right on in terms of bringing it back  
14 into program. You have to tie the data into program. Where we get led  
15 astray when we focus only on the extreme outcomes, the behavior  
16 outcomes, drug use and violence and suspensions and truancy, yes, we want  
17 to have an impact on those.

18 Yes, we need to continue measuring them but the reality  
19 is there are 9,999 other factors in society besides Safe and Drug-Free  
20 Schools that are having a strong impact on those outcomes. We need to  
21 look at more intermediate measures.

22 Those are probably the most important measures to  
23 assess whether Safe and Drug-Free Schools is truly having an impact. The  
24 perceptions of school climate would be one. You should hold Safe and  
25 Drug-Free Schools accountable. Can they move the dial on improving the  
26 perceptions of the school climate.

27 Then the third comment is related. That is that the other  
28 thing that is an intermediate measure that we really ought to be holding  
29 programs accountable for is are they increasing the number of schools that  
30 are implementing the science-based practices that the research literature has  
31 identified as likely to be the most effective things in improving relevant  
32 behaviors.

33 It's not easy coming to agreement on those. There will  
34 be lots of controversies and challenges but there have been solid studies on  
35 this for decades now. It's time for the research community and the program  
36 community to come together.

37 At least we can say if more schools are doing these  
38 things, A, B, C, D, and E, that's good for the nation so let's try to measure  
39 how many schools in my state under my Safe and Drug-Free School  
40 program are implementing those best practices.

41 MR. LONG: Thank you, Howell.

42 Susan.

43 MS. KEYS: I just wanted to say that I thought what  
44 Shep summarized very comprehensively is a very bold move. Personally I  
45 like being bold. I think he's proposing or recommending a very radical

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1 change in the way we do business, the way NIDA does business, the way  
2 CDC, the way SAMHSA, the way the Department of Education goes about  
3 data collection.

4 He is really suggesting and I think we need to  
5 recommend to the Secretary that she use her ability to convene at the  
6 secretarial level a further discussion of how this collaboration might go  
7 forward and very dramatically change how we use our institutional  
8 resources to collect the kinds of data that we need to inform Congress and  
9 to support the programs.

10 It definitely has to be linked with the program. Unless  
11 we really undertake some very profound system changes, it's going to be a  
12 drop in the bucket and not really impact what needs to be done.

13 MR. LONG: Okay. Let's start to wrap this up.

14 MR. LEDBETTER: At the risk of muddying the waters  
15 a little bit, I think I just need to throw this out there for your consideration.  
16 We speak about data. I'm not sure that everyone understands the climate of  
17 education nationally right now. The most obvious thing that's happening is  
18 a reduction in funding. We are all aware of that.

19 One of the things that looms out there is that if you look  
20 at your building level leaders throughout the nation who are within  
21 retirement age within the next five years, you're probably looking at  
22 between 40 and 50 percent of all of them leaving the field within the next  
23 five years if they choose to do that.

24 Now, with that said, does that create a problem? To me  
25 yes, it does. Most of us who -- most of the principals in the United States  
26 recognize that. They recognize that there is going to be an extreme  
27 shortage of building-level administrators.

28 How does that tie to data? To me there's two aspects of  
29 data. Collecting the data is the simplest part of it. Once the data is  
30 collected then you get into the interpretation of the data. What does it  
31 mean? Having the data is useless to you unless you can get some  
32 interpretations from the data to try to figure out what the data means.

33 As a building level administrator that is the important  
34 thing to me. No one to this point has mentioned or even thought about how  
35 we will train all these new building-level administrators as to how to use  
36 this data. With a decrease in funding that just complicates the problem.

37 Having the data irregardless of what type of surveys we  
38 use or anything else is pretty meaningless if we can't teach the people how  
39 to use the data. When we come back next month and so forth, I think that's  
40 something that is pretty important that needs -- to me there needs to be a  
41 recommendation of some type that goes into all of this about trying to train  
42 people about the data.

43 I can be quite frank with you. I receive my PRIDE  
44 survey reports. I get them. What do I do with those reports? I read them, I  
45 look at them, and I say okay. I either think our problem is worse, it's better,

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1 but what am I going to do with it.

2 Our principal has been there for a long time and these  
3 new principals are going to take it and look at it and they are overwhelmed  
4 with everything else they have coming across their desk already. Will they  
5 take that information and use it? I'm not sure they will unless there is some  
6 training provided for those people.

7 Over the next five years you're going to see some major  
8 changes in the leadership and education throughout the United States. I  
9 think it's important that if data is the key, and the research tells us that data  
10 has to drive what we do.

11 I don't care if it's an academic classroom or wherever,  
12 data has to drive what we do. If data is the driving force behind what we're  
13 doing, then there needs to be some recommendation about some training for  
14 all of these new folks as to how to use all this data.

15 MR. JONES: Just two quick points just to follow up on  
16 what Tommy is saying. That's right on. You know, any masters level or  
17 doctoral level student will tell you the most difficult part of doing a thesis or  
18 a dissertation is interpretation of the data. It's not collecting it. It's the  
19 interpretation of it and making sense out of it in a conceptually relevant  
20 fashion.

21 I just want to echo what Susan said. I mean, I think what  
22 Shep is saying, and I think we are in agreement, is going to the Secretary  
23 and really arguing for a paradigm shift, I mean, in the way we do business  
24 to do it differently. We are doing some things well but without the  
25 integration and the level of nuance kind of thinking, the frameworks.

26 I mean, you know, looking at it differently. Looking at it  
27 from a different perspective and doing business differently. We're not  
28 pleased with the results that we've gotten from many of the initiatives  
29 within the context of No Child Left Behind and Safe and Drug-Free  
30 Schools.

31 The question is how do you change that? It's going to  
32 take the brain together of the different parties, the NIMHs, the SAMHSAs,  
33 the CDCs. You know, it's gimbling, man. Hopefully we can get it done  
34 but, Shep, I like so much what you're saying and I really think that's the  
35 way to go.

36 MR. LONG: Yes, Ralph.

37 MR. HIGGINS: Yeah. I think the points that were just  
38 made about the interpretation of the data are really critical. You know, I  
39 don't think it's so much a matter of researchers going and providing  
40 information to school administrators about how to interpret the data that we  
41 collect.

42 I think we have just as much to learn from you about  
43 how you think the data ought to be interpreted and what measures you think  
44 are important and what are the objectives that you think are important to be  
45 achieved in your educational systems and do we have the right measures to

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1 assess whether or not we are meeting your goals or the goals that your  
2 community thinks are important.

3 As I listen to Shep and others, I think one of the things  
4 we ought to do, and I don't know the specifics of how to put this together,  
5 but I think we need to think about developing some kind of ongoing process  
6 where there can be continuing dialogue between the various types of parties  
7 that are around this table around this type of issue so that we can engage in  
8 a continual improvement process and not have just a snapshot of  
9 recommendations that will go off into cyberspace somewhere but rather to  
10 have a continuing dialogue so that we can really thrash through these issues  
11 over time together and make continuing improvement.

12 MR. LONG: Thank you.

13 MR. HERRMANN: Yeah. Tom brought up an  
14 excellent, excellent point. It's just kind of right in front of us because with  
15 NCLB, I mean, there's just a whole profession that has developed in terms  
16 of collecting, interpreting academic data.

17 I think just now maybe they are beginning to start to  
18 realize that folks have to know how to use that data. The problem is this  
19 data is not connected to that data and somehow we've got to be sure that  
20 connection gets made and that training happens. That's an excellent point.

21 MR. LONG: Yes.

22 MS. SIMS: Just to remind the group that I think a week  
23 or so ago Dennis had sent around some articles showing the link between  
24 drug abuse prevention programs and academic outcomes. The information  
25 is there.

26 At the last meeting I suggested that we come up with  
27 ways to distill this information in the formats that can be useful out in the  
28 community through either tool kits or little brochures or something just so  
29 that as we are going out if our recommendations are around integrating all  
30 these data systems and trying to look at the links between what we're doing  
31 in terms of programming and academic outcomes that it really has a leg to  
32 stand on. Research also supports that this is important to look at. The  
33 programs that they're doing can have an impact on students' progression  
34 academically.

35 MR. LONG: As we wrap this up, this has been -- this is  
36 the type of conversation that we need to have for eight hours. That is why  
37 I'm excited hearing this and as we look forward to March 19th.

38 I was thinking as you were talking about -- as we were  
39 talking about the integrated systems and putting this together, and we all  
40 know this but this is why I think there has to be a recommendation  
41 regarding, Susan, what you were saying, Shep, and what a lot of others  
42 were chiming in to say about that integration and the things that are going  
43 on with all of the discussion.

44 It's already happening across this great country in spite of  
45 us. This is the way we humans are. On a district level if the district office  
isn't doing it, those sites will do it anyway. They will find a way and they

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1 will get it done for the children.

2 On a county level or an intermediate level it's the same  
3 way. On a state level it's the same way. If the state is not doing it, and now  
4 we're talking about data, the integration and those outcomes, the counties  
5 and the intermediate agencies and the districts will do it anyway for the  
6 children.

7 I would say the same thing. If the  
8 Federal Government is not doing it, the states will do it anyway for the  
9 children. What we're really saying is let's put that together. Let's just say it  
10 because people talk about it and that is my way of saying -- I'm hearing it  
11 now in this discussion. That's why I'm so excited about the 19th.

12 I think we need to be outside that box. We have to be  
13 creative. We don't have to agree. It's what you say is going to go into that  
14 report. My recommendation, I'm hearing it here, is that they be very strong  
15 creative recommendations.

16 With that, I'll -- this was a great discussion. Debbie, you  
17 wanted a minute to wrap up here.

18 MS. PRICE: I just wanted a minute because yesterday  
19 Fred asked a budget question and it is information that we've sent to you so  
20 I encourage you to continue to read the things Catherine sends to you. I did  
21 print out the budget dollars that went out.

22 There are two things because I'm not sure if you all  
23 follow the funding for 2007 but we were under a continuing resolution that  
24 kept continuing and kept continuing. We had some assumptions of what  
25 those numbers may be for 2007 but we weren't confirmed. There are a  
26 couple of numbers in this chart under the 2007 current that are not accurate  
27 because since this went to Congress, the budget proposal, they did the CR.

28 One is the mentoring number in 2007 should be \$48  
29 million 814. Let's see. The overall total -- let me just see here -- the  
30 subtotal under national programs -- anyway, I'm getting lost looking at this,  
31 Larry.

32 Anyway, nonetheless, this gives you a pretty good idea.  
33 They will revise this chart. It just hasn't been revised yet to give you the  
34 accurate numbers but you can see what the 2007 budget numbers are and  
35 our appropriation numbers are in the President's budget proposal for 2008.

36 I know that we sent out the link to the budget  
37 information in the big budget book which is more like this rather than this.  
38 It has some descriptions and dialogue about what is done. The budget  
39 justifications recently went up on the Department website so you can look  
40 more at that for the future but these are the numbers.

41 MR. LONG: Well, thank you very much, folks.  
42 Everyone be safe.

43 MR. JONES: I just want to thank Catherine Davis for  
44 doing such an outstanding job. I think she does that consistently so just  
45 wanted to thank you publicly.

MS. DAVIS: Thank you.

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(Whereupon, at 11:12 a.m. the meeting was adjourned.)

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