

UNITED STATES OF AMERICA  
DEPARTMENT OF EDUCATION

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SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES  
ADVISORY COMMITTEE MEETING

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WEDNESDAY, JANUARY 17, 2007

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The meeting was held in the Bernard Auditorium of 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  
SUSAN KEYS  
TOMMY LEDBETTER  
SETH NORMAN  
DENNIS ROMERO  
BELINDA SIMS  
HOWELL WECHSLER

CATHERINE DAVIS, Executive Director and Designated Federal Officer

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A-G-E-N-D-A

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

(8:46 a.m.)

1  
2  
3 CHAIRMAN LONG: Good morning, everyone. We  
4 will -- we have already had one or two meetings, but we will go ahead and  
5 get started, if we could, with the committee meeting.

6 How many of you, by the way, have airlines and --  
7 where you would make a change in Texas, anywhere in Texas? Anyone?  
8 Mike is not here, so just a couple of us. Texas is pretty well shut down  
9 right now with the airports. That's why I'm asking that.

10 If you have -- so for those of you that live in the  
11 Washington area, if Mike and I get hung up here for extended periods of  
12 time --

13 PARTICIPANT: I have extra bedrooms.

14 CHAIRMAN LONG: Okay. Okay.

15 (Laughter.)

16 PARTICIPANT: You can join me on my two-hour  
17 commute.

18 CHAIRMAN LONG: Okay. As we get started this  
19 morning, I would like to ask a question. I've talked with several members  
20 and I just talked with Debbie, and I think that this would be the appropriate  
21 time to ask this.

22 Because of the timing of the budget, and the timing of  
23 reauthorization, and the work of the Advisory Committee and the meetings  
24 and meeting times, the question that I'm asking is, putting all three of those  
25 together -- those timelines -- as we get closer -- now here we are in January,  
26 heading for a February meeting, and with the budget on the table -- I mean,  
27 we all know how those work, budget on the table, many of the  
28 reauthorization ideas on the table or maybe even black and white, the  
29 question I'm asking, Debbie, is how far along that process.

30 And then, keeping in mind what we're discussing here as  
31 a committee, is the -- are those two things so far down the line that what  
32 we're saying has no chance to get in? Or is the information and the things  
33 that we're discussing still very pertinent to that timeline and of value to that  
34 timeline?

35 MS. PRICE: Let me first say that the answer to I believe  
36 your first question is -- is there value, basically, to what the committee is  
37 doing regarding reauthorization and budget proposals that the Department  
38 has been working on?

39 And I would say yes, clearly, you have had input,  
40 because that is why we determined rather than doing just the report of the  
41 committee in June to do the interim reports that bring forward the thoughts  
42 and thinking of the Advisory Committee to those who are looking at issues  
43 of reauthorization and the '08 budget cycle.

44 And so in the two that we did, you all know one was on  
45 the state grants program, which is a specifically large area both in -- that in

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1 No Child Left Behind legislation and in the budget process. And then -- my  
2 mind just totally drew a blank -- our second was on persistently dangerous,  
3 because that is a big piece of it, unsafe school choice option, and -- I have a  
4 bug flying around, I'm sorry -- and, you know, those again are pieces of the  
5 No Child Left Behind legislation that need to be looked at.

6 And so your input on that clearly -- and school safety as  
7 a whole clearly has been brought forward to the Secretary, she has your  
8 report. You know, additionally, it is posted on the website. Anyone who  
9 wants to look at it, including the Hill, if the Hill in thinking through  
10 reauthorization wants to see your input, it's there. That was the significance  
11 of those interim reports.

12 The President will be giving his State of the Union  
13 address on January 23rd. And that is, you know, a significant speech that  
14 gives a view for the Federal Government, view from the past year, and then  
15 for the year going forward. I don't know how -- I think the President -- and  
16 this is my assumption, to tell you the truth, because State of the Union is  
17 held very close to the chest.

18 But I'm sure education will be mentioned and the  
19 significance of No Child Left Behind reauthorization and moving forward  
20 with it. Whether he gets into anything specific that would have to do with  
21 us specifically I think would be -- I don't expect that. I think he'll mention  
22 No Child Left Behind in the large, kind of big picture.

23 February 6th I believe, which is the first Tuesday in  
24 February, and I may be a little off on the date, is the day when the '08  
25 budget proposal goes forward. That, too -- those documents are held pretty  
26 close to the chest, and we will see what we will see when that's released.

27 In the middle, and this is not written in concrete, so -- but  
28 I'm giving you kind of the thought pattern here at the Department. The  
29 Department would like to go forward with their proposal for  
30 reauthorization, and it will be big principle approach rather than getting into  
31 nuts and bolts about programs and funding and specifics in that area. So it  
32 will give, you know, an overview, because the '08 budget proposal will  
33 reflect some of that perspective in it, as my understanding goes.

34 What I would like to do at that point is to set up a  
35 conference call, a briefing, and have you all be briefed on what that is, what  
36 are the inputs, have your opportunity to ask some questions and have some  
37 input.

38 Now, the meeting that we had yesterday on those three  
39 issues -- rural and urban, non-profit -- I mean, non-public schools and  
40 trauma -- those really get into more nuts and bolts levels. So the  
41 significance of having an interim report on that is different than the other  
42 two subjects, as would be our data issue -- gets more into the specifics of --  
43 you know, of that.

44 So, you know, I don't see a reason for us to do another  
45 interim report on either of these two subjects. I think we'll go forward in

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1 June. And when we go forward in June, your voice about what you -- what  
2 this committee sees as, you know, your understanding and your  
3 recommendations, your advice, on these issues still will be part of that  
4 process, because even if the President introduces -- the Secretary, I should  
5 say, introduces the reauthorization proposals there is still a lot of work that  
6 is done on that, and there will still be a lot of input into that.

7 So, you know, it isn't like overnight, then they vote on it,  
8 and it's passed or not passed. There is still thoughts, there is still process,  
9 still need to hear from people, and your -- what you put in that report in  
10 June will be heard and a part of that thinking process.

11 So hopefully that is helpful and --

12 CHAIRMAN LONG: What I was asking, without  
13 restating it, is that as a committee are we still in sync with the timelines, or  
14 are we behind the wave of the curve?

15 MS. PRICE: No. I think we're still in -- I think we  
16 moved -- we addressed the timeline issue as we determined to do those  
17 interim reports. And as I said, even the continued work of this committee,  
18 this Advisory Committee, as -- once the reauthorization proposal goes  
19 forward, still it's of value to have the insight and understanding of this  
20 Advisory Committee in looking at that, because that's the beginning of the  
21 reauthorization process. It's not the end result.

22 And your insight and input will be of value on multiple  
23 levels. Will it be of value in just writing that reauthorization proposal?  
24 You know, it's after, but you certainly have been valuable to date, and you  
25 will continue to be. So if -- is that helpful?

26 And when we get a good understanding of that -- the  
27 date of the reauthorization announcement and the budget, we'll work to get  
28 a conference call set up, so that we can brief you all and answer your  
29 questions.

30 MR. MODZELESKI: Dave, if I could just add to what  
31 Debbie is saying, and she is 100 percent on. Just for -- to try to not clarify  
32 but to add to what she is saying.

33 This is being done at several levels, what I call the macro  
34 level, and that's what you're going to see February 8th or whenever it is, is a  
35 macro level. And so I would say that the paint on that is -- if it's not dry, it's  
36 almost dry. In other words, that's ready to go forward. And as Debbie  
37 mentioned is that -- a decision has been made to tie fiscal year '08 budget  
38 policy to reauthorization.

39 So what you will see is in parallel a fiscal year '08 budget  
40 proposal request, whether it's for the Safe and Drug Free Schools, Title I,  
41 whatever it is, which fits the request for reauthorization. So both of them,  
42 too, will go in tandem, and they are not going to be -- you know, they won't  
43 be one is here and one is there.

44 Now, that presents some problems as it gets to Congress,  
45 because Congress has the option of ignoring everything and not doing

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1 hearings for a year or two years and just extending, and then we'll have --  
2 they'll have to deal with the reauthorization bill. So that's where we are.

3 There is -- I think what you will see in early February,  
4 again, are decisions at the macro level. For example, a decision regarding,  
5 you know, what happens, where -- what shape or form does the state grants  
6 program take? Generally speaking, without getting into the detail about  
7 how do we deal with the non-public schools in the state grants program?  
8 How do we deal with the data in the state grants program? How do we deal  
9 with a whole lot of other things?

10 So none of that will be discussed, but what will be  
11 discussed is a general -- I say general mix with some specificity, but  
12 nevertheless a general direction of where the administration wants to take  
13 the program. And as everybody knows, that's the first step, because then in  
14 the legislative process both houses will have a shot at saying where they  
15 want to take the program at the end of six months, a year, two years,  
16 whatever the case may be, is we'll end up someplace.

17 And I think that if you look at this historically, and going  
18 back -- actually, this is the 20th year that we have been doing this for Title  
19 IV, different titles -- one of the things I've discovered in 20 years is that  
20 regardless of where an administration starts -- Democratic, Republican, this  
21 one, one 20 years ago -- it's going to end up in someplace different as it  
22 goes through that sausage-making process.

23 I have never seen a bill start -- that can from any  
24 administration end up exactly the same as it came out the other end. So  
25 that's in many ways good news, because what happens is that there's other  
26 bites at the apple, so to speak, as the process unfolds.

27 MS. PRICE: And this is just a fun exercise, but to  
28 highlight what Bill said, if you look at last year, the Hill worked  
29 considerably on the higher ed reauthorization proposal. If you just go in,  
30 you know, go to the Library of Congress, pull up Thomas, you know, do a  
31 search for that bill, and look at the difference from when it was introduced,  
32 and look at the legislative history and the multiple numbers of amendments  
33 and edits and, you know, tweaking that went on with that at the end, and it's  
34 -- you know, there is a sense in which it is very similar to the beginning but  
35 lots and lots of changes in the process.

36 So, you know, the legislative process is not a neat, tidy  
37 little one-time shot, so -- and I do want to reiterate, even if the  
38 reauthorization proposal is introduced tomorrow, which it won't be, but  
39 your input in these next few months is significant, and your voice is part of  
40 that process and to be considered as we move forward, you know, working  
41 within those proposals. So --

42 CHAIRMAN LONG: Mike?

43 MR. HERRMANN: What will happen with the report  
44 that is generated in June?

45 MS. PRICE: It goes to the Secretary. That is

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1 traditionally what happens to an Advisory Committee report. It goes to the  
2 Secretary. They may -- some reports get distributed to, you know, a few  
3 entities of interest. Others -- there is notification or acknowledgement that  
4 it has been received and it is posted on the website for people to review and  
5 pull up.

6 And it will certainly be posted on the website. There  
7 will certainly be acknowledgement of it. What other level of public  
8 relation, that's handled at a different office. But it will be a public  
9 document available to anyone to review, including Congress, and here at --  
10 you know, within the Department it will be a work -- if that answers --

11 MR. HERRMANN: Thank you.

12 CHAIRMAN LONG: Yes, Russell?

13 MR. JONES: Yes. Two questions. One, just a history  
14 of the advisory group. It was asked by whom to -- for the group to come  
15 about. And then, secondly, to what extent has our input, our critiques,  
16 etcetera, fostered/enhanced the likelihood of this being reauthorized?

17 MS. PRICE: The history of the Advisory Committee, it  
18 is a part of No Child Left Behind legislation that identifies the Advisory  
19 Committee. And as you all know, it took a while to be implemented  
20 because of changes in Secretaries and whatever.

21 But it was implemented in -- I forget -- signed off, but it  
22 was at the beginning of last year, in the early part of last year. Then, we did  
23 the search for Advisory Committee members, you all were confirmed, and  
24 we had our first meeting in June or July. And so it is in this statute, it  
25 identifies it, and spells out some details of kind of what entities should be  
26 on it, which is why we have our federal members, and kind of the focus of  
27 who those non-federal members should represent.

28 MR. JONES: Yes. And again --

29 MR. MODZELESKI: Could I just add to that, because I  
30 think it's a good example of what I said earlier about the legislative-making  
31 process, because the Advisory Committee was not part of the original No  
32 Child Left Behind legislation. So this is one of those things, if you go back  
33 and look at the legislative proposals for NCLB, there was no Advisory  
34 Committee for Title IV. So that came about as part of that legislative-  
35 making process.

36 MR. JONES: And the impetus -- was it Congress that  
37 asked for the Advisory --

38 MS. PRICE: Yes.

39 MR. JONES: Okay. Just --

40 MS. PRICE: And an advisory committee, in general, can  
41 be called upon by Congress, can, say, have an advisory committee. We --  
42 earlier I said on the opportunities in athletics that looked like issues --  
43 looked at issues of Title IX. That was the Secretary's -- we called it a  
44 commission, different terms for basically the same thing. That was at the  
45 Secretary's initiative.

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1 It can also be -- the President can say, "I want to know  
2 more about this. Have an Advisory Committee." So, you know, different  
3 entities can initiate or, you know, request the Advisory Committee. So it  
4 isn't just from Congress that they occur.

5 CHAIRMAN LONG: Thank you for that.

6 Now, if we could -- before I go on, are there any other  
7 comments or questions? I don't want to -- okay. Thank you very much.  
8 Thank you, Debbie.

9 If we could now move on to the public comment section,  
10 are there those in the audience that wish to offer up public comment? If so,  
11 would you please come forward, so that we -- this is being taped -- so that  
12 we can get it recorded. And if you would give your name and where you  
13 are from and the subject in the discussion.

14 Thank you.

15 MS. MANDLAWITZ: Thank you. I appreciate this  
16 opportunity. My name is Myrna Mandlawitz, and I'm an education  
17 consultant here in D.C. I represent a number of groups that are very  
18 interested in the Advisory Committee's work, but today I'd like to  
19 concentrate on just one, and I'll tell you at the end some of the other groups  
20 that I represent.

21 One of the groups that is actually just getting organized  
22 officially is a group called the National Consortium of School Violence  
23 Prevention Researchers and Practitioners. I can't imagine what the short  
24 version of that is, but that's the long version.

25 This is a group of folks that got together officially after  
26 the series of incidents that prompted the White House school safety  
27 conference last fall. And the group that coalesced is a group, just as the  
28 name indicates, who are school violence researchers and practitioners.  
29 Mostly they are university faculty and researchers, schools of education,  
30 schools of social work, and schools of psychology.

31 And their first activity was to issue a statement in  
32 response to all of the unfortunate incidents that happened last fall, and they  
33 sent this out and -- to a number of places, and it was signed onto by a very  
34 long list of professionals, and I've provided that to the -- I don't know your  
35 title, so I don't know what to call you there -- to the staff, excuse me, and  
36 also to a number of national organizations that signed on, including groups  
37 like the American Psychological Association, the National Association of  
38 School Psychologists, the School Social Work Association, the National  
39 Association of School Social Workers, and other groups such as the  
40 American Academy of Pediatrics and the American Academy of Child and  
41 Adolescent Psychiatrists, the National Mental Health Association, the  
42 National Secondary School Principals Association, and a vast array of  
43 groups that are very interested and very concerned about the situation in  
44 schools.

45 One thing I will mention is that the folks that are looking

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1 at these issues are also interested, although they have called themselves --  
2 and I -- if they had asked my opinion, I would have asked them to change  
3 their name from School Violence Prevention to School Safety Practitioners.  
4 I'm very concerned also about looking at positive behavioral supports in  
5 schools and changing the school climate.

6 A lot of these folks originated I guess out of special  
7 education, and it has bubbled up to the top now, and understanding that we  
8 are not just looking at kids with labels of emotional and behavioral  
9 disorders, but a general climate that -- where kids do not feel safe in  
10 schools.

11 And so these folks are looking at the -- doing the  
12 research and trying to develop some recommendations, and I think that  
13 your Advisory Committee -- and I know some of you obviously are  
14 involved in this as well, and maybe even perhaps have signed on to this  
15 statement.

16 I'm not going to spend a lot of time going into the  
17 statement. A lot of the things that were mentioned actually yesterday in the  
18 panel that I heard on non-public schools, one thing in particular about  
19 connectedness and ensuring that students feel like they belong to a school  
20 community is something that these practitioners are very interested in  
21 focusing on, and looking at ways that we can develop better programs in  
22 schools to enhance that feeling of connectedness.

23 I would just mention also that in addition to this group, I  
24 also represent the School Social Work Association, which is a signer of this  
25 statement, and the Council for Children with Behavioral Disorders, which  
26 is a division of the Council for Exceptional Children.

27 Those folks, again, are faculty members in schools of  
28 education who are training educators to work with children with emotional  
29 and behavioral concerns, disorders, and so we have a wealth of experience  
30 in the groups that I represent. And they would -- they asked me to let you  
31 know that if they can in any way assist in your efforts, they would be very  
32 happy to do so. I left my contact information and copies of the statement.

33 So, again, I appreciate the opportunity to be here with  
34 you today.

35 CHAIRMAN LONG: Thank you for your comments.

36 Is there anyone else in the audience that wishes to make  
37 public comment?

38 MR. MORRISON: Hello. My name is Robert  
39 Morrison. I am Director of Policy at the National Association of State  
40 Alcohol and Drug Abuse Directors. Thank you for the public comment  
41 period.

42 Our association represents the 56 state and territorial  
43 drug abuse directors. Our folks manage the publicly-funded substance  
44 abuse treatment and prevention system. We also have a subsidiary  
45 organization, the National Prevention Network, which are the chief

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1 prevention folks around the country.

2 We just wanted to make sure we said hello, that this  
3 program is important to the state substance abuse prevention directors  
4 across the country, and particularly the state grants portion.

5 And combined with the substance abuse prevention and  
6 treatment block grant, which includes a required 20 percent set-aside for  
7 prevention, these funds are vital to keep our youth drug free.

8 As an association, we're interested in working with the  
9 Council, administration, Congress, and others, as the No Child Left Behind  
10 reauthorization bill moves forward. In particular, we are interested in  
11 increased partnership at the federal, state, and local level to ensure  
12 continued collaboration, accountability, and effectiveness.

13 We also believe this partnership will help with data  
14 reporting and improvement efforts that we have undertaken already in  
15 association with the Substance Abuse and Mental Health Services  
16 Administration.

17 And, in particular, the Center for Substance Abuse and  
18 Prevention, we want to acknowledge the work of Dennis Romero, the  
19 leadership of CSAP, a valued partner, and he has taken a lot of time to work  
20 with us on National Prevention Network, and the association in general, to  
21 ensure that we're collaborating at the national level, and it's showing across  
22 the country.

23 We just look forward to thinking through ideas, and our  
24 goal is to provide comments to the Council and others as we think through  
25 reauthorization. And we appreciate you allowing for us to provide some  
26 comments here today.

27 Thank you.

28 CHAIRMAN LONG: Thank you for your comments,  
29 Robert.

30 Is there anyone else in the audience that wishes to offer  
31 public comment?

32 (No response.)

33 If not, we'll consider the public comment section closed,  
34 and we'll move on to --

35 MR. JONES: May I ask just a quick question? Is there a  
36 --

37 CHAIRMAN LONG: As a member of the committee or  
38 the public now, Russell? No, I'm sorry.

39 MR. JONES: No, the committee.

40 (Laughter.)

41 CHAIRMAN LONG: I'm sorry.

42 MR. JONES: The committee.

43 CHAIRMAN LONG: I love giving you a bad time.

44 (Laughter.)

45 I hope you understand that.

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1 MR. JONES: I've noticed that. Is there a mechanism  
2 whereby the Advisory Committee can embrace and take advantage of the  
3 expertise of the various groups that are represented here to help us in our  
4 getting the train down the track so to speak? And we're talking about  
5 thinking and expertise of the American Psychological Association, NIMH,  
6 and any number of groups. But is there a mechanism whereby we can take  
7 advantage of those designs being --

8 CHAIRMAN LONG: That's a good comment. Let me  
9 address that, and then if Debbie wishes, of course, to follow in. That's what  
10 I think we have the advisory committees, and that is the expertise that we  
11 have around this table representing all of the different entities and  
12 organizations across the United States, knowing that we can't encompass all  
13 of those, that we can then draw on information from these, but we represent  
14 and many of us sitting here belong to many of the associations that were  
15 just mentioned by these two people that offered up public comment.

16 So to answer your question, I would -- my answer would  
17 be that the Advisory Committee would handle it as a committee. And then,  
18 if members wish to draw upon them, to come back to the Advisory  
19 Committee to offer up suggestions, that's how I think the process would  
20 work.

21 MS. PRICE: And also, another -- I mean, that's certainly  
22 true, and in addition, you know, we have requested input from -- you know,  
23 because we have our panelists here, and there are a limited number of  
24 panelists, and I'm sure that there are, just like in public comment, that there  
25 are other people that would have input or insight into issues we're looking  
26 at.

27 And we have asked in each of the Federal Register  
28 announcements, and just let it be known, that anyone who wants to make  
29 comments, including, you know, those folks that were represented here  
30 today, and the different levels, can provide -- can send information which  
31 we will then send to all the Advisory Committee members.

32 Now, in your own personal jobs that you have outside of  
33 the committee, you may have connections in working and discussions and  
34 all of that with, you know, a variety of organizations. But, you know, we  
35 do encourage anyone who has insight and information to, you know, send  
36 us the document, preferably by e-mail, and we can then forward it on to all  
37 of you, or by hard copy, and we'll mail them out.

38 But, you know, we will distribute all of that information  
39 received to the Advisory Committee members.

40 MR. JONES: So, then, it's incumbent upon these folks  
41 to send in information --

42 MS. PRICE: Yes, we've --

43 MR. JONES: -- recommendations, etcetera.

44 MS. PRICE: -- offered the invitation to anyone that --

45 MR. JONES: I see.

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1 MS. PRICE: -- would like --  
2 MR. JONES: I see.  
3 MS. PRICE: And it doesn't necessarily need to be an  
4 association. It can be a mom of somebody in school.  
5 MR. JONES: Yes, sure. Exactly.  
6 MS. PRICE: It can be, you know, whoever, any  
7 individual that would like to send information for this Advisory Committee  
8 to read and review and have insight into to do so.  
9 MR. JONES: Okay, great. And so once that information  
10 is sent, for example, by a group or an individual, does that information then  
11 come to us?  
12 MS. PRICE: It would come to you.  
13 MR. JONES: Or is it then screened, or what? It comes  
14 to us and --  
15 MS. PRICE: No, it would --  
16 MR. JONES: -- then we --  
17 MS. PRICE: -- it would get sent to you all.  
18 MR. JONES: I see.  
19 MS. PRICE: Yes. And I should tell you, be glad you're  
20 not on the previous commission I was on, the one on Title IX, because we  
21 basically sent a packet about so thick weekly, because we received so much  
22 from the outside. Hopefully, people will use e-mail.  
23 In the Federal Register notice, we do have a specific e-  
24 mail address for the Advisory Committee, so it's easy to get to.  
25 MR. JONES: Yes. The only reason I raised that -- in the  
26 time of shrinking budgets, you know, when we have these kind of forced  
27 multipliers that are interested --  
28 MS. PRICE: Sure.  
29 MR. JONES: -- in helping us move a number of very  
30 good initiatives, I just think we should take advantage of it.  
31 MS. PRICE: I think that's right. I think that's right.  
32 CHAIRMAN LONG: I can recall we had someone that  
33 offered up public comment, either at the last meeting or the one previous to  
34 that. If I do remember correctly, she was a parent from the Washington,  
35 D.C. area, and either handed out information or gave Catherine something  
36 and then it was sent to us -- I don't recall which -- but to illustrate Debbie's  
37 point, yes.  
38 Now, if we could, then, move into the areas of discussion  
39 for the committee, as Debbie indicated, we won't be compiling an interim  
40 report based on the three panels from yesterday. However, there are some  
41 inherent strands that would be important that could hang on to the three  
42 areas that we're discussing.  
43 So if we could go through each one of those to glean  
44 ideas and suggestions. Bill is anxiously waiting over there with pen in hand  
45 to get this down. So if we could take them in order.

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1 And, again, to codify what I'm talking about, just take --  
2 like the first one is going to be non-public schools, the one or two or three  
3 ideas that you want to glean from that to hang on the strands of the three  
4 large areas that we're putting forward. So, first of all, the non-public. We'll  
5 go, of course, right in order -- non-public, and then the trauma, to the  
6 trauma panel, and then the last one which was on rural and urban schools.

7 So, first of all, non-public. Any -- yes, Susan?

8 MS. KEYS: I jotted a couple of things that I thought  
9 came across as recommendations from the panel. It seemed that the  
10 application of the consultation requirement is possibly uneven, and it  
11 seemed that maybe one of the recommendations would be greater  
12 clarification in an application, request for applications, about that  
13 requirement, as well as clear guidelines for how that response to the grantee  
14 applicant is going to satisfy that requirement, that there be clear guidelines  
15 for the reviewers on what the requirements are that they need to meet.

16 I don't know if I'm saying that clear enough, but sort of a  
17 two-prong thing.

18 And then, the other thing that our panelists from the  
19 archdiocese suggested that I thought was a good idea was some type of  
20 short, informative policy implementation brief that could be an information  
21 tool for the Department out to communities that may need to be better  
22 informed at the local level about what they should expect from a local  
23 education agency relative to what their rights are.

24 So those were a couple of things that I thought kind of  
25 cut across the comments.

26 Thank you.

27 CHAIRMAN LONG: Other comments? Ideas that were  
28 heard from the first panel? Non-public.

29 MR. JONES: Yes, I had that down also. I think that's  
30 very important. And I was wondering if there is -- I mean, there seems to  
31 be a tension with those groups in terms of being left out, in terms of the  
32 funding process. And I don't know if there is any way to communicate to  
33 those folks that. I don't know if it wasn't intentional or we still take you  
34 very seriously or whatever, but just some wordage that might, you know,  
35 lessen some of the maybe angst felt by these groups or representatives of  
36 these groups.

37 They also talk about -- I thought it was interesting -- the  
38 narrowly defined mission of learning, of No Child Left Behind. I think  
39 what the individual was trying to get across is that there's more to it than  
40 teaching the reading, the writing, and the arithmetic. But taking into  
41 account this whole sense of needing to belong, children and families  
42 needing to belong, needing to be a part of the system.

43 The terms that we used were cohesiveness and  
44 connection, and we know that those are great protective factors against  
45 trauma and any number of insults that children and families might

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1 experience. But if there is some way to kind of integrate that thinking into  
2 our process, I think that could be quite beneficial.

3 CHAIRMAN LONG: Other comments? Fred?

4 MR. ELLIS: Just real quick. I think she summarized the  
5 main issues very well. My sense was that there was -- there are suitable  
6 requirements already in place in terms of assessments being done, the  
7 consultation process, the sharing of funding and services.

8 My sense from the -- I think it was Ms. Dowling, when  
9 she did her briefing, was, wow, there's a lot of stuff already there. It just --  
10 there's a disconnect between what is there in writing and reality of  
11 implementation. And I think you summarized the salient points very well.

12 CHAIRMAN LONG: Susan?

13 MS. KEYS: There was just one other point that also got  
14 mentioned relative to this, you know, concern about some type of large-  
15 scale traumatic event, and, you know, a real plea for help on that. And I  
16 thought that the suggestion of convening regional interdepartmental  
17 summits to help schools prepare was a good one.

18 And the thought that it needed to not just be something  
19 that the Department of Education did but that they did that through a  
20 partnership with other federal departments that would be impacted and have  
21 some responsibility for helping schools. So --

22 CHAIRMAN LONG: Belinda?

23 MS. SIMS: Okay. The other thing that was mentioned  
24 by one of the panelists yesterday was filling that -- the non-public school  
25 perspective was not included in the needs assessment, and that was a very  
26 big gap, because how -- why would they, you know, agree to participate in  
27 some of the state grants programming, for example, if they didn't really  
28 think that those needs were the needs of their students.

29 But I'm sure that if they were included more in the  
30 process they would realize that they have similar needs, but also that the  
31 positive aspects of some of the other parts of the Safe and Drug Free  
32 Schools Program, not just the school safety piece of it, would also be  
33 relevant to what they do.

34 MR. HERRMANN: One last comment. I think it's  
35 important in terms of communicating with private schools that you also  
36 back up the folks that are having to implement at the local level, so that  
37 they understand that they not only have rights but also responsibilities in  
38 terms of, you know, participating in the needs assessment process and  
39 responding to the District in a timely manner, and those sorts of things,  
40 because it's kind of a two-way street there.

41 MS. KEYS: Sure.

42 MS. PRICE: And I do want to just reinforce or reaffirm  
43 the Office for Non-Public Education here at the Department, because they  
44 really do try to work very, very closely with those associations and entities,  
45 because, you know, the real communication vehicle are the associations,

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1 because there are so many -- such a large variety of non-public schools that  
2 it's hard to be able to kind of know how to communicate with all of them,  
3 because there are some that are as small as, you know, a small church  
4 school that is independent and others.

5 And there are a lot of associations, and we do try to  
6 communicate with them. Clearly, we can always do a better job, so I'm not  
7 saying that they're doing a perfect job. But I also -- just because -- from the  
8 perspective of, as we go forward with the report, kind of understanding  
9 what the -- this office is currently doing, so that we can -- can make it  
10 better.

11 You know, Susan mentioned the regional meetings.  
12 Now, from the Department of Homeland Security and HHS, they have  
13 partnered to go to every state talking about emergency crisis, particularly  
14 pandemic, and bringing in all levels of entities within that state.

15 So public schools, private schools, from our perspective,  
16 at all kinds of other levels, and have some input there of drawing in those  
17 communities, because as we've talked a lot communities are the big deal.  
18 More than an individual school, you want the community to have a good  
19 understanding.

20 And there are those things, and also from within our  
21 office, you know, we work very closely with the Office of Non-Public  
22 Schools to provide the information for what grants we have available, and  
23 those processes, so they make that information clear. And I don't think they  
24 just do it for our office. I think they do it for most of the offices.

25 But to make, you know, that information available to  
26 them, so that they can look and see, you know, what's going on and what's  
27 the involvement, and ask their LEA, "Are you applying for this grant?"  
28 because, you know, we would like to be part of it, or whatever.

29 We also, particularly on emergency crisis, you know, we  
30 have our emergency crisis grant that you all know, and a piece of that grant  
31 is setting aside some dollars for training and technical assistance. And  
32 generally that is given to the grantees; that's traditional for any grant.

33 But in our grant, we had two trainings last year. And  
34 two may not sound like a lot, but it's a whole lot more than zero. And two  
35 trainings in which we had 42 states represented for non-grantees, and in that  
36 non-grantee pool there are many representatives of non-public schools.  
37 And I do think those kind of tools are really very helpful.

38 Bill was the one who organized that. He can talk to you  
39 more about that. But, you know, I think that there are some creative ideas.  
40 I think that we've been doing some things. I think we can always be better  
41 at communication, and, you know -- and trying to reach out.

42 Sometimes I will say there's a frustration that there's --  
43 you know, LEAs will reach out to the non-private schools, and they'll say,  
44 "We're not interested." And that's -- you know, that's, in a sense, almost  
45 disappointing, because there is a community of students out there that need

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1 to be -- have some -- you know, receive some benefit from that.

2 MR. MODZELESKI: I think that Mike is right. This is  
3 a two-way street. And I think that as we look at it -- first of all, this is a  
4 historical problem. This just didn't start yesterday. This is something that  
5 we've been battling with for years and years and years, and there has been  
6 some shifting legal issues here also.

7 But there is a couple of things going on. One is that  
8 there are responsibilities that the non-publics have that all -- that quite often  
9 they don't realize their responsibilities. Two is that non-publics comprise  
10 everything from a large parochial school of 1,000, 2,000 kids in a high  
11 school down to a church school of 20 or 30 people. And there's a growing  
12 number of those around.

13 So the responsibility for the LEA is to the large schools  
14 as well as to the small schools, and it becomes exceedingly difficult, I'm  
15 sure that Mike will tell you, in an area where you have less and less dollars,  
16 and this gets to not only dollars for programs but dollars for staffing, I  
17 mean, the administrative side.

18 So if you have a quarter-time person and an LEA  
19 working on these issues, and now say to that person, "You also have the  
20 responsibility for going out and identifying the non-public school students  
21 and giving them their \$4 per person," or at least -- not giving them \$4, but  
22 giving the services for \$4, it becomes exceedingly difficult.

23 So there is that tension that exists. We've been trying to  
24 work through the tension, but it's not easy.

25 MR. HERRMANN: And I think, you know, the U.S.  
26 Department has really made a concerted effort to push on this. We were  
27 monitored this year and private school participation was one of the key  
28 issues that was addressed. We participated in numerous conference calls  
29 and, you know, various training events around this, so, you know, I  
30 certainly think it's an issue that has been in the forefront.

31 MR. ROMERO: Thank you. Debbie, just to comment  
32 on what you've said, and I think you're right on target there, but I kind of  
33 felt that I think it was the archdiocese in yesterday's panel -- panelist who  
34 actually gave us an example of where we could really be -- there could  
35 really be a better line of communication and ways to really improve an  
36 already, you know -- an already good system.

37 He used the example of how they -- how the parochial or  
38 Catholic schools in this case really follow the lead of the public school  
39 systems with regards to closings and stuff like that.

40 But he gave an example of how there needs to be more  
41 communication and more collaboration, and the example that I believe he  
42 used was the -- in the area of school safety and crisis planning, how the --  
43 that there's a separate and distinct nature in the school system security  
44 offices and the Title IV offices.

45 And if that could be of more -- there could be more

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1 synergy and cooperation that that would -- I think may lend for better and  
2 fruitful communications between these two very distinct systems as well.

3 CHAIRMAN LONG: Okay. I think we're starting to  
4 hear some common strands as we move on to the second panel, but that it  
5 be a two-way, inclusive, continue to communicate, and the really good  
6 work that's going on. I don't think that we gleaned from this panel that we  
7 need to remake the wheel, and that's what we're hearing around this table.

8 By the way, during that particular just -- collaboration  
9 during that panel was mentioned 17 times. And that's one recommendation  
10 that you heard me, as I talked to the panel, that I think some of this might be  
11 a little regional. Might be, not sure. And that -- go back to that two-way  
12 street and two-way collaboration, and then I think -- but it is an important  
13 issue. We are paying attention to it. But as we all said, I don't think we  
14 have to -- on this one have to remake the wheel.

15 That second panel was on trauma, and if we could have  
16 the same thoughts regarding the trauma panel. If no one is going to raise --  
17 Russell, I'd like to call on you.

18 (Laughter.)

19 MR. JONES: How kind of you.

20 (Laughter.)

21 Well, I thought that -- you know, I think what I heard  
22 from the group was just the impact of trauma, and that trauma hurts, and  
23 that it's one of the factors that we're convinced prevents children from  
24 learning. And the need for, first of all, recognizing that it is, indeed --  
25 continuing to recognize that it is indeed a problem, and then taking the steps  
26 to provide screening, assessment, and intervention, I think are very good  
27 recommendations and steps that need to be taken.

28 And understanding that much of that has -- you know,  
29 there has been several attempts to do that, but, again, giving the increase of,  
30 you know, not only technological instances of design -- domestic violence,  
31 fires, floods -- fires, etcetera, but also the good likelihood of the increase in  
32 natural disasters -- Katrina, flood, hurricanes, etcetera, and what we know  
33 about global warming and the potential impact of that whole phenomenon  
34 on the increase of those types of events -- again, the greater need for  
35 systemic -- systematic efforts to become aware of children's level of trauma,  
36 and, again, to assess it, to screen it, assess it, and treat it, I think kind of  
37 capsulizes my thoughts.

38 CHAIRMAN LONG: Susan?

39 MS. KEYS: I'd just add to what Russell said, because I  
40 specifically asked a question about whether our focus needs to be solely on  
41 treatment after an event, and they really -- all of them spoke to the  
42 importance of also thinking from a prevention perspective and building  
43 resilience, and that there are a lot of interventions and things that we can do  
44 that we know are effective in building strong children that can be resilient  
45 against traumatic events.

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1 CHAIRMAN LONG: I'm sorry. Mike and then Ralph.

2 MR. HERRMANN: I think, number one, I want to  
3 acknowledge the excellent leadership that the U.S. Department of Ed has  
4 provided in this area, because this is one of those things where, you know,  
5 we talk about appropriate roles, I think it's really important for the U.S.  
6 Department of Ed to be out on front on this, and I think they have been,  
7 because the nature of these events are such that, you know, they don't occur  
8 every day in every state, but something that is clearly national in scope I  
9 think the Department has done an excellent job in terms of not only  
10 identifying resources but particularly making those available.

11 I know from experience in Tennessee when we've had --  
12 we had a major school shooting last year. We really appreciated the  
13 support that we got from the Department, particularly the Project SERVE  
14 grants, which I think are very important.

15 The thing that I think came up that was really important  
16 -- and Fred talked about this -- being able to document how those events  
17 impacted learning, and then being able to communicate that to  
18 policymakers is something that I think could still use a little bit of work.

19 MR. HINGSON: I thought that Susan raised a good  
20 point during the discussion yesterday about the need to think not only in  
21 terms of sort of secondary prevention, which is in essence what their  
22 presentation was about is helping people after they've encountered some  
23 kind of injury or untoward event, be it domestic violence or child abuse or  
24 external natural disasters.

25 But she called on us to think a bit about primary  
26 prevention, and I wanted to bring to the committee's attention a book that  
27 has just been published. CDC has played a major role in this. It's a  
28 handbook of injury and violence prevention, and they have a number of  
29 chapters that deal with childhood injury, that deal with adolescent injury.

30 I wrote a chapter on alcohol and its relationship to injury.  
31 Injury is the leading cause of death in the United States, ages one through  
32 44. And there are many good chapters in here -- suicide prevention, gun  
33 prevention -- that I think would well be worth our paying attention to.

34 And it seems to me this may lead a bit into the  
35 discussions of some of the upcoming meetings, but there are things that we  
36 can do in our data systems that I think will enhance our ability to engage in  
37 effective prevention strategies. One of them I'm very interested, and I'm  
38 sure Dennis is also, in the Stop Act that was recently passed to try to  
39 address the issue of underage drinking.

40 And one of the really interesting provisions in that law  
41 was that there should be testing for all injuries for alcohol under the age of  
42 21. In the United States, in the past 20 years, alcohol-related traffic deaths  
43 per population had been cut in half, and one of the reasons they have been  
44 cut in half is that most fatally injured drivers are tested for alcohol.

45 So we can compare states that pass certain laws that raise

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1 the drinking age or lower legal blood alcohol limits or pass administrative  
2 license revocation to states that don't. And we have developed literature  
3 about what types of interventions work in those areas.

4 We don't have the same kind of routine testing for  
5 homicides, for suicides, for falls, drownings, burns, and so on. And I think  
6 although that particular bill provided -- it was like an unfunded mandate, it  
7 nonetheless is a step in the right direction. I think that there should be  
8 efforts to try and coordinate medical examiner offices.

9 I'd say the most conservative estimates are that among  
10 people under the age of 21 there probably are 4- to 5,000 alcohol-related  
11 injury deaths. So if we were testing, we could -- I think we could learn a  
12 great deal. We don't know, for example, whether raising the drinking age --  
13 how much impact that had on suicide or on homicide or other types of  
14 assaults. The literature is much more mixed in that area than it is in the  
15 traffic safety area.

16 Another thing in our data collection that I think would be  
17 very helpful in helping us to understand the impact or what generates a lot  
18 of the trauma that they were talking about -- in the college area, Henry  
19 Wechsler at the Harvard School of Public Health I think really did colleges  
20 a service with his National College Alcohol Survey, where he included  
21 questions about second-hand effects of college drinking, whether or not  
22 people had been assaulted during the year of the survey by another drinking  
23 college student.

24 It turns out that there probably are something like close  
25 to 700,000 college students every year who are assaulted by another  
26 drinking college student. Or whether or not they had experienced a date  
27 rape that had been perpetrated by another drinking college student. Close  
28 to 100,000 of those.

29 What's important about those data and the data from the  
30 traffic situation as well, about half of the people under 21 who die in  
31 crashes involving drinking drivers are people other than the drinking driver.  
32

33 What's important about documenting the second-hand  
34 effects of these behaviors is that it really provides political leverage to make  
35 sure that communities and the schools in those communities recognize that  
36 they have an obligation to protect innocent people from the behaviors of  
37 other people to begin with. And it also can help us to measure whether or  
38 not we're making progress in those areas.

39 So I think that there are things that can be done to get a  
40 better handle on the magnitude of the trauma that young people are facing  
41 as a result of alcohol and other drug use, as well as one could include in  
42 these surveys questions about experiencing violence at home, different  
43 types of punishments.

44 Now, again, there are issues that need to be worked  
45 through in terms of informed consent and the like, to make sure that these

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1 kinds of questions are acceptable to parents, and that they're willing to have  
2 their children be queried in these ways. But if the surveys are done  
3 anonymously, and so on, I think it can be done and would really help to  
4 better inform our efforts to prevent a lot of this trauma to begin with.

5 MR. ELLIS: The message I took away from yesterday's  
6 panel on trauma was I think similar to some of the other kind of issues that  
7 come up, and it always strikes me is that they have a really good grasp of  
8 the obvious, that -- you know, Russell always talks about trauma hurting.  
9 Of course it hurts. It hurts when your home is destroyed and you have to  
10 move, or you're subject to domestic violence in your home, or, you know,  
11 those examples of the violence in the neighborhoods.

12 It just strikes me as these shouldn't be surprises to folks  
13 dealing with kids, that these issues that occur in their community, in their  
14 lives, affect their ability to learn. So having said that, what I took away  
15 from that was that that is in itself an important message and one that  
16 teachers and educators and counselors and psychologists that work with  
17 kids need to know about. They need to know about trauma and its effects  
18 to make the appropriate referrals.

19 But I've got tell you, I'm not for screening all kids, doing  
20 assessments of all kids. I just don't see it. I'm not there.

21 But I think it is a legitimate issue that those folks that  
22 work with kids need to understand, they need to understand how those  
23 issues affect their behavior and their ability to learn, and all those things  
24 that we hear about. But, again, hopefully -- I mean, I never did any  
25 research on trauma before, but if you would have asked me, do these things  
26 affect kids' ability to learn, would be like, "Well, of course they do."

27 So, again, a good grasp of the obvious and one that I  
28 would hope that the folks in the education community would recognize.

29 MS. JACKSON: Well, Fred, you took some of my  
30 thunder away. Definitely the training and education piece is very  
31 important, and we've heard multiple times during our work here about early  
32 identification and working with children.

33 One of the other pieces that I didn't hear I wanted to add  
34 was the historical trauma that some of our indigenous populations face, as  
35 well as the environmental traumas that some of our children face in certain  
36 communities across the nation.

37 So, again, with No Child Left Behind, we wanted --  
38 again, and some of the things I heard presented was listening to the  
39 demographics of some of the areas that were covered yesterday, and the  
40 environmental trauma that some of our students face coming into school,  
41 starting as early as kindergarten, being able to recognize those signs and to  
42 possibly make helpful referrals and intervention for services early on is  
43 important, as well as I would hope that we would see some effective  
44 methodology or strategies in working with the -- with any particular  
45 population with regard to differential learning and differential teaching

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1 strategies.

2 So I just kind of wanted to throw that out there as well.

3 Thank you.

4 MR. JONES: Yes. I guess -- well, a number of thoughts  
5 going through my mind. But, Fred, you made the -- you said that it was  
6 obvious. And since it's obvious, you seem to intuit that the problem is  
7 taken care of, and I don't think that was a point that the panel was making.

8 It's obvious that individuals who drink are at greater risk  
9 of death. It's obvious that individuals involved in fires are more likely to  
10 get burned, etcetera. It's obvious, but then the consequence of that. And  
11 how does one go about assessing the impact of that trauma on children, and  
12 then going about and treating it in an effective way? I think that was the  
13 communication, and I guess I'm not clear at all on your interpretation of  
14 what was said.

15 MR. MODZELESKI: Dave, if I could -- and I've  
16 worked with Lisa and Marleen and Steve for many, many years on this, and  
17 I think that there is some broad-based agreements.

18 First of all, you know, to -- Fred's point is that kids are  
19 resilient. And I think we all know that kids are resilient, and, therefore,  
20 their effect and how they're affected by incidents of child abuse, violence,  
21 accidents, whatever, it differs from kids to kids.

22 Some are going to bounce back immediately. Some are  
23 going to bounce back in a month. Some are going to bounce back; some of  
24 them may not. I mean, but it's a small percentage. I mean, one of the things  
25 that we're struggling with as we begin to look at SERVE grants, we begin to  
26 look at suicides, we begin to look at homicides, is, who do you treat? I  
27 mean, and who is affected by the trauma?

28 And what we've realized is that when you have a  
29 population, whether it's the school population or community population,  
30 they're not all affected the same way, and that you have variances of how  
31 they're impacted by that trauma, and that there is indeed a percentage, albeit  
32 a small percentage, who need some significant care.

33 A majority of kids, I mean, from our experience has been  
34 don't really need a whole lot of follow-up. I mean, they will -- they may  
35 have one session, they may have two sessions, and a lot of what we have  
36 seen is that you could reduce trauma through good educational practices. I  
37 mean, this gets back to education and good educational practices -- teachers  
38 who relate to kids. I mean, this whole connection. I mean, we go back to  
39 these connections. We go back to good leadership. We go back to making  
40 kids feel valued and worthwhile.

41 The point that I -- that Lisa especially alluded to, which  
42 befuddles us because on the one hand we're still, whether it's Project  
43 SERVE or whatever it is, we want to adhere to the overall tenant and  
44 philosophy of No Child Left Behind, that we use research-based practices.

45 But when we get into this area of trauma and trauma

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1 recovery, very much as Lisa said there's five programs out there that have  
2 some significance, some scientific basis or significance. As we go around  
3 the country, we see many more than five being used.

4 I mean, so the struggle that we have is trying to figure  
5 out what is it that works on kids, and going back, resorting to that old  
6 medical philosophy, do no harm, because I'm not so certain that we're out  
7 there in some cases maybe doing some harm to kids by doing things that we  
8 shouldn't be doing.

9 So that's the struggle that we have in the office is trying  
10 to figure out what is it that we should actually be doing. And, you know,  
11 it's a struggle between where Fred is, between where you are. I mean, who  
12 do we treat and, you know, should we screen everybody? And I think that  
13 those questions are really -- first of all, they're local decisions, they're not up  
14 to us. I mean, they're very much local decisions.

15 And, secondly, even after we get beyond the local  
16 decisions, I'm not certain that science has led us down that road to make  
17 some very definitive decisions on a lot of those things.

18 CHAIRMAN LONG: We're going to -- before we get --  
19 the order is Belinda, and then Kim, but if -- Fred, since you were involved,  
20 if you wish to make a response first.

21 MR. ELLIS: Just real quick. Yes, Russell, it certainly  
22 wasn't my intent to diminish the importance of the issue of trauma and the  
23 reality that it does affect kids, nor to suggest that recognition is in itself  
24 treatment. Of course it's not.

25 But my point is I've heard several times now people  
26 suggesting that we somehow screen or assess all children for every  
27 historical traumatic event that they've ever experienced. And, sorry, I reject  
28 that. I absolutely, unequivocally reject that concept.

29 And I think Bill is right. You know, in terms of, you  
30 know, how do you identify the kids that need it -- I mean, I think after --  
31 after events, you know, certainly there is worth in bringing those services  
32 about, and I think the concept of trauma that the educators and the school  
33 psychologists and the social workers need to be aware of that, need to know  
34 how to do the treatment or how to refer them to people like you, who will  
35 deal with those kids that are struggling with -- recovering from trauma.

36 But I'm just not there. I can't buy into the concept that  
37 every child needs to have a screening at some point in their educational  
38 career for their traumatic events that they've had in their life. And I also,  
39 again, would like to see more of the empirical evidence of the treatment's  
40 abilities to -- you know, which programs work?

41 Like Bill said, which programs work? You know, show  
42 me the meat on that. And I think that's where dollars should be spent. So  
43 those were my points.

44 CHAIRMAN LONG: I'd like to hear -- I don't want to  
45 put off the -- I understand where you're coming from, Russell, but if we

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1 could also hear from Belinda, and then I think Tommy, and then if -- so that  
2 we can have some other interaction.

3 Thank you.

4 MS. SIMS: Well, I wanted to find out or make a  
5 recommendation. It seems like one thing that would be useful from the  
6 panels we heard yesterday and the panels we've heard previously would be  
7 some fact sheets.

8 And maybe these things already exist, and maybe they  
9 need to be updated or retooled, sort of based on some of the discussions  
10 we've had as part of this committee, but some fact sheets that would really  
11 serve the purposes of educating the folks out there in the communities who  
12 are trying to do this work on some of these key issues, but also to integrate  
13 the information in a way that can be more useful, so that it's not just silos of  
14 information -- school safety, mental health, substance use -- but that we can  
15 really do these things to draw the links across all of these areas, and keep  
16 them brief and include some specific examples of things that work, either  
17 programs that work or communities that seem to be doing a really good job  
18 of implementing across multiple levels, that seem to really have a handle on  
19 how you coordinate across all these different types of programs, to really  
20 get the job done.

21 It seems like the report that we give back to the Secretary  
22 will be one thing, but to actually have some tangible tools that could, you  
23 know, help people who are out there really trying to do this work to sort of  
24 understand how substance use, trauma, and, you know, academic  
25 achievement go together. And prevention programs that might be able to  
26 address those issues.

27 MS. DUDE: Well, one recommendation I have is it  
28 seems to me -- the thing that bothered me the most yesterday was when Dr.  
29 Wong showed that picture of -- in Los Angeles of how many unsolved  
30 murders were within, you know, a certain distance from the schools. I was  
31 just so shocked by that, and it made me realize, it also made me think of my  
32 own school system, that students when they become most at risk, probably  
33 in middle school, junior high, and high school, is when they're off -- they  
34 get off of school at 3:00, and they either have to walk through this  
35 neighborhood or they go home to an unsafe place and are there for several  
36 hours before their parents come home.

37 And I would like to encourage that we have sufficient  
38 funding through grants for after school programs, so that the schools are the  
39 safe place -- a place for them to get tutoring, a place for them to get support,  
40 the connectedness that we're talking about. All of that -- all of those things  
41 would be wonderful, but they can't happen unless there is some funding to  
42 pay staff to be there to help make that happen.

43 And so I would like to encourage that kind of thing. I  
44 think it could have an impact on underage drinking, it could have an impact  
45 on violence, it could have an impact on learning, because they could get the

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1 help that they need academically. It could create the connectedness, the  
2 support. All of those things I think need to happen, but can't happen  
3 without sufficient funding.

4 MR. LEDBETTER: I felt that -- I tried not to say  
5 anything about trauma. I tried to not address it in any way. I wanted to just  
6 sit here and listen, but it's very difficult for me to do that.

7 I think that, Russell, I understand where you're coming  
8 from. But I think speaking from my perspective there is seldom that a year  
9 goes by that I have a class that graduates from high school that hasn't  
10 experienced a lot of trauma as a class.

11 Somewhere during that time from the time they enter  
12 high school to the time they leave, they've lost classmates. Some of them  
13 automobile accidents, you know, some of them suicides, some of them  
14 other things, you know.

15 I believe that I agree with Fred that educators in the field  
16 have to deal with trauma all the time. It's part of the normal atmosphere of  
17 a school. It's one of those things. But screening students, I'm opposed to  
18 that. I do not believe that that was the task of this committee. I think that  
19 dealing with trauma is one of those things that affects students'  
20 achievement. You're right on the money; it does.

21 It affects their entire life. That's almost like a part of  
22 their life. In some parts of the country, it's a bigger part of their life than it  
23 is in other parts of their life, as illustrated by the Powerpoint yesterday on  
24 Los Angeles.

25 I think that, you know, No Child Left Behind, if we like  
26 it or if we do not like it makes no difference. But the schools cannot be  
27 everything for everybody. They can't do it. At best we're walking a  
28 tightrope, and we have to be very careful we don't fall off one way or the  
29 other.

30 As a local school administrator, I'm being held  
31 accountable for student test scores. Then, we bring trauma in, and I'm  
32 having to deal with that because that affects student test scores. How much  
33 time do you deal with that before you go on with your primary mission,  
34 whatever the "primary mission" is, okay?

35 I think that there is a bad misconception on the part of  
36 the public that the schools are the cure all for all of today's ills, and I think  
37 that we're doing a remarkable job of dealing with things. But I don't think  
38 that screening students to determine what types of trauma are in their life,  
39 and then us trying to deal with that along with everything else, I think that's  
40 loading the camel down to the point that he can hardly walk.

41 And, you know, I do believe that identifying the best  
42 practices, because every school has to deal with trauma. And being able to  
43 identify the best practices that are out there -- if the Department could do  
44 that, and share that information with the LEAs and let it filter back down to  
45 the schools, and so forth, I think that that would be very beneficial to the

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1 daily operation of our schools. I think it would, because, you know, every  
2 school has to deal with trauma.

3 But, you know, for us to try to take the place of the  
4 home, to try to take the place of the medical profession, and so forth, and  
5 for us to be out there and try to do all of those things, I think it's just more  
6 than we can accomplish.

7 MR. JONES: Yes, but -- oh, am I next?

8 CHAIRMAN LONG: No.

9 MR. JONES: Oh, I'm not.

10 CHAIRMAN LONG: Debbie, then Russell, then Susan.

11 MS. PRICE: Just a couple of comments. Referring back  
12 to Belinda, following Katrina and Rita, and the work that the Department  
13 did going down to help and, you know, provide -- Russell, you were part of  
14 that -- Bill and I worked to develop, with some experts in the field, a  
15 booklet called Tips for Parents and Teachers -- and the exact title -- for  
16 Children Responding to Trauma. And it is sort of a summary of those tips  
17 that are pretty straightforward.

18 We, you know, ran it through different sources. We have  
19 references at the back of associations and organizations that can be  
20 beneficial. American Psychological Association and several of the ones  
21 that you mentioned are in there. And while it is not the end-all for this, it is  
22 a good tool.

23 And, you know, we've tried to make that known to the  
24 general public and the education community, but that really is a helpful  
25 document, and, as people have said, should probably be read and looked at  
26 before anything is occurring, so that, you know, you have this, you have  
27 this understanding.

28 And, you know, from what we know, as Bill said, you  
29 know, children are fairly resilient, need some care, but kind of get back, but  
30 then there is that community of children that aren't as resilient and that go  
31 through.

32 I will say to just reflect some thoughts about screening  
33 that weren't given yesterday, but that we have to deal with, when I worked  
34 on the Hill we had to deal with considerably, is there is a lot of parental  
35 concern about screening.

36 Whether they were done properly or improperly parents  
37 feel like people do screening, and then you tell me that this is wrong with  
38 my kid, and my kid is not wrong, or because my kid, you know, had some  
39 experience you're now telling me that they -- and whether it's in trauma or  
40 other areas, we actually had some researchers wanting to do screening for  
41 autism and saying, "Well, we'll be the one who determines if the child is  
42 autistic or not, and we'll tell the parent that you have an autistic child."

43 That is terrifying to a parent, and so there needs to be  
44 that understanding of that parental view in dealing with screening, and not,  
45 you know, just offering that perspective.

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1                   And one thing -- you know, it was a common little  
2 phrase that we would say now and then when we were kind of dealing with  
3 appropriations, and everybody in the world would come and talk to you  
4 about programs and stuff on the Hill and the value of it.

5                   And most all of them had really significant value, were  
6 really good things, under multiple perspectives. And we had to say, you  
7 know, a government that gives you everything you want will cost you  
8 everything you have.

9                   And there is always the issue of trying to weigh the  
10 limited amount of dollars with the programs and the focuses that you give.  
11 And, you know, my mother uses the phrase "rob Peter to pay Paul." It's not  
12 exactly that, but, you know, something is going to be missing, some dollars,  
13 because there is just conflicting priorities. One better than the other? Not  
14 necessarily true, but one will get funded and one won't. That's sort of the  
15 nature of the beast.

16                  But I do think that just reflecting on what Bill said  
17 earlier, we do see trauma as affecting students, and trying to work it out and  
18 trying to determine best practices and trying to communicate that to the  
19 education community I think is a real important role for the office.

20                  CHAIRMAN LONG: Russell, Susan, Ralph.

21                  MR. JONES: Well, a couple of things. One, I think  
22 there's a misperception in terms -- I did not hear anyone saying that all kids  
23 should be screened, and all kids should be assessed for trauma. I think what  
24 folks are saying is that those children most at risk are those that need to be  
25 screened and getting further evaluation.

26                  And then, Tommy, you made the point of this is going to  
27 be the responsibility of the schools. I did not hear anyone say that, and I'm  
28 certainly not advocating that. But what I've said consistently is gimbling,  
29 working with these other organizations -- psychology departments, social  
30 services, mental health, etcetera, making sure that those kind of referrals,  
31 once those at-risk children are screened, and determine that in fact there is  
32 some level of negative outcome, those individuals be referred to those  
33 groups where a systematic assessment at that point and treatment then be  
34 carried out, because, again, those children taking those exams are not going  
35 to do as well if, in fact, there is trauma, there is undetected trauma, and  
36 there is untreated trauma.

37                  So I don't hear anyone saying that it's the responsibility  
38 of the school. And I think that's one of the reasons that people have backed  
39 off of that is because they feel that the school has to do the screening, the  
40 assessment of that needs to be done, and the treatment, and that's not the  
41 case at all.

42                  MS. KEYS: Just a couple of points. I think it might be  
43 helpful if the committee clarifies the definition of trauma. And our -- and  
44 I'm a little confused. Are we considering trauma as events that impact on a  
45 large scale, such as a school shooting? Or are we considering trauma that

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1 affects just an individual because of an individual's life experience?

2 And maybe we're considering both, but I think the  
3 recommendations for one versus the other might be different, although  
4 there could be some crossover. So I ask for clarification on that.

5 The second point was I also did not hear the committee  
6 or the panelists call for any type of universal screening. And what I heard  
7 that I thought was important is that we educate people in schools to be able  
8 to recognize the manifestations that could suggest someone has had trauma  
9 in their lives, so that they can receive appropriate services.

10 So that the emphasis as far as the school is concerned is  
11 really helping people, so that if they -- you see someone -- I mean, one of  
12 the manifestations of depression in an adolescent male is acting out and  
13 behavior disorders. So that you have some way of thinking about what  
14 you're seeing other than responding purely punitively.

15 And the third thing that I think is critical, that this panel  
16 comes through with a recommendation that the role of schools are  
17 changing, and that their primary mission is education, but they can't do that  
18 job in isolation from the resources available in the broader community, and  
19 that the role of a school is to facilitate leading collaborations and  
20 partnerships that can provide the broader support systems and structures  
21 that students that are having difficulty learning because of emotional or  
22 behavioral problems may need.

23 CHAIRMAN LONG: Ralph?

24 MR. HINGSON: In public health, we often make a  
25 distinction between what's called screening and case finding. Screening, if  
26 one does screening, particularly mandatory screening, there is an obligation  
27 to have some sort of remedy or treatment available that can help people,  
28 because you're making a promise to them that if they come in you're going  
29 to identify something that you can help them with.

30 Different situation is case finding where if somebody  
31 comes to a physician's office or to a counselor's office in a school setting,  
32 and is exhibiting some behavioral difficulties, then the counselor or the  
33 physician or the social worker has an obligation to try and do the best  
34 workup they can to find out why is this person experiencing this problem,  
35 and render the best services that they find are -- that they think are  
36 available.

37 I happen to agree with the notion that mandatory  
38 screening at this point would be premature. I think our panelists even said  
39 we don't have the resources, even if we found all these people, to -- who are  
40 experiencing this to help them out, and the numbers of studies that have  
41 been done that show efficacy -- you know, experimental studies are -- there  
42 is only a handful.

43 However, that's not to say that there aren't areas where  
44 the literature is emerging. And one of the areas has to do with alcohol  
45 problems. We have probably 15 experimental studies that have been done

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1 in adolescent and college situations that show that if one does screening and  
2 brief interventions for these types of problems that we can reduce the  
3 problems.

4 Now, the issue is that, particularly in a college situation  
5 -- I know that I'm speaking a lot about that, because I'm quite familiar with  
6 it, that most college students who have alcohol use disorders don't think  
7 they have a problem, and so they're not going to screening programs, and  
8 there is not screening programs available.

9 Even the most successful college interventions have only  
10 reached about less than half of the potentially at-risk students, and there are  
11 barriers to this. In 28 states, there are laws on the books that allow  
12 insurance companies to withhold reimbursement for treatment of injuries  
13 that have occurred under the influence of alcohol.

14 So if you think about it, it's a terrible disincentive for  
15 providers. There are eight million alcohol-related emergency department  
16 visits every year in the United States. About a million and a half of them  
17 are under the age of 21.

18 But providers are -- if they're not being paid for trying to  
19 find out, why are these people washing up on their shores to begin with,  
20 they're not going to look at it. So an important area of research, it seems to  
21 me, is to find out -- there are a half a dozen states that have recently  
22 repealed those laws. Are the proportions of people in emergency  
23 department settings who are being screened, is that increasing, and are there  
24 population level reductions?

25 There are some studies that are beginning in pediatric  
26 emergency department settings to look at screening for people who have  
27 been -- young people who have been injured under the influence of alcohol.  
28 And I think that as these studies come in, then the question about whether  
29 or not screening should be mandatory in all emergency departments may  
30 change.

31 A very interesting development in trauma centers is that  
32 research that has been done about screening people for alcohol problems in  
33 trauma centers, experimental studies providing brief interventions in those  
34 settings, have such a profound impact in reducing subsequent injuries that  
35 the accreditation bodies for trauma centers are now saying, "We're not  
36 going to accredit trauma centers unless they screen for alcohol problems  
37 every person who comes in."

38 Over 40 percent of people who are treated in trauma  
39 centers in the United States were injured under the influence of alcohol. So  
40 that's a major huge development, and I think, you know, we should pay  
41 attention to the research as it emerges. As it becomes stronger and stronger,  
42 then the positions that we take may change over time.

43 But I happen to be in agreement right now that it would  
44 be premature to do universal screening within the school settings -- I think  
45 in the medical settings where we ought to be moving, and particularly in the

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1 emergency department setting.

2 MR. MODZELESKI: Two things. I'm going to pass out  
3 the booklet that Debbie talked about -- Tips for Helping Students  
4 Recovering from Traumatic Events. We happen to think it's a pretty good  
5 publication.

6 And it has been vetted through the Department, so if you  
7 want to know where the Department is in helping kids, I think you can take  
8 a look at this and say this is where we are. And I -- you know, again, take a  
9 look at it and comment.

10 Let me just -- one final word on the screening. As a  
11 Department, we don't have a position by saying requiring or not requiring.  
12 I will tell you that there is a few very prominent organizations out there that  
13 are pushing for universal screening in schools. And so I think that's where  
14 the issue comes up is that you have one or two very prominent  
15 organizations that after an incident has come they will visit a school, they'll  
16 go to the school and say, "We recommend universal screening for  
17 everybody that's in your junior high school or high school."

18 And they've been doing this now for several years, and  
19 what has happened -- I think that Debbie mentioned this earlier -- is that  
20 you're always going to have one percent, two percent, five percent of  
21 somebody who disagrees with what is going on, and that they elevate this  
22 and they raise this, and so we have significant disagreement about that.

23 But that group is still out there. They're still pushing for  
24 universal screening. And, Russell, to your point is that I would argue is that  
25 even though, if it's done in a school, it's viewed as the school's  
26 responsibility. I mean, that's the bottom line. And so you could say, "Well,  
27 we'll do the screening at the school; that's where the kids are." Then, we  
28 want the community to provide the services. It doesn't work that way.

29 Once the school becomes involved, and once the school  
30 does the screening, then the people view the school as the one who has the  
31 responsibility. And what we've seen, and we've dealt with several of these  
32 in regards to our SERVE grants, is that they have done screening, whether  
33 the screenings are effective or have any science behind them or the don't  
34 have science behind them, what they turn up is a number of kids who need  
35 services, and then you're back to where Ralph said -- okay, you have a  
36 need, but there's no services, I mean, because we don't provide the dollars  
37 for services.

38 So it's thinking backwards and sort of saying is -- a) how  
39 do we identify those kids who truly have some needs for services, whether  
40 it's trauma or whatever it is, those kids who need services. Two is, once we  
41 identify them, where are those dollars going to come from?

42 And my colleague sitting to my left has just informed me  
43 that she is going to go back to SAMHSA and ask for another \$100 million  
44 for Safe Schools/Healthy Students. So we can provide mental health  
45 service.

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PARTICIPANT: That's great.

MR. MODZELESKI: Thank you, Susan.

MS. KEYS: And Dennis is going to partner with --

PARTICIPANT: And Dennis is going to partner.

PARTICIPANT: That's even better.

(Laughter.)

MS. DUDE: Well, I'm sitting here thinking that I know that most of -- that my understanding is that most schools are either required or encouraged to do some sort of survey of their students every other year or something like that. I know in Missouri that public schools have a survey about every other year, and maybe that's not from the U.S. Department of Education, maybe that's from just the State of Missouri.

But it would seem like it would be interesting, because several meetings ago we were talking about students' usage patterns and all of that from alcohol and drug point of view. It seems like there could be some questions on a survey that would just ask students questions about trauma but in a very basic like do you -- or just do you feel safe in this school?

Do you feel a connection to the school along with alcohol and drug usage patterns that could then inform the school administration and the counselors and ultimately, then, the teachers on what are the areas we need -- you know, kind of like a needs assessment. What are the areas we need to address?

And, you know, those responses are going to be different depending on if it's in the middle of Nebraska or in intercity Los Angeles. But what that will tell us, then, is what kind of interventions may be a good idea to do.

And one of the panel members yesterday also made reference to social norming, and I've actually talked about that in here before, but any sort of survey could also ask students questions about what they think of other people who partake in particular behavior.

And so you can use more of an injunctive norm kind of thing, and do a good educational media campaign on, this is the number of students who feel safe in this school, this is the number of students who can identify with this school, feel pride to this school, who have friends in this school, or this is the number of students who think that -- that don't think it's cool to drink or don't think it's cool to smoke.

And so I'm just in favor of finding out data, not a screening, but finding out general information to kind of give you a picture of the climate of your school and the behaviors of your students, and then you turn around and use that information to either guide your trainings or to guide your prevention efforts or to guide a media campaign that could promote positive behavior.

MS. JACKSON: As a matter of fact, that is part of the grant -- state grants application. That's YRBS and climate surveys, and it

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1 asks for other tools that use -- besides discipline data in making your  
2 decision about the programs that you are implementing.

3 And then, something I heard yesterday and that has been  
4 spoken about several times at our face-to-face meetings, one of the affected  
5 programs that is in place at many of our LEAs is the student assistance  
6 program. So that's a great -- also referral component to many of our LEAs  
7 for students that exhibit certain behavior problems, substance use issues,  
8 other types of discipline problems, violence, etcetera, and those individuals,  
9 in fact, work with students and then refer external.

10 And also, track data with regard to where the referrals  
11 are coming from, the types of referrals, and all kinds of other issues that are  
12 going on. And there is a National Student Assistance Program Association,  
13 and I don't know -- I think we had the president of the National Student  
14 Assistance Program at one of our meetings.

15 I don't think that person had an opportunity to speak  
16 about the organization and the data collection that is being maintained by  
17 the organization, but just wanted to bring that to the forefront.

18 CHAIRMAN LONG: To summarize as we head for our  
19 break, and close on the second panel, and I trust again that, Bill, you got all  
20 of this down back there.

21 I heard a -- and I'm just going to say this to illustrate  
22 what we're talking about here, and many have said it. I heard a speaker not  
23 too long ago saying that -- and it was tongue and cheek, but it will illustrate  
24 the point -- that 90 percent of us are from dysfunctional families, but not to  
25 worry, because when you get married you can then take it to the 100  
26 percent number.

27 (Laughter.)

28 And therein is the point. And Seth also illustrated this.  
29 I'll just tack on, I thought that was -- I was talking with Seth last night, and  
30 he said -- Seth, why don't you mention what you -- about the panel, what --  
31 do you remember what --

32 MR. NORMAN: Just that I discovered I was  
33 traumatized by intellect, probably what my situation is.

34 (Laughter.)

35 CHAIRMAN LONG: That Seth was traumatized by the  
36 intellect. And my point with those two things is that we all agree -- with the  
37 youngsters that we work with, wherever they come from, that -- and I think  
38 that was a point that I was hearing to my right from a couple of folks, and I  
39 think everyone would agree that almost 100 percent of our youngsters have  
40 suffered some degree of trauma in their lifetime.

41 And that doesn't negate the fact that it has a tremendous  
42 effect on achievement in the things that we're attempting to do, but I was  
43 just sitting there thinking -- looking around at the panel as I was hearing  
44 this discussion, thinking in the different states and the different counties,  
45 that I would imagine you have tens of thousands of youngsters from the

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1 homeless, tens of thousands of youngsters where grandparents are raising  
2 their grandchildren.

3 And then, the various -- we talked about culture  
4 yesterday. I was thinking about the Hispanic group, and I was thinking  
5 about the Hmong, and where they have come from and some of the trauma  
6 they have gone through. So that's why I said that with the 90 percent  
7 marrying into -- to make it the 100 percent, and also what Bill said about  
8 the fact that recognizing this and the negative impact that it all has on  
9 education and paying attention -- close attention to it, and the gathering of  
10 information, whatever way that is.

11 But also bearing in mind, going back to you, Tommy,  
12 that for those educators that are really where the rubber hits the road, it is --  
13 with No Child Left Behind they are constantly thinking of meeting and  
14 getting over that absolute bar in achievement, so that they do not become a  
15 program improvement site or a program improvement district.

16 So that is right square in front of them, and at the same  
17 time they're trying to balance a comprehensive education and pay attention  
18 to all of these other things and the "baggage" that youngsters come with and  
19 the things that they have to deal with every day.

20 So I think this was a very rich discussion, and I think it  
21 was very beneficial. And another thing that was mentioned by several, the  
22 fact that there are a lot of best practices out there and we pull those together  
23 and help others across this country.

24 And with that, if we could take a break.

25 (Whereupon, the proceedings in the foregoing matter went off the record at  
26 10:22 a.m. and went back on the record at 10:33 a.m.)

27 CHAIRMAN LONG: The third panel yesterday was on  
28 rural and urban schools, and if we could take the same approach, so that we  
29 have comments, anything that you gleaned from the committee regarding  
30 recommendations.

31 So the floor is open. Yes, Kim?

32 MS. DUDE: One thing that I noticed was the gentleman  
33 from Nebraska helped make the point that I tried to make a couple of  
34 meetings ago when we were -- there was a lot of discussion about how we  
35 should partner with our local businesses to try to get them to help  
36 underwrite what we're doing.

37 And he made reference to the kind of towns that I'm used  
38 to, because I'm from Missouri, where there may not even be a Wal-mart in  
39 that town, and so I think we have to be sensitive to the fact that there are  
40 going to be many, many communities out there who have no businesses to  
41 partner with.

42 I mean, he was talking about that rec center or whatever  
43 that was that they were trying to come up with, and they were very, very  
44 low on their thermometer of getting up to where they needed that money to  
45 build that facility.

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1 I mean, we just have to be sensitive to the fact that not all  
2 schools are in communities that have that as an option.

3 CHAIRMAN LONG: Other comments? Russell?

4 MR. JONES: Yes. I was very impressed with that  
5 panel, and just in terms of what they're doing and the process in terms of  
6 how they are doing it. The question was asked if funding were to stop  
7 today, or whatever. I was so pleased to hear that infrastructure had been  
8 developed as a result of relatively limited amount of monies given to those  
9 groups, and for them to be able to build capacity, you know, as a result of  
10 getting those funds was very much encouraging.

11 I guess one thing that I think that might be done, you  
12 know, we were just talking about the turnover and some of the difficulties  
13 in terms of relating, you know, with certain groups of kids, etcetera, the  
14 whole notion of cultural competence and the importance of continuing to  
15 see to it that those kind of trainings are carried out, and that they be done on  
16 a more long-term basis.

17 I think to become culturally competent, it's not kind of an  
18 event, it's something you learn, but it's more of a process ongoing. But,  
19 again, to just encourage those kind of workshops for administrators,  
20 teachers, etcetera, would be very beneficial.

21 CHAIRMAN LONG: Fred?

22 MR. ELLIS: Yes. I thought the panel was fascinating. I  
23 really found remarkable some of the rural -- particularly the Nebraska  
24 presentation was really surprising. For someone who has grown up in the  
25 Washington, D.C. area, it is almost unfathomable some of the lack of  
26 resources and what not.

27 One of the things I was kind of hoping to hear more of  
28 that I didn't hear from the urban school presentations was, you know, we've  
29 heard from -- I think we had a public speaker from Baltimore last time, and  
30 in other venues I've heard folks talk about the perception of urban schools,  
31 maybe not receiving all that they should in terms of violence prevention  
32 programs, drug treatment, you know, just the myriad issues that we see  
33 oftentimes in many of the very densely-populated urban schools.

34 And I just think of the Washington, D.C. public school  
35 system, when you -- you know, anyone from here knows what troubles,  
36 what unbelievable levels of violence and disruption, and how that has to  
37 affect the learning environment in those school systems.

38 I would have liked to have heard more of that -- you  
39 know, whether it's an issue, whether or not they think they're getting what  
40 they need in those urban schools, because, you know, anecdotally, you  
41 know, I think that's the feeling of some, and it's almost a state  
42 overwhelming for some of them.

43 You know, with Theodore Tuckson, our Security  
44 Director down in D.C. public schools, he has told the stories of the  
45 countless number of fights, and, you know, they could have 20 or 30

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1 security officers and policemen in a single school, and fights would break  
2 out right in front of them -- they don't care -- and an everyday occurrence,  
3 weapons, and just really -- it's almost hard to get your head around some of  
4 the tremendous challenges they face.

5 I still feel like I haven't heard from some of those kind of  
6 troubled urban schools.

7 MR. MODZELESKI: If I could just for -- to make sure  
8 everybody understands is that a number of the panelists yesterday were  
9 Safe Schools/Healthy Students grantees. What that essentially means is  
10 that they had the benefit of resources for the past three years, actually quite  
11 a bit of resources, \$3 million over three years, if they were a rural setting,  
12 and \$9 million over three years if they were an urban setting.

13 So in many respects it's an example of what can be done  
14 with good leadership, adequate funding, good planning, training, technical  
15 assistance. I mean, and because they were not in these same places three  
16 years ago. They were in quite a different place. But with a lot of support --  
17 and this is where Susan and I partner, and Justice, and hopefully CSAP --

18 PARTICIPANT: CSAP has just assigned some staff to  
19 this --

20 MR. MODZELESKI: Great. Great. But it's a good  
21 example, Fred, is that they're -- I don't want to say resource-rich, because  
22 everybody complains they're not, but they have the resources, but even with  
23 the resources I think that you heard from -- is that you still have difficulties  
24 of, even if you have the money, getting people who want to come to these  
25 areas, especially in the rural areas.

26 You know, money is one -- solves one problem, but it  
27 doesn't solve all of the problems.

28 CHAIRMAN LONG: I'm sorry. I didn't see who was --  
29 Montean and Mike. Thank you.

30 MS. JACKSON: Also, I wanted to make a case for,  
31 especially when we get into our data collection, and we're looking at safe --  
32 the safe part of Safe and Drug Free Schools, and even the drug part, the  
33 homeless collecting the data on the number of students that are homeless  
34 and then return to school, the number of schools that -- number of students  
35 that are transitional students that tend to drop out after maybe a policy  
36 violation for a behavior infraction, a violence infraction, and/or drug use,  
37 and then resurface, as well as students that are just reentering our school  
38 system after just being gone for a year or so.

39 So I wanted us to think about that. I think it was Russell  
40 that asked some of the panelists about turnover with regard to students.  
41 And, again, in some of our LEAs we have high student turnovers for a  
42 variety of reasons, and homeless students that then resurface that we're  
43 expected to provide educational opportunities for those students. So that's  
44 another area we need to focus on.

45 CHAIRMAN LONG: Mike?

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1 MR. HERRMANN: Just to follow up on Bill's  
2 comment, I think the other thing that we saw in the panelists was how a  
3 spark plug, kind of the Eveready bunny that keeps on beating, in terms of,  
4 you know, Liz's work over the last 20 years in McNairy County with a  
5 small amount of money can be the springboard for lots of other programs to  
6 come in and provide kind of that long-term base. So I thought that was an  
7 important piece.

8 CHAIRMAN LONG: Howell?

9 MR. WECHSLER: I think the last panel yesterday  
10 really brought us back to what I thought was the central focus, the central  
11 charge of this committee. We have on one hand Safe Schools/Healthy  
12 Students, where a very small number of communities across the country are  
13 getting large amounts of resources, and we heard very impressive testimony  
14 about what they're being able to accomplish and some real hope of having  
15 actual impact on outcomes.

16 And then, on the other hand, we have Safe and Drug  
17 Free Schools, which gives a very, very, very small amount of resources to  
18 an incredibly large number of districts across the country, and, perhaps as a  
19 result of how it was set up, has been getting failing grades.

20 And I think the central challenge we have to face is, first  
21 of all, do we challenge the grading system? Do we say that either the  
22 grading system is unfair or it shouldn't apply to this case because there are  
23 benefits to the nation that accrue from the strategy taken, regardless of the  
24 measurable impact that we can attribute to this specific program?

25 Or, if we accept reality that this is the grading system  
26 that we have to deal with, how do we redesign a program so that it can have  
27 more measurable impact, given that it no longer has the resources it once  
28 had to reach out to every school district in the country? To me, that is the  
29 central challenge, and I'd be very encouraged if we started talking about  
30 that more directly.

31 CHAIRMAN LONG: Seth?

32 MR. NORMAN: I think I agree with what was just said,  
33 if what I'm hearing is correct. If you go back to the last panel and trauma,  
34 in McNairy County if a child was traumatized, I dare say that everybody in  
35 the county would know about it within a week.

36 In Nashville, if a person were traumatized, I doubt that  
37 everybody on his block would ever know about it. It's the reporting system,  
38 as was just mentioned, and I don't know how you fashion one set of rules  
39 that can apply to every school district in this country.

40 I have a perception, and I might be wrong, that things are  
41 very different in McNairy County than they are in Chicago or Nashville or  
42 Memphis or Dallas, and you just don't do things the same way in all  
43 locations.

44 I don't know how you fashion these guidelines, but I  
45 believe that something is going to have to happen out of this committee that

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1 will differentiate between the different districts and the way the different  
2 districts are run.

3 MR. JONES: Yes. You know, I think that gets back at  
4 something that a good friend and colleague, Shep, brings up quite often,  
5 that whole notion of information systems and how to integrate, you know,  
6 that methodology into the types of things that -- you know, that folks are  
7 doing around the country.

8 You know, how we substantiate, you know, outcomes?  
9 And how do we determine the extent to which, you know, the need and  
10 then the extent to which various programs are seeing to it that those needs  
11 are met? But, again, just revisiting that whole notion of information  
12 systems, the need to document what's being done.

13 And I agree that one shoe doesn't fit all, and that those  
14 systems need to be integrated into various communities in a sensitive,  
15 culturally competent, fashion.

16 CHAIRMAN LONG: Other comments? Ralph?

17 MR. HINGSON: Yes, I think I'm glad that Howell  
18 raised the issue, and it may not be that this committee can really come to  
19 the best conclusion on it, if we think about monies that are funded solely  
20 through the Department of Education.

21 It strikes me that when one looks at interventions that  
22 change the entire climate of safety in a community that it takes more than  
23 just a school system to do it, that it takes the police department, the school  
24 department, the health department, the social services, private citizens, all  
25 working together.

26 And maybe the question here is: should we be thinking  
27 about programs that seek to create that type of synergy and involvement  
28 rather than sort of categorical funding and what happens only with the  
29 monies that go through the Department of Education.

30 Maybe those monies have to -- if they are spent, need to  
31 be linked with parallel programs through other -- one of the things that  
32 struck me as I listened to -- and as I've listened to our conversations the last  
33 day or so is that a lot of times maybe you can get the different federal  
34 officials to sit around the same table, but what happens at the local  
35 community level? Is the criminal justice system working with the -- closely  
36 with the school system or with the Health Department, and so on?

37 So I think that's an issue that we ought to be thinking  
38 about as we go forward.

39 MR. ROMERO: I'd like to respond to Ralph and say  
40 that it's true, you know, we cannot afford to work in silos. And I think --  
41 and, Dave, your point about collaboration being a major sentiment  
42 throughout the conversations the last day and a half speak well to that.

43 And, again, I recall maybe two or three -- maybe two  
44 hearings ago I had brought to this committee an effort that, through the  
45 Center for Substance Abuse Prevention, that we're collaborating with the

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1 states, and that's the Strategic Prevention Framework.

2 And today we have 42 strategic prevention framework  
3 state incentive grants, and it -- and the focus of these grants are just what  
4 Ralph just spoke about. And I kind of like the way you said it, actually,  
5 because it honed in more.

6 It is really to galvanize, bring the key stakeholders in a  
7 community, and that may include the library, the school, the grocery store  
8 at the corner, and to really identify, what are the issues that we are facing,  
9 and how can we collectively, with our wisdom and our experience and our  
10 presence in the community, how can we work to better our community?

11 And then, with this understanding, these incentive grants  
12 are now available to help communities. So it really is a collaborative effort,  
13 and I am happy to say that this year we're funding five tribal organizations  
14 as well and three jurisdictions.

15 So that really speaks to a collaborative effort, and I just  
16 don't want the committee to lose sight that there are other ways in which we  
17 can really collaborate. And I would encourage the committee to -- once  
18 again to get back to thinking about the Title IV charge that is really sitting  
19 before us, and not get too far away from that. I think that that really needs  
20 to happen.

21 Thank you.

22 CHAIRMAN LONG: Susan?

23 MS. KEYS: Our Safe Schools/Healthy Students  
24 initiative does at the local level what Ralph just described. And also,  
25 through the connection that Dennis and I have made in his hearing about  
26 Safe Schools/Healthy Students, Dennis has now assigned staff to work with  
27 us -- Department of Justice, Department of Education, and the Center for  
28 Mental Health Services -- in order to help us better connect with the  
29 initiative of his center that works on these state incentive grants, prevention  
30 grants, so that we're now looking at taking what is happening locally, which  
31 we fund through Safe Schools/Healthy Students, and connecting it to this  
32 excellent effort that is going on at the state level through Dennis' center, and  
33 the assignment of staff from his center to our initiative.

34 And I would love to welcome Ralph to also think how he  
35 might want to partner with us and contribute to this initiative, because it  
36 really is an excellent demonstration of exactly what you've described. It not  
37 only has collaboration at the federal level, but it requires the same  
38 collaboration at the local level.

39 And you heard testimony yesterday from three of our  
40 grantees who have really actualized what it is we have funded them to do,  
41 so --

42 CHAIRMAN LONG: Susan, you're very good. Did you  
43 want Ralph to give an answer right into the mike on --

44 MS. KEYS: No, no, no.

45 (Laughter.)

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1 I mean, that's okay. Well, unless he wants to.

2 (Laughter.)

3 CHAIRMAN LONG: Mike?

4 MR. HERRMANN: Yes, I mean, I guess after this  
5 morning and, you know, the talk about the reauthorization and all of that, I  
6 guess I think it's time that the Council really sort of get back to basics, and,  
7 you know, what are we about, and what do we need to be addressing, and,  
8 you know, I kind of feel like we're running out of time.

9 I think there are some fundamental questions, and we  
10 have an excellent opportunity here, you know, what does the mental health  
11 world think, what does the A&D world think, in terms of what are the basic  
12 things that you would like to see in place in every school as a foundation  
13 for, you know, moving further.

14 I think, you know, you can sort of look at -- I think the  
15 Safe Schools/Healthy Students are an example of what is possible when  
16 you have a relatively rich resource base. I think, though, the state grants  
17 thing is an opportunity to look at what can be done with a -- sort of a base  
18 of support.

19 And I think the key is to sort of figure out how to take  
20 advantage of both of those approaches, so that you provide a foundation  
21 everywhere, but then in some places you really give people the opportunity  
22 to take off and fly.

23 One of the things that we've been spending a lot of time  
24 in Tennessee doing is really looking at how prepared are schools in terms  
25 of, you know, crisis management plans, basic security procedures, those  
26 sorts of things that are really just fundamental that I believe ought to be in  
27 place in every school, and that don't necessarily require a lot of funding, but  
28 that do require somebody to do something.

29 And in my mind, those are the sorts of things that ought  
30 to be -- if we're going to, you know, use categorical funding, categorical  
31 funding ought to address those sort of foundation issues. You know, a  
32 basic structure for the community to collaborate, those sorts of things.

33 So I just really think it's important that we start to have  
34 some dialogue around, you know, what are the basic things that really every  
35 school, every child is entitled to, and then, you know, what are ways that  
36 then we can collaborate and make these other things happen.

37 MS. JACKSON: One thing I wanted to kind of go back  
38 and say, too, as well about the application process and the state grants --  
39 many of the activities are already in place. We've talked a lot and had some  
40 wonderful presentations about some of the creative ways people have added  
41 additional components and additional funding.

42 But, again, it is going to go back to LEAs, and we've  
43 talked about the communication and the collaboration that needs to happen  
44 with our public and our non-public schools and other individuals that  
45 should possibly be invited to the table or that are already being brought to

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1 the table and have been in the past. But the priorities are going to be set by  
2 that particular LEA and what the needs are.

3 So, again, as Mike was just talking about from crisis  
4 planning, I think it will be important, as we go through that brief screening,  
5 the brief guidelines, if things are covered, activities are covered by other  
6 funding, or -- yes, by other funding that it's clearly identified in that  
7 particular brief screening as you're applying for the funding that you're  
8 receiving, and, again, the process that was taken in place with regard to the  
9 activities that you will be covering with the funding.

10 So, again, I think as we move into our data collection  
11 component, that there may be some core data objectives that possibly every  
12 LEA will be able to check off and say, "We have this number of members  
13 at this table," and deciding what activities would be covered by this  
14 component, by this portion of funds that are received, and these are other  
15 things that are important but are secondary items, but are covered with  
16 other types of funding.

17 And whether we have leverage for the funding, whether  
18 it's hard dollar funding by the LEA, whatever, so I think we're probably  
19 going to come out with some things that are measurable. And I heard this  
20 said yesterday, and I think I've heard it said in the past, and some things that  
21 are not measurable at all.

22 Some of the prevention activities -- if you're doing a K  
23 through 12, how many students benefitted from it? You may never know.  
24 But did we provide some sort of prevention activities for all of our students  
25 in our school district? Yes. And being able to check those things off.

26 But, again, something with regard -- a screening  
27 instrument or guidelines --and I think Susan spoke to this -- at the  
28 beginning of the application process that you've included all of the key  
29 stakeholders that need to be invited to the table. And I think that would be  
30 very helpful.

31 CHAIRMAN LONG: Howell?

32 MR. WECHSLER: I want to follow the money for a  
33 little bit. Mike or Bill, could you tell me what -- of the Safe and Drug Free  
34 Schools dollars, what actually stays at the State Department of Education to  
35 build the agency's capacity to provide technical assistance and professional  
36 development to enable the districts to have the capacity to do what we want  
37 them to do?

38 MR. HERRMANN: Bill, help me with the exact  
39 percentage. Four percent stays at the state education agency, which enables  
40 you to provide statewide training programs, to monitor the grantees, to  
41 ensure that they follow through on the requirements that Montean was  
42 talking about.

43 MR. MODZELESKI: Mike could retain -- I'm sorry, he  
44 could retain a total of nine percent, four percent for his staff. In other  
45 words, so that's the staff -- you know, Mike and -- four percent of state --

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1 Mike and Mike probably.

2 MR. HERRMANN: Actually, it's not Mike, it's --

3 MR. MODZELESKI: It's a small number. And,  
4 actually, it's an interesting point -- is that it's a very small number of staff. I  
5 mean, Mike and his colleagues around the country, you know, they don't --  
6 we're not talking about staff of 10, 15 people. We're talking about very  
7 small staffs in all of the states.

8 Another five percent of the total state allocation can be  
9 retained for statewide activities -- evaluations and stuff like that. So it is a  
10 relatively small number, small -- relatively small amount of funds that can  
11 be retained.

12 MR. HERRMANN: And the five percent in our case  
13 this year is under \$200,000, which we use to provide statewide training and  
14 crisis management, life skills training. So, I mean, basically we provide all  
15 of the -- we made all of the out-of-pocket costs on implementing life skills  
16 training.

17 The Alvayas Bullying Prevention Program -- what we  
18 try and do with that five percent is absorb sort of all of the out-of-pocket  
19 costs, so that a district can implement a research-proven program without  
20 having to dip into their small amount of money that they have.

21 MR. WECHSLER: I want to do some very simple math,  
22 round it off. If the average now, let's say that a given districts gets -- as we  
23 saw yesterday it was about \$20,000. And just to say -- keep the numbers  
24 round, what we currently have perhaps is maybe \$20,000 going to 10,000  
25 school districts across the country. That's the current model, which is not  
26 being graded well.

27 We have at the high end, the Cadillac, gold standard  
28 model of Safe Schools/Healthy Students, where maybe you are funding 100  
29 school districts to get \$2 million a year. Same pot of money. Either you  
30 fund 10,000 school districts \$20,000 each, or 100 school districts \$2 million  
31 each. I mean, that's the stark contrast of what could be done with a certain  
32 pot of dollars.

33 And we don't want to go all -- you know, we need to  
34 look at whether that status quo of \$20,000 for 10,000 school districts is  
35 where we want to be, whether we prefer putting it all in Safe  
36 Schools/Healthy Students, or what in between, what modifications in  
37 between should be considered.

38 And one of them might be sort of the approach that CDC  
39 takes, which is to really build the capacity of the state agency, because we  
40 recognize that we simply do not have the resources to reach out to every  
41 county health department or every local education agency, and so we try to  
42 put as much as we can into the state agencies, so that they have very strong  
43 programmatic capacity and can really do that monitoring and staff  
44 development and education and marketing role that they can play.

45 It's not ideal. We wish we could get to every county and

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1 every district, but that's the alternative that we've settled on. So, ideally, we  
2 aim to give about a million dollars each year to each state health department  
3 for the different programs that we run.

4 MS. JACKSON: I've got one quick follow-up. One is I  
5 think the evaluation component that is going to possibly be added to Title  
6 IV will change the number of applicants that actually apply. I think some  
7 LEAs will find challenges and difficulty with applying.

8 And the other piece -- the one thing I embrace is that  
9 over 50 percent of my state actually applies currently for the funding, has  
10 allowed for some creative grass-roots type of creative thinking to take place  
11 in some of our very, very rural remote sites, where, you know, show  
12 machines and sled dogs are still used.

13 But it has allowed for some very creative thinking for  
14 even a little bitty smidgeon of money to provide some sort of prevention,  
15 education, and awareness and under -- you know, and education to whether  
16 it's staff members, students, parents, tribal entities, sometimes meet at the  
17 tribal halls and do potlatches, etcetera.

18 So, again, I am, you know, advocating for the continued  
19 shared resources, as much as possible, and I do think, again, the evaluation  
20 will change the shape of how many individuals are eligible, or will, you  
21 know, apply just because of the sheer nature of funding for evaluation.

22 CHAIRMAN LONG: Anyone else?

23 MR. HERRMANN: Well, I -- just to follow up on  
24 Dennis, because I think it's frustrating because we -- every silo has -- kind  
25 of has their own sort of relationship or infrastructure with the state.

26 In Tennessee, you know, we were just awarded the  
27 SPFSIG grant. I think we're in the second year now, so, you know, we're  
28 active participants in this process. And I do think ultimately we're going to  
29 come out of that with a much more -- much stronger ability to collaborate.

30 You know, we've got kind of a different way that we  
31 work with the CDC programs, but, you know, also that's a part of that  
32 whole collaboration process.

33 I just hope that, you know, because everybody is sitting  
34 at the table it seems like this is a real opportunity to try and sort of get past  
35 the silos that we're in, to really develop something. It feels like we always  
36 get to the most important part in the Council meeting, and then we're kind  
37 of worn out, and, you know, everybody is ready to go home.

38 I'd like to throw out a suggestion that we really sort of  
39 make that collaboration part a stronger part of the overall meeting, so that,  
40 you know, we do have the time to -- or some sort of an infrastructure to  
41 make that collaboration happen.

42 CHAIRMAN LONG: Well, let me just throw this out.  
43 We have another meeting coming up here in 25 or 30 days. And that -- is it  
44 necessary -- I'm just going to ask this as a follow-up for what you just said,  
45 Mike. Is it necessary to follow the exact format we have had with the

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1 panels with data, data, data, or could we do that in one or two and then  
2 leave a time just for the discussion that we're talking about.

3 I agree with you. I think that we're at -- we've got to get  
4 some meat on the bones.

5 MR. HERRMANN: I mean, if we don't get some meat  
6 on the bones, really, the data question is almost insignificant, because if  
7 there's nobody to collect data, then, you know, we're kind of spinning our  
8 wheels on the data issue.

9 MR. MODZELESKI: I was just going to -- Howell  
10 raises some good points here. I mean, I think that listening -- I'm trying to  
11 jump ahead to the February -- what's the date, Catherine?

12 MS. DAVIS: Of the meeting?

13 MR. MODZELESKI: Yes.

14 MS. DAVIS: 20th and 21st.

15 MR. MODZELESKI: The 20th and the 21st. So we  
16 look at Mike's comments, we look at what Debbie said earlier regarding  
17 budget. By the 21st of February we will have the President's fiscal year '08  
18 budget proposal. By that date we should also have further guidance on the  
19 '07 budget.

20 I mean, one of the things is that we are currently  
21 operating under a continuing resolution. And while we think we know the  
22 rules of the game, they are not -- the ink isn't dry on that yet. So there still  
23 could be some changes.

24 But we would like to report back to you on both where  
25 we are in '07, because I think that continuing resolution runs out in about --  
26 in the beginning of February that runs out, so we assume that once that runs  
27 out there will be a final determination made about what we're going to do  
28 the rest of the year for fiscal year '07.

29 So we could report to you on what programs we're going  
30 to fund, and what programs we're not going to fund, what's continuations,  
31 what's going down the slate, and so forth and so on. We could also talk to  
32 you about where we are with the '08 budget.

33 But I was listening to Howell, and I think that that is an  
34 issue that is a very real issue. It's a dollar issue about, where do you have  
35 the most impact and effect? In our world, it's actually worse than Howell  
36 portrayed, because it is over 50 percent of the school districts, over 50  
37 percent of the school districts receive less than \$10,000.

38 So there is this sort of inconsistency on the one hand,  
39 having a piece of legislation which we support wholeheartedly, we support  
40 the research-based programming, but then at the same time saying is that  
41 less than 50 percent of our districts receive any dollars that they could  
42 effectively implement a research-based program.

43 And so part of what -- the weighing that goes in in any  
44 decision is that, where do you put your resources, and how do you have the  
45 most effect? And, you know, we carefully looked at the CDC model, as

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1 well as other models, and I think it's something that we need to discuss,  
2 because it's a very real -- as times change, and they are changing -- I think  
3 that Dave pointed this out right along -- is that we are in changed times.

4 I mean, and as we look not only backward but forward,  
5 they are going to change even more. So I strongly encourage us to begin to  
6 think about not the program as it has been but the program as it should be in  
7 the future, because the program as it should be is quite different -- quite  
8 different than the program that it has been. And that's -- I mean, it's  
9 obvious.

10 We can't go backwards, we can't -- we can't basically  
11 continue to promote those same things that have brought us this far,  
12 because they're not -- they may have worked in the past. They're not going  
13 to work in the future.

14 MR. ROMERO: Bill, you're absolutely right, and I think  
15 that's how I understand Mike's recommendation, that we really have the  
16 opportunity to really have more of a dialogue as an expert group here, to  
17 really put our heads together and see, well, what does it need to look like  
18 moving forward?

19 Debbie, this is more of a procedural question, and I think  
20 you're the best one to answer this. Or maybe someone else in the Federal  
21 Government, actually, because I'm not good at this stuff yet.

22 But if one part of the Federal Government provides  
23 funding for a particular effort, that is for the public in general, can another  
24 part of the federal -- another part of the community or the public  
25 community also take advantage that even though it's going to impact  
26 another -- ultimately another part of the Federal Government.

27 MS. PRICE: Okay. I'm not sure --

28 MR. ROMERO: Okay.

29 MS. PRICE: So let me just -- so if we fund an LEA for a  
30 program, are you saying, can another part of that --

31 MR. ROMERO: It's the other way around. We fund an  
32 effort to -- now we fund -- every state has an epidemiological workgroup to  
33 help the state identify, from a data standpoint, what are the real issues, the  
34 needs in that community, what's the -- what are the trends, begin to monitor  
35 the trends.

36 Couldn't that be opened up -- and it can, I don't see why  
37 not -- to the school districts so that the schools can begin to identify, well,  
38 what is -- what is the climate in my community?

39 MS. PRICE: Well, that's actually your department's call.

40 I mean, you --

41 MR. ROMERO: I mean, that's my --

42 MS. PRICE: There is no prohibition from you all  
43 keeping your hands off of school districts. You can -- you know, you can  
44 open grant competitions up to school districts, you can open them up to  
45 state education associations. That's your call, how you design your

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1 programs.

2 MR. MODZELESKI: We can't -- I think the pick up on  
3 that is that we can't -- if it's not in the legislation, if the -- if Congress doesn't  
4 want -- you know, it's sort of like the Army, if they don't give it to you, you  
5 know, they don't want you to have it, and here it's the same way. If it's not  
6 -- if it's not legislated, we can't require it.

7 MS. PRICE: Right.

8 MR. MODZELESKI: So we could tell them -- and  
9 matter of fact, subtly push states into saying, "Listen, link up with CSAP. I  
10 mean, they're doing some good work. And let's develop these  
11 partnerships." I mean, and we should be doing that. I mean, without any  
12 doubt, we should be doing that.

13 But we can't require them to do it. We can recommend  
14 that they do it. We could work with Susan and others and saying, "Here are  
15 resources out there." We should be. I mean, I think that we've been doing a  
16 pretty good job at that.

17 MR. ROMERO: So my -- I'm glad to hear that. So my  
18 recommendation is if we could begin to have more of a dialogue as to how  
19 to really turn this around to what we really see it needing to be as opposed  
20 to looking at what has not worked, and looking at where we can  
21 collaborate, where we can share resources.

22 I don't know whether there are schools in states that have  
23 SPFSIGs now, whether or not they are utilizing the SEOWs. And,  
24 incredibly --

25 PARTICIPANT: What is that?

26 MR. ROMERO: I'm sorry. State Epidemiological  
27 Outcome Workgroup. And it's -- basically, we're funding epidemiologists.  
28 Currently, we have an epidemiologist workgroup in every state in the  
29 nation.

30 They are there to provide -- to paint a picture of the  
31 issues that are impacting a community. And it comes down to a community  
32 level.

33 And so I am wondering -- and this is -- these are I think  
34 the opportunities here in this kind of a setting to talk about where we can --  
35 what we have at our disposal, our resources, and how we can maybe  
36 leverage them in a way to really enhance and rebuild or make  
37 recommendations how to improve the systems that we're addressing.

38 Something that was said yesterday just hit home for me  
39 very clearly. In one of the rural panelist's members, they talked about how  
40 they -- you know, they are going to be giving their floor plans to the local  
41 police and fire department. That does not cost money.

42 But what an incredibly proactive thing to do. And I  
43 would like to recommend that that be one of our recommendations as part  
44 of a -- an intervention. For every prevention, as it was said yesterday, there  
45 has to be an intervention effort in place.

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1                   And so could we also make some recommendations that  
2 every school put that in place? And just go down the list of things that we  
3 can -- that does not cost money. All it is is thinking proactively from a  
4 prevention standpoint.

5                   CHAIRMAN LONG: Yes, I'd just echo that. I mean,  
6 that's right on. A lot of these things don't cost money. It's just a matter of  
7 restructuring what you do.

8                   MR. HERRMANN: And that's the point I tried to make,  
9 and I guess I failed. I think around the table everybody has things that they  
10 think are fundamental things that need to be done at the school level that  
11 really don't cost anything.

12                   And I think we lay that list out, and that becomes kind of  
13 the foundation, if you will, you know, this is what we expect everybody to  
14 do. And then, from that, you know, we build to the things we would like to  
15 see, but there is sort of a foundation that we expect of everybody.

16                   MR. MODZELESKI: That's, you know, the emergency  
17 crisis that is being done. I mean, we've been saying that right along, is that,  
18 you know, anybody who has attended any of the training, anybody who has  
19 received a grant, ERCM, those that -- the sharing of plans, the conducting  
20 of training, the meeting with first responders, I mean, this is what we call  
21 low hanging fruit.

22                   And, you know, you want to pick that low hanging fruit  
23 and get it out, and we've been very successful at that. I mean, there is some  
24 -- some of the best things and some of the best models cost very little  
25 dollars, I think, and so -- and I totally agree with you.

26                   CHAIRMAN LONG: Just as a general -- yes, Belinda?

27                   MS. SIMS: I just wanted to say that one of the things to  
28 keep in mind as we talk about beginning a discussion of how we think the  
29 program should be, or what it should become, is that there have been some  
30 really good models presented here across the different panels, and we  
31 shouldn't lose sight of that.

32                   The one yesterday on one of the rural programs that  
33 talked about taking their small amount of money and the Safe and Drug  
34 Free Schools money and using that for four different programs, one of  
35 which was a life skills training.

36                   But then, they did marry that with all of the other kinds  
37 of resources they could garner, they leveraged, they did whatever. But they  
38 also carried what they implemented all the way through to the academic  
39 achievement outcomes to demonstrate that over the past few years they  
40 have seen an increase in how their county is performing compared to the  
41 state level and what the state targets are.

42                   And that's a model that we should be recommending, you  
43 know, for all of the different communities involved in this program. And  
44 we even had this kind of presentation presented back at the first panel from  
45 the State of Washington.

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1 So there are some really good models out there of how at  
2 the local level they are using small resources, leveraging those with other  
3 monies that the other members around this table are providing, to  
4 implement evidence-based programs that lead to the kinds of outcomes that  
5 school districts want to see.

6 CHAIRMAN LONG: Could we do the what -- try to put  
7 this together now? Perhaps at that next meeting -- and I'm not going to talk  
8 about specificity. We don't need to set the agenda right now, just -- and  
9 then we can have a discussion about it, either on a conference call or by e-  
10 mail, however we set up the agenda, but that we -- instead of having three  
11 panels, which would go from 9:00 to 5:00, what we have done in the past,  
12 what if we had one and then have the panel and then have the discussion of  
13 this group regarding that panel and be all complete with that by 11:45 -- I  
14 said not specificity, I guess that's -- by 11:45 on that Tuesday.

15 That will leave us all afternoon of Tuesday and all  
16 morning of Wednesday to get into these important areas that you're talking  
17 about, how would the various specifics, the specific aspects of funding, and  
18 the ideas, so that this group can really throw it out on the table, discuss it,  
19 come up with some final recommendations, instead of just discussing.

20 There is going to be a clear-cut recommendation  
21 regarding that, and then we can get into the -- just another idea that I was  
22 hearing, the collaborative effort from a couple of angles, from the angle of  
23 the large governmental agencies and entities working together to leverage,  
24 and also taking that leverage down to a correlation with the funding model  
25 on the local level for things that can be done, and incorporate at the same  
26 time -- getting back to your point, Belinda -- incorporating all of those  
27 models that we have heard, plus the very important part that has been  
28 mentioned three or four times in the last 10 minutes, the expertise sitting  
29 around this table.

30 You will be able to come up with many of these models  
31 that can just be put into a final recommendation. Then, we can get some  
32 one, two, threes, black and white. Does that make sense?

33 MR. WECHSLER: I think that sounds great, but my  
34 experience has been that those kinds of discussions stall -- either stall or go  
35 around in circles unless we're working from something that is on paper.

36 And I would strongly suggest that someone take the time  
37 to throw out a couple of models, recognizing that by the end of the day we  
38 can completely change everything that is down there, but unless we see in  
39 front of us five or six different things that could be done with something  
40 like the current pot of funding that comes to Safe and Drug Free Schools. I  
41 think it would be hard to effectively use the time.

42 CHAIRMAN LONG: Excellent point. And could we --  
43 to that point, is that something that could be laid out with some scenarios?

44 MS. PRICE: I believe so.

45 CHAIRMAN LONG: Okay.

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MS. PRICE: Bill?

MR. MODZELESKI: Well, I was -- I mean, I'm not in a good position here. But from my perspective -- and I'm going to say this as a staff person sitting here -- is that I mentioned earlier about change. And I think that basically we are about change.

And having said that, and trying to utilize your time to the best possible way, I would strongly encourage -- and I'm not speaking for Debbie, I'm speaking for myself -- is that before we get into issues that we should basically take a look at where we are as an administration in regard to reauthorization, where we are in regard to budget, where we are in regards to issues like that, which are going to have an impact and effect on these areas that you're talking about.

And so in many ways it's placing the cart before the horse. Before we begin to talk about what do we do with federal agencies, and what do we do with further programming, and what about the -- what about the data, what about the state grants program, about all of these other things, is that we should have some idea and understanding as to where -- what is the administration, and what is -- what is the administration's proposal, and what does that mean for everything that we're doing, and use that as the basis for then saying, okay, now that we have a better idea of where this is, have some discussion about what does that mean for where do we take these ideas.

But if you do these ideas first, and then you have -- you layer the administration proposal on top of it, is you may have -- it may change, and so your better basis I think is to come in at the next meeting and have Debbie and I, Catherine, and others, explain to you in detail about where we are in regard to what that reauthorization proposal is and what -- where we are in regard to where the fiscal year '08 budget proposal is.

And then, take that and use that as a basis for making some decisions about where does the advisory group go in regards to making the same decisions you're talking about today but based upon a direction that you -- you know, you now have an understanding of.

CHAIRMAN LONG: And I think that's good clarification, and I think we'd all subscribe to that. I was smiling as you started to talk, because I think that's really a clarification, and the rest of the answer from the very first question that we had at 9:00 a.m. this morning.

Yes? You know, so I think that's right. Tommy, did you have -- I'm sorry.

MR. LEDBETTER: I feel almost like we have made a big circle, you know. If we go back to -- because I told Fred a moment ago, I said, you know, this goes back to what we were talking about in our first meeting, I mean, about changes. And then, our second meeting we talked about the state grants program, and we did the same thing.

We talked about not having enough money, and we talked about different ways of utilizing that money, and so forth. But we

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1 never made any decision, we never made any recommendation, I mean, as a  
2 committee.

3 And now we're right back at that same position, talking  
4 about how we can take the money and best utilize the money. Is \$10,000  
5 going to be the best way to do it per school system, or is it better to put it  
6 together and not try to go to every school system, and so forth?

7 We have had this discussion before, but we just moved  
8 on and left it, and we never -- we never settled anything with it. And what  
9 I'd like to see is that -- I think if we could lay that issue to rest, I think  
10 everything else would fall in place.

11 But that's an issue that just keeps raising its ugly head,  
12 you know, and that's something we're going to have to deal with, I believe.  
13 And maybe that's not our job. Maybe we're not supposed to do that. I don't  
14 know.

15 But if we are supposed to do that, I think that's something  
16 that we need to do before we go much further.

17 MR. MODZELESKI: Well, I think that's what Debbie  
18 and I are saying is that -- not to say that we're going to lay that issue to rest,  
19 but at least we will present to you the administration proposal for Title VI at  
20 the next meeting, because that's what is going to be -- so you'll have an idea,  
21 based upon your input and the first couple of hearings and input from other  
22 groups and organizations, and just the overall decision-making process.

23 So it's not that we're going -- to use an old phrase -- beat  
24 the dead horse to death. I mean, I think that decisions will be able to be put  
25 on the table at the next meeting, at least where the administration is, and  
26 then we can move from there.

27 So this is not about debating over whether we should go  
28 down this road or that road -- is that those decisions by the next meeting  
29 will have been made.

30 MR. HERRMANN: Well, I guess, though, what I'm  
31 struggling with, Bill, is I thought the role of this Advisory Council was to  
32 provide recommendations, and independent recommendations. And are  
33 you saying that these should not be independent recommendations, that  
34 they should be -- you know, I'm kind of struggling with that.

35 MR. MODZELESKI: No, not at all. I mean, I think that  
36 basically there were hearings. I mean, well, I don't want to call them  
37 hearings, but, I mean, there were meetings, right, presentations, and there  
38 was -- so there was input provided, and I -- you know, to -- well, the first  
39 meeting was, what -- the first meeting was on the state grants program. The  
40 second meeting was on persistently dangerous.

41 So, I mean, there has been input provided on those two  
42 issues. And as Debbie mentioned earlier, is that come February, whatever  
43 date that is, that the administration will move forward with its proposal for  
44 the reauthorization of NCLB at the macro level.

45 I mean, again, this is basically at the macro level. But,

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1 nevertheless, the recommendations will be made in the beginning of  
2 February.

3 MS. PRICE: And I do want to emphasize that the  
4 Advisory Committee is a committee to give insight, recommendations, to  
5 the Secretary. Because I -- within the statute it is identified that I be a  
6 member of the committee, but I am a member of the committee just as  
7 equal as every other member of the committee.

8 I don't want to, you know, say everything the Advisory  
9 Committee funnels through me or my office. You know, I give insight into  
10 what the office does and how it works and, you know, things that have  
11 worked and things that haven't, but certainly not directing the Advisory  
12 Committee.

13 But I do think that having -- you know, having in black  
14 and white the budget proposal and the reauthorization proposal, it gives  
15 some solid basis for the Advisory Committee to say, you know, in light of  
16 this we think X, Y, and Z, we recommend X, Y, and Z.

17 And because, you know, as Tommy said, you know, we  
18 have -- you know, we have acknowledged the issues related to the variety  
19 of topics that we have talked about without really -- you know, we have  
20 given some perspective on it, but not really identifying solid  
21 recommendations, because we'll do that in June.

22 We have given insight and our perspectives in those  
23 interim reports. But, you know, this is the opportunity for us to in concrete  
24 see what those administration proposals are for reauthorization and for the  
25 budget, and for us to continue to do our work and then give our findings  
26 and recommendations with the overall picture.

27 And it might be easy to be specific knowing what the  
28 administration has presented. But I am not in any way more than a member  
29 of this committee. It is an Advisory Committee to give advice to the  
30 Secretary as a whole.

31 CHAIRMAN LONG: We are at the witching hour, and I  
32 want to bring it -- because I've had two people give me a high sign that they  
33 will be leaving for the airport, so I just want to say that in advance of our  
34 next one or two speakers.

35 MS. PRICE: And nothing to do with the subject matter  
36 of the meeting, but speaking about the Advisory Committee meeting, Mary  
37 Ann Solberg, who has represented the Office of -- ONDCP, Office of  
38 National Drug Control Policy, has retired -- bless her heart. She is going to  
39 be enjoying life a little bit.

40 So there will be a change in representation from ONDCP  
41 coming up at the next meeting, and that will be made. But you can all  
42 congratulate Mary Ann on retirement, and, you know, live vicariously  
43 through her relaxed life now. So, anyway, I just thought I'd let you know  
44 that.

45 MR. ELLIS: I think there is some value in what Bill

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1 suggests in terms of us getting the administration's budget proposal. But I  
2 also think there is some legitimacy to Mike's point about the independence,  
3 and, you know, the need for us to provide our own opinions.

4 And, obviously, that was the intent of Congress when  
5 they put this Advisory Committee in the legislation, to provide the public's  
6 honest comments and opinion back to the Secretary that, of course, the  
7 Congress then can read if they want to.

8 So I think it -- but I think Bill's point is very good. I  
9 think it will be very interesting to see what the administration's budget  
10 proposal will look like. I am anxious to see that.

11 Whether it's larger or smaller, I think that will provide us  
12 an opportunity to do what Deborah says in terms of if they say, hey, this is  
13 what we're going to submit, and it will do A, B, C -- you know, whether or  
14 not we want to specify or recommend that, yes, we agree this A, B, C,  
15 should be included, or this is what we should do with that amount of  
16 money, or, you know, we'll also have an opportunity to say not only should  
17 we do A, B, C, but we ought to be doing D, E, and F. And this is  
18 ridiculous, it's a shame.

19 You know, we can word that however strongly we think  
20 we need to. So I will -- am anxious to see that administration budget piece.  
21 I think it is an important thing, and I don't think the two are mutually  
22 exclusive, and I think it was set up that way.

23 MR. HINGSON: I think one thing that would be helpful  
24 -- and maybe because this is my first meeting actually here -- I'm more in  
25 need of this than other people are. But it struck me at this meeting that  
26 there were things that were talked about that I never thought were really the  
27 charge of this program that may have emerged over time, when we talk  
28 about avian flu and dirty bombs and all these sorts of things.

29 You know, I think that just as important as finding out  
30 what amount of money the administration feels will be available for some  
31 kind of program, the specific targets of the program and what they really  
32 want the program to accomplish is very important for us to have some sort  
33 of consensus on.

34 You know, it's one thing, for example, to be concerned  
35 about some schools where there has been unprecedented gun violence --  
36 you know, the Columbine kind of situation -- versus the day-to-day  
37 violence and drug use and alcohol-related problems that make it more  
38 difficult for young people to learn day in and day out in communities across  
39 the country.

40 And I think that where -- one thing this committee can do  
41 or should do is to say, really, what are the priorities, and what's most  
42 important, and how do we rank order things? And then, how -- given the  
43 limited resources, how does the Department of Education, with this  
44 particular Title IV, or whatever, work with the other agencies that have  
45 similar -- that have charges that may overlap with what you're trying to

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1 accomplish?

2 And how can we come up with recommendations, not  
3 just to Department of Education but to these partnering agencies, about how  
4 they can combine their scarce resources in the most effective way to  
5 achieve our overall objectives.

6 CHAIRMAN LONG: See what you did, Howell? Good  
7 boy. That's good.

8 We are going to bring this to a close. Again, appreciate  
9 the -- I think that -- not I think, I know it was a very rich discussion again  
10 this morning, and I think especially the last 45 minutes.

11 So if we can -- we'll work to not dilute but to cut down  
12 the time allotment for the data piece dramatically, which will then allow an  
13 extended number of hours, both on the -- all Tuesday afternoon and all  
14 Wednesday morning for the work of the committee in those areas that  
15 we've talked about. And those will be put down in bullet points.

16 Also, Bill's point taken with we do need to know, even as  
17 we go forward, what the lay of the land is that morning as we head into that.  
18 Having said that, then getting back to what Fred just said, and what Mike  
19 was saying -- I've seen a lot of heads nodding -- our charge is also, no  
20 matter what that is, that we are to come forward with some  
21 recommendations so that the administration, the public, understands where  
22 we're coming from. So then I think it's a balance.

23 MR. MODZELESKI: One final thing. I gave  
24 everybody a copy of an interactive CD. This is a companion copy to the  
25 Threat Assessment Guide and the Safe Schools Initiative study that we've  
26 done with the Secret Service.

27 This is an interactive video which hopefully you go back  
28 and play. It's interactive, a couple scenarios as well as the findings from the  
29 threat assessment, plus a lot of resources. If you need extra copies, let me  
30 know.

31 MS. DAVIS: And we can send those out to  
32 superintendents, school security chiefs, and some of the larger education  
33 associations.

34 MR. MODZELESKI: Okay.

35 CHAIRMAN LONG: Again, thank you very much.  
36 We'll see each other in just actually about 30 days, and everyone be safe  
37 with all that weather out there.

38 (Whereupon, at 11:36 a.m., the proceedings in the foregoing matter were  
39 adjourned.)

**NEAL R. GROSS**

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