

V. Choitz
07/14/00

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1999 Recommendations to the President from the Presidential Task Force on Employment of Adults with Disabilities

The Task Force wishes to recognize the outstanding work by the Clinton-Gore Administration in acting on the recommendations made to the President in last year's report — *Re-charting the Course: First Report of the Presidential Task Force on Employment of Adults with Disabilities*. Prompt action and strong support by the Administration on these recommendations has resulted in significant achievements that are leading to increased employment opportunities for people with disabilities. See Chapter Two for a complete review of the status of last year's recommendations.

The Task Force also wishes to acknowledge the efforts of the Task Force Committee members, particularly those who chaired the various committees established this past spring to guide and focus the work of the Task Force. The Task Force has received a report from each committee on their activities in 1999, which largely have focused on putting in place plans for more specific activity in 2000 and beyond. The Task Force will be reviewing and using these reports as the basis for future activities as appropriate. We have included highlights of these reports in Chapter Four.

The Task Force respectfully submits the following recommendations to the President of the United States of America for immediate consideration:

The Task Force recommends that:

1 *The President direct the Department of Labor to develop a proposal for consideration in the FY 2001 budget process for an Office of Disability Policy, Evaluation and Technical Assistance (ODPET) to be headed by an Assistant Secretary of Labor. ODPET functions could include:*

- *Ensuring ongoing efforts to integrate people with disabilities into the Department of Labor's mainstream employment and training programs.*
- *Establishing the National Disability Business Development Board to be comprised of the membership of the President's Committee on Employment of People with Disabilities and to serve as the advisory body to ODPET.*
- *Maintaining the principle functions of the President's Committee on Employment of People with Disabilities.*
- *Assisting the Presidential Task Force on Employment of Adults with Disabilities in implementing a coordinated and aggressive national employment strategy for people with disabilities.*

The Office of Disability Policy, Evaluation and Technical Assistance could provide a long-term, permanent force to continue the work needed to ensure that persons with disabilities are integrated into mainstream employment and training programs within the Labor Department. The Presidential Task Force would continue to be responsible in the short-term for developing, refining, and monitoring the implementation of an aggressive, national employment strategy for persons with disabilities.

The Task Force recommends that:

- 2** *The President direct the Departments of Justice and Labor, and the Equal Employment Opportunity Commission to collaborate in exploring methods for strengthening enforcement of employment-related nondiscrimination provisions of the Americans with Disabilities Act and the Rehabilitation Act. All efforts shall provide a clear and unequivocal message that expanded employment opportunities for individuals with disabilities are a high priority of the Administration. The efforts of the Department of Labor and the Equal Employment Opportunity Commission should include providing increased technical assistance to employers, strengthening compliance evaluations, and enhancing data collection as appropriate.*

Effective enforcement of employment-related, nondiscrimination requirements is crucial to increasing employment opportunities for individuals with disabilities. The agencies responsible for enforcement must continue to explore new and more effective approaches for increasing compliance with laws requiring equal opportunities for job applicants and employees with disabilities. The enforcement agencies should develop and disseminate technical assistance guides to assist employers in understanding and implementing nondiscrimination requirements. These agencies should also develop educational tools to inform individuals with disabilities of the full range of protections under the ADA and the Rehabilitation Act. The enforcement agencies also should explore

methods to strengthen their investigation processes. For example, the Department of Labor, through the Office of Federal Contract Compliance Programs, should utilize compliance evaluation procedures that allow the agency to focus on systemic barriers to the employment of individuals with disabilities. The Equal Employment Opportunity Commission, in coordination with the Departments of Justice and Labor, should explore enhancing data collection efforts with respect to the employment and the availability of persons with disabilities in the workforce, possibly through new regulations. Consistent with their complementary responsibilities for enforcement, Equal Employment Opportunity Commission and the Office of Federal Contract Compliance Program should explore joint enforcement strategies.

The Task Force recommends that:

- 3** *The President direct the Departments of Labor, Education, and Health and Human Services, the Social Security Administration, the Office of Personnel Management, and other appropriate Federal agencies to construct and coordinate, under the leadership of the Presidential Task Force on Employment of Adults with Disabilities, a Youth-to-Work Initiative.*

Barriers to employment for youth with disabilities include: low educational attainment; low educational and employment expectations; and confusing governmental programs with conflicting eligibility criteria and goals. As a result, many youth with disabilities transition from youth welfare to adult welfare without access to the education and training opportunities needed to make a transition to work and achieve independence. This Youth-to-Work Initiative would test alternative approaches to helping youth with disabilities gain access needed to education and training opportunities and overcome barriers to employment.

Each year, about 40,000 eighteen-year-olds are subject to an continuing disability review for Supplemental Security Income (SSI) benefits, but only 25,000 are determined eligible for such assistance. On average, the young adults deter-

mined to still be eligible will remain on SSI for 27 years, while those found ineligible are likely to live in poverty. Many youth with disabilities spend a significant portion of their lives living in poverty, dependent upon public assistance programs, and relegated to the margins of society. In addition, compared to students without disabilities, students with disabilities drop out of school much more frequently and enroll in post-secondary education less frequently.

The Task Force recommends that:

- 4** *The President direct the Department of Health and Human Services to develop a proposal to allow the Maternal and Child Health Programs for Children with Special Needs to provide Healthy and Ready to Work services to youth with disabilities who are under the age of 16.*

Maternal & Child Health

The Maternal and Child Health Programs for Children with Special Needs (Title V of the Social Security Act) provides Healthy and Ready to Work services to youth with disabilities that are essential to preparing them for continued education and training, but are restricted to serving only youth 16 years and older. As a result, many youth with disabilities are ready to drop out of the education stream just at a time when they become eligible to receive services that would enable them to benefit from continued education. There is a clear need to provide these services to youth with disabilities at an earlier age.

The Task Force recommends that:

- 5** *The President direct the Department of Housing and Urban Development to explore steps needed to establish an earned income disregard for tenants with disabilities living in other-than-Public Housing Authority housing who return to work, and to exempt any disability-related expenses incurred when a tenant goes to work from the "countable" income used to determine rents.*

The Department of Housing and Urban Development has promulgated rules under recently enacted legislation aimed at providing additional incentives for low-income individuals

in public housing to go to work, or work additional hours. Current rules, however, do not provide sufficient incentives for employment of people with disabilities who are assisted by the Department of Housing and Urban Development subsidies, but do not live in Public Housing Authority housing. The Department should explore ways to extend similar incentives to all HUD-subsidized tenants with disabilities.

The Task Force recommends that:

- 6** *The President continue to work with Congress to secure adequate funding, proposed in the Administration's FY 2000 budget, for their program to accelerate the development and adoption of information and communication technologies that can be used by the 54 million Americans with disabilities.*

The President should continue to push for this initiative that would: (1) help make the Federal Government a "model user" of accessible electronic and information technology through the implementation of Section 508 of the Rehabilitation Act; (2) support new and expanded State loan programs making assistive technology more affordable for adults with disabilities; and (3) invest in research, development, and technology transfer in areas such as "text to speech," speech recognition, and eye-tracking for people who cannot use a keyboard.

The Task Force recommends that:

- 7** *The President continue to work with Congress to pass the tax credit proposed in the Administration's FY 2000 budget, in order to assist adults with disabilities with expenses related to work.*

Working-age adults with disabilities are often discouraged from working because of the high cost of personal attendant services and other services or technologies required for employment. Similarly, the cost to employers of hiring an individual requiring personal attendant services can sometimes be prohibitive. Tax credits provide a flexible way to assist people with disabilities in defraying these expenses.

The Task Force recommends that:

8 *The President continue to work with Congress to pass a strong, enforceable Patients' Bill of Rights.*

It is critically important to people with disabilities that we enact a strong, enforceable Patients' Bill of Rights. This legislation must include the following: guaranteed access to needed health care specialists; access to emergency room services when and where the need arises; continuity-of care protections so that patients will not have an abrupt transition in care if their providers are dropped; access to a fair, unbiased, and timely internal and independent external appeals process, to address health plan grievances and to help govern decisions about medically necessary treatments; an enforcement mechanism that ensures recourse for patients who have been harmed as a result of a health plan's actions.

The Task Force recommends that:

9 *The President convene a White House Conference on Employment of Adults with Disabilities that will include representatives from the Administration, Congress, elected officials from State and local governments, small and large businesses, the disability community and other stakeholders.*

A White House Conference would provide heightened visibility to the issue of employing persons with disabilities and help build partnerships between public and private sectors. It would also provide the opportunity to showcase "best practices" and innovative strategies for employment of people with disabilities, and highlight actions taken by Task Force member agencies, departments, and other Federal agencies. Finally, it could commemorate the 10th anniversary of the Americans with Disabilities Act, the 25th anniversary of Individuals with Disabilities Education Act, and the 35th anniversary of the Equal Employment Opportunity Commission.

he Task Force recommends that:

10 *The President direct the Task Force members' departments and agencies to collaborate on the development and implementation of a multimedia, interagency public awareness campaign to eliminate the negative and erroneous stereotypes about employment of people with disabilities. This campaign would focus on the benefits of employing people with disabilities.*

There is an immediate need for leadership to address negative attitudes and prejudices against people with disabilities. An aggressive public awareness campaign, conducted in partnership with the disability community, businesses, and other influential entities would help to eliminate erroneous and prejudicial thinking about disability that results in limiting employment opportunities.

The Task Force recommends that:

11 *The President direct the Social Security Administration and the Department of Labor to create an "Access America for People with Disabilities" Web site that targets individuals with disabilities.*

In February, Vice President Gore announced "Access America for Seniors," a Web site providing a wide range of services to older Americans — an example of his vision of "one-stop" Web access to government services. A new Web site, "Access America for People with Disabilities," would likewise provide information and services offered by virtually every major Federal Government agency, by linking to an abundance of helpful Federal agency sites, information, programs, and services.

anti stigma

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The Task Force recommends that:

- 12** *The President direct the Department of Transportation to work with the Departments of Labor, Education, and Health and Human Services, the Social Security Administration, and other relevant Task Force members to develop a comprehensive plan of action to address the lack of transportation services and systems for persons with disabilities.*

The lack of available public transportation is a major employment barrier for persons with disabilities. This factor is cited by many individuals with disabilities, at recent Town Hall meetings held by the Task Force and at other events, as being the major impediment to finding and keeping jobs. The Department of Transportation has been vigorous in addressing public and private accessibility issues for people with disabilities. This directive would be to concentrate Federal efforts on developing an interagency action plan that addresses the lack of available transportation.

The Task Force recommends that:

- 13** *The President direct all Federal agencies with customer service call centers and other appropriate services to explore ways to encourage hiring people with disabilities.*

Cutting-edge telecommunications technology has recently made it possible for customer service centers to send voice and data to home-based customer service representatives who work just as if they were in a call center. Many agencies in the Federal Government operate significant customer service call center activities. This cutting-edge technology needs to be widely available in the Federal Government, and used to increase the employment rate of individuals with disabilities as much as possible.

Research has shown that the percentage of individuals with significant disabilities who are employed is the lowest of disadvantaged groups in the nation. It is critical that we seek out as many strategies as possible to change this picture.

The Task Force recommends that:

- 14** *The President direct the Social Security Administration to explore options for raising the Earned Income Exclusion in the Supplemental Security Income program, for both adults and students, in order to encourage work efforts.*

Supplemental Security Income (SSI) is a means-tested program, but beneficiaries are able to have limited earnings without impact on their benefit amounts. Allowing such earnings not only increases overall income security, but also provides an incentive to work. The earned income exclusions for both adults and students, however, have not been raised since the early 1970's, even though the SSI Federal Benefit Rate is indexed annually for inflation. The Earned Income Exclusion remains at \$65 per month for adults and up to \$400 per month for students for a limited time period. As a result, SSI beneficiaries with non-SSI income do not receive full indexing of their benefits, and work effort is less rewarded than it was previously.

8. **Promote Access to Health Care for Young People with Disabilities.** The President should issue an Executive Order to establish a Federal Healthy, Ready to Work Interagency Council, composed of the HRSA, Health Care Financing Administration, Social Security Administration, Indian Health Services, the Administration on Developmental Disabilities, the Substance Abuse and Mental Health Administration, the National Institutes of Health, the Department of Education, the Department of Labor, and other appropriate departments and agencies. The Council will also include representatives of families, young people with disabilities, and service providers. The charge of the Council will be to ensure access to, and

utilization, of Healthy, Ready to Work services by youth with special health care needs.

9. **Improve Services to Youth with Mental Illness.** Young people with mental illness experience particularly poor transition results. Many of these youth are involved with the correctional systems. Moreover, public attitudes towards these youth create significant barriers to employment, training, and independent living. Last year, the President convened a White House Conference on Mental Illness. We believe that the President should build upon the success of this conference by announcing several initiatives involving youth with mental illness. These include:

(A) **Increase Interagency Collaboration.** The President should issue a directive to increase interagency collaboration to better meet the employment and training needs of youth with mental health disabilities. This directive would mandate the Department of Education, Department of Labor, Department of Justice, and Department of Health and Human Services initiate a Federal interagency demonstration project to enable local communities to address the employment and training needs of young people with mental illness, including youth involved in the juvenile justice system.

(B) **Ensure that Young People with Mental Health Disabilities Benefit from Youth Programs under WIA.** The President should also issue a directive to ensure that youth with mental health disabilities benefit from the youth programs established under the Workforce Improvement Act (WIA). Currently, the Departments of Labor and Justice have entered into a MOU to better coordinate programs of the two departments. We believe that the President

Youth to Work

methods to strengthen their investigation processes. For example, the Department of Labor, through the Office of Federal Contract Compliance Programs, should utilize compliance evaluation procedures that allow the agency to focus on systemic barriers to the employment of individuals with disabilities. The Equal Employment Opportunity Commission, in coordination with the Departments of Justice and Labor, should explore enhancing data collection efforts with respect to the employment and the availability of persons with disabilities in the workforce, possibly through new regulations. Consistent with their complementary responsibilities for enforcement, Equal Employment Opportunity Commission and the Office of Federal Contract Compliance Program should explore joint enforcement strategies.

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Disabilities Education Act. Many families, young people with disabilities, and service providers express the need for coordinated guidance on the multiple services that are available to facilitate the realization of transition goals and plans. As highlighted in a recent report from the National Council on Disability, many states and localities are not in compliance with the transition requirements of the IDEA. The Administration believes that working together, Federal agencies and programs can enhance the transition planning process and assist families and young people to better understand their options and plan for successful transition.

The President should issue a directive to issue comprehensive policy guidance on Federal agency programs, purposes, and how they meet transition services planning requirements of the IDEA. This directive would mandate that the Departments of Education, Labor, Health and Human Services, Interior, Justice, the Small Business Administration, and the Social Security Administration work with the Office of Management and Budget to develop this comprehensive policy. This policy guidance will achieve two outcomes: (1) establish clear guidelines on the interpretation of definitions of common terms in Federal law impacting young people in transition; and (2) strengthen interagency coordination in the transition planning process and provision of transition services to young people with disabilities.

6.

Promote Transition Under Workforce Investment Act Programs (WIA). The WIA brings a new emphasis on how youth are served within the workforce development system. The Act's major services

for young people include: (1) the establishment of local youth councils; (2) comprehensive services based on individualized assessment; (3) youth connections and access to the One-Stop delivery system; and (4) performance accountability. The Department of Labor's publication, "The Workforce Investment Act of 1998: A Vision for Youth," specifically mentions young people with disabilities as a specific target population under WIA. Federal policy efforts must ensure that young people with disabilities are included in the opportunities that WIA presents. Examples of this effort include technical assistance to Workforce Investment Boards and Private Industry Councils, and that young people with disabilities actually have membership on Youth Councils.

Employer internships

planning in postsecondary education and make recommendations to the Presidential Task Force on strategies for making transition services available on college campuses.

11. **Expanding Employment Opportunities for Youth with the Most Significant Disabilities.** Young people with the most significant disabilities experience remarkable barriers to employment. For many, transition services are uncoordinated and fragmented. The President should issue a directive aimed at improving transition results for youth with significant disabilities. This directive would require the Departments of Education, Labor, Health and Human Services, the Social Security Administration, and Small Business Administration to strengthen implementation of current programs through cross-agency collaboration activities, develop employer partnerships, and identify and disseminate best practices for successful transition of young people with significant disabilities.
12. **Enhance Transition and Employment Opportunities for Native American Youth with Disabilities.** The Bureau of Indian Affairs (BIA) has the responsibility to fully implement special education services to Native American Youth with Disabilities under the Individuals with Disabilities Education Act (IDEA). To support this effort, BIA receives a 1.22 percent set aside from IDEA Part B appropriations. BIA transfers these funds to Tribal governments who provide special education and related services. However, many Tribal governments lack the knowledge and expertise to serve the unique needs of Native American youth with disabilities, and are not equipped to ensure that quality transition services, as mandated under the IDEA, are in place.

The President should announce a major initiative to strengthen the quality of transition services and special education that Native American youth with disabilities receive. This directive would mandate that the BIA take actions to strengthen the quality of community-based special education, related services, and transition services available, and that this mandate become a top priority in the agency. The directive would require that BIA work with the Departments of Education, Labor, Health and Human Services, and the Social Security Administration to develop culturally appropriate technical assistance activities to achieve systems change in

**DEPARTMENT OF EDUCATION
ADA-RELATED
DELIVERABLES
(10 July 00)**

tech announ
- transfer
Leib
- info tech
training & research
Central

- HRC*
prep
VP?
1. ADA Success Stories Fact Sheet: 10 Examples of Successful Efforts to Educate Americans with Disabilities.
 - ② 2. Disability Harassment Guidance: The Department is preparing a "Dear Colleague letter" to offer schools guidance to address student harassment based on disability.
 3. *High Stakes Testing Guide*: Includes a section that discusses the "Testing of Students with Disabilities." The Testing Guide was just published in the Federal Register for public comment and will likely be published in final form in September.
 4. Charter Schools and Students with Disabilities: The final report of this study is scheduled for a late summer/early fall release. The study examined, in part, the reasons parents enroll students with disabilities in charter schools, the nature of services provided, and the outcome goals charter schools have for students with disabilities.
 5. Self-Employment Guide: Publication of a Technical Assistance Guide on self-employment and business ownership for individuals with disabilities is anticipated in late July.
 6. Guide to Vocational Rehabilitation: Publication of a layman's guide to the Federal/state vocational rehabilitation program is anticipated in late July.
 7. Consumer Choice Guidance: The Rehabilitation Services Administration will issue guidance promoting consumer choice in the vocational rehabilitation program.

The Task Force recommends that:

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"Youth to Work
Initiative"

DRAFT 7/5/00

OLD

EXECUTIVE ORDER

INCREASING EMPLOYMENT OF YOUNG PEOPLE WITH DISABILITIES

By the authority vested in me as President by the Constitution and laws of the United States of America, and in order to promote the employment of young people with disabilities, it is hereby ordered as follows:

Section 1. Policy

(a) Over the past twenty-five years, Federal legislation has been enacted to exact changes in how youth with disabilities are educated, engaged in postsecondary education, and prepared for and involved in meaningful employment and independent living. This year, our nation will celebrate the twenty-fifth anniversary of the Individuals with Disabilities Education Act and the tenth anniversary of the Americans with Disabilities Act. Because of these laws, more young people with disabilities are completing high school, going to college, entering the workforce, and participating in lifelong learning. Although these Federal initiatives have resulted in some success, many young people with disabilities remain far behind their peers without disabilities on many measures of success, including graduation rates, and on such postschool outcomes as employment, postsecondary education participation, and independent living.

(b) The unemployment rate of young people with disabilities 16 to 24 years of age is 22.5% is among the highest of disadvantaged groups in the nation. These individuals are an important, untapped resource of talent and skills, and a key element in sustaining our historic economic growth. Improving the postschool, transition, and independent living results provides a critical new source of employment opportunities for young people with disabilities.

Sec. 2. Implementation

(a) Each head of executive departments and agencies shall work with the Presidential Task Force on Employment of Adults with Disabilities to design and coordinate a public awareness campaign to promote high expectations and successful transition of young people with disabilities. This campaign should promote successful examples from local programs, youth, and employers. The campaign will be designed to:

- Educate parents of youth with disabilities of the initiatives and services that will help prepare their children to successfully transition into adult roles.
- Educate business, especially during such a tight labor market, that youth with disabilities can grow up to be productive, contributing adults in the workplace.
- Educate the general public of the strides being made to help prepare youth to be

active members of the community and eliminate the stigma associated with disabilities.

The campaign will create an environment where stakeholders can be well-informed of the services available to improve the transition outcomes of youth with disabilities. In addition, stakeholders should be encouraged to share successful strategies with one another.

(b) Each head of executive departments and agencies shall design and implement an interagency one-stop information center on transition of young people with disabilities. This Center will work with these Federal departments and agencies to create a national information center to provide youth, families, employers, and multiple-agency service providers at the state and local level with one-stop information on a range of transition and post-school services, supports, and best practices issues. The Center will provide coordinated information on resources and options about education, employment, health care, independent living, and other opportunities.

(c) The Departments of Education, Labor, Health and Human Services, Interior, Justice, the Small Business Administration, and the Social Security Administration shall work with the Office of Management and Budget to issue comprehensive policy guidance on Federal agency programs, purposes, and how they meet transition services planning requirements of the IDEA. This policy guidance will achieve two outcomes: (1) establish clear guidelines on the interpretation of definitions of common terms in Federal law impacting young people in transition; and (2) strengthen interagency coordination in the transition planning process and provision of transition services to young people with disabilities.

(d) The National Performance Review shall convene a National Institute of Federal Agencies to focus on the alignment of resources, programs, and services to improve the transition into adult roles for youth with disabilities. The Institute will be to bring together senior level representatives from Federal departments and agencies to develop action plans containing strategies for the creation of a seamless delivery system for youth with disabilities.

(e) The Departments of Education, Labor, Health and Human Services, Interior, Justice, the Small Business Administration, and the Social Security Administration work with the Office of Management and Budget and the Presidential Task Force on Adults with Disabilities in FY 2001: (1) coordinate and implement research activities to identify and synthesize best practices, across agencies and programs, for improving the transition results of young people with disabilities; (2) conduct interagency demonstration programs to promote "what works" for young people with disabilities, families, service providers, employers, and decision-makers; and (3) carry out interagency cross-training activities designed to integrate best practices for transitioning youth with disabilities for service providers. While these coordinated activities shall serve all youth, it shall ensure a focus on young people with mental illness, those with the most significant disabilities, and youth from diverse cultures and with limited English proficiency.

Reamy
10/11/01

(f) The Department of Education shall review and analyze transition planning in postsecondary education and make recommendations to the Presidential Task Force on strategies for making transition services available on college campuses.

Sec. 3. Judicial Review. This order does not create any right or benefit, substantive or procedural, enforceable at law by a party against the United States, its officers, its employees, or any other person.

THE WHITE HOUSE

Need greater
collaboration
agencies

Have a
draft exec
order

2 wks ago? Cross-agency mtg:
Health
Labor
Ed
SSA

YOUTH-TO-WORK INITIATIVE PROPOSAL

1.

(Direct Request)

Establish a Federal Interagency Task Force on Transition-Aged Youth. From our conversations with young people with disabilities and their Leadership Council, this recommendation has been identified as their top priority. The President should issue an Executive Order to establish a Presidential Task Force on Transition-aged Youth with Disabilities. This Task Force will be composed of relevant Federal Agencies, young people, families, employers, service providers, and researchers. ~~Have a draft~~

1. Task force
2. Youth
to work
initiative

2. get agency
cooperation

Increase Public Awareness. The President should issue a directive to design and coordinate a public awareness campaign to promote high expectations and successful transition of young people with disabilities. This directive would be issued to the Departments of Education, Labor, Health and Human Services, Interior, Justice, and the Small Business Administration and the Social Security Administration. This campaign should promote successful examples from local programs, youth, and employers.

The outreach plan will be designed to:

- Educate parents of youth with disabilities of the initiatives and services that will help prepare their children to successfully transition into adult roles.
- Educate business, especially during such a tight labor market, that youth with disabilities can grow up to be productive, contributing adults in the workplace.
- Educate the general public of the strides being made to help prepare youth to be active members of the community and eliminate the stigma associated with disabilities.

The outreach plan must create an environment where stakeholders can be well-informed of the services available to improve the transition outcomes of youth with disabilities. In addition, stakeholders should be encouraged to share successful strategies with one another. Now is the time to create a legacy for the Americans with Disabilities Act and the Individuals with Disabilities Education Act by

Natl Summit
youth leadership

Direct Request
youth group need
task force similar
to Pres. on adol + adults

made up of
parent, adults, youth - [F.I.C. L.I.P. 49 issues] Issue = funding

providing new opportunities for the next generation of young people with disabilities.

3.

Promote the Availability of Information to Youth, Families, and Employers. The President should issue a directive to design and implement an interagency one-stop information center on transition of young people with disabilities. This directive would be issued to the Departments of Education, Labor, Health and Human Services, Interior, Justice, and the Small Business Administration and the Social Security Administration. This Center will work with these Federal departments and agencies to create a national information center to provide youth, families, employers, and multiple-agency service providers at the state and local level with one-stop information on a range of transition and post-school services, supports, and best practices issues. The Center will provide coordinated information on resources and options about education, employment, health care, independent living, and other opportunities.

4.

Increase Collaboration Among Federal Agencies. At the recent National Transition Summit in Washington D.C., participants expressed a need for better collaboration among and across agencies that extend and promote services and programs for youth with disabilities. The President should announce an initiative, through the Presidential Task Force, to host a National Institute of Federal Agencies to focus on the alignment of resources, programs, and services to improve the transition into adult roles for youth with disabilities.

The purpose of the Institute will be to bring together senior level representatives from various Federal agencies to work in teams to develop action plans containing strategies for the creation of a seamless delivery system for youth with disabilities. The Institutes also will provide an excellent opportunity to bring together representatives from various Federal agencies (e.g., Education, Labor, Health and Human Services, Social Security Administration, Transportation, Commerce) to share with colleagues what they are currently doing, what they are getting ready to do, and what they ought to do to serve youth with disabilities.

In essence, the Institute model will allow participants to brainstorm, exchange ideas, draw on resources, and formulate a strategic plan to improve services for youth with disabilities. The Institute model will allow participants to work in teams to develop a strategic plan. A trained facilitator will guide the team through the process. Through individual team facilitation, each team will develop a strategic plan focusing on the creation of a seamless and collaborative system serving youth disabilities. The Federal government will model the kinds of collaboration that can take place at the state and local levels and share the strategies to do so.

5. **Strengthen Guidance to Families, Youth, and Service Providers on the Transition Requirements of the Individuals with Disabilities Education Act.** Many families, young people with disabilities, and service providers express the need for coordinated guidance on the multiple services that are available to facilitate the realization of transition goals and plans. As highlighted in a recent report from the National Council on Disability, many states and localities are not in compliance with the transition requirements of the IDEA. The Administration believes that working together, Federal agencies and programs can enhance the transition planning process and assist families and young people to better understand their options and plan for successful transition.

The President should issue a directive to issue comprehensive policy guidance on Federal agency programs, purposes, and how they meet transition services planning requirements of the IDEA. This directive would mandate that the Departments of Education, Labor, Health and Human Services, Interior, Justice, the Small Business Administration, and the Social Security Administration work with the Office of Management and Budget to develop this comprehensive policy. This policy guidance will achieve two outcomes: (1) establish clear guidelines on the interpretation of definitions of common terms in Federal law impacting young people in transition; and (2) strengthen interagency coordination in the transition planning process and provision of transition services to young people with disabilities.

6.

- Promote Transition Under Workforce Investment Act Programs (WIA).** The WIA brings a new emphasis on how youth are served within the workforce development system. The Act's major services

for young people include: (1) the establishment of local youth councils; (2) comprehensive services based on individualized assessment; (3) youth connections and access to the One-Stop delivery system; and (4) performance accountability. The Department of Labor's publication, "The Workforce Investment Act of 1998: A Vision for Youth," specifically mentions young people with disabilities as a specific target population under WIA. Federal policy efforts must ensure that young people with disabilities are included in the opportunities that WIA presents. Examples of this effort include technical assistance to Workforce Investment Boards and Private Industry Councils, and that young people with disabilities actually have membership on Youth Councils.

7. **Coordinate Research, Demonstration, and Training Activities.** The President should issue a directive to strengthen and coordinate research, demonstration, and training activities. This directive would mandate that the Departments of Education, Labor, Health and Human Services, Interior, Justice, the Small Business Administration, and the Social Security Administration work with the Office of Management and Budget and the Presidential Task Force on Adults with Disabilities in FY 2001: (1) coordinate and implement research activities to identify and synthesize best practices, across agencies and programs, for improving the transition results of young people with disabilities; (2) conduct interagency demonstration programs to promote "what works" to young people with disabilities, families, service providers, employers, and decision-makers; and (3) carry out interagency cross-training activities designed to integrate best practices for transitioning youth with disabilities for service providers.
8. **Promote Access to Health Care for Young People with Disabilities.** The President should issue an Executive Order to establish a Federal Healthy, Ready to Work Interagency Council, composed of the HRSA, Health Care Financing Administration, Social Security Administration, Indian Health Services, the Administration on Developmental Disabilities, the Substance Abuse and Mental Health Administration, the National Institutes of Health, the Department of Education, the Department of Labor, and other appropriate departments and agencies. The Council will also include representatives of families, young people with disabilities, and service providers. The charge of the Council will be to ensure access to, and

utilization, of Healthy, Ready to Work services by youth with special health care needs.

9. **Improve Services to Youth with Mental Illness.** Young people with mental illness experience particularly poor transition results. Many of these youth are involved with the correctional systems. Moreover, public attitudes towards these youth create significant barriers to employment, training, and independent living. Last year, the President convened a White House Conference on Mental Illness. We believe that the President should build upon the success of this conference by announcing several initiatives involving youth with mental illness. These include:

(A) **Increase Interagency Collaboration.** The President should issue a directive to increase interagency collaboration to better meet the employment and training needs of youth with mental health disabilities. This directive would mandate the Department of Education, Department of Labor, Department of Justice, and Department of Health and Human Services initiate a Federal interagency demonstration project to enable local communities to address the employment and training needs of young people with mental illness, including youth involved in the juvenile justice system.

(B) **Ensure that Young People with Mental Health Disabilities Benefit from Youth Programs under WIA.** The President should also issue a directive to ensure that youth with mental health disabilities benefit from the youth programs established under the Workforce Improvement Act (WIA). Currently, the Departments of Labor and Justice have entered into a MOU to better coordinate programs of the two departments. We believe that the President should direct these departments to work with the Department of Health and Human Services' Substance Abuse and Mental Health Administration to ensure that youth with mental illness are served by these programs, including youth out of school or those who have had juvenile justice system involvement.

10. **Expand Postsecondary Education Opportunities.** The President should issue a directive to strengthen transition planning in postsecondary education programs. This directive should mandate that the Department of Education review and analyze transition

planning in postsecondary education and make recommendations to the Presidential Task Force on strategies for making transition services available on college campuses.

11. **Expanding Employment Opportunities for Youth with the Most Significant Disabilities.** Young people with the most significant disabilities experience remarkable barriers to employment. For many, transition services are uncoordinated and fragmented. The President should issue a directive aimed at improving transition results for youth with significant disabilities. This directive would require the Departments of Education, Labor, Health and Human Services, the Social Security Administration, and Small Business Administration to strengthen implementation of current programs through cross-agency collaboration activities, develop employer partnerships, and identify and disseminate best practices for successful transition of young people with significant disabilities.
12. **Enhance Transition and Employment Opportunities for Native American Youth with Disabilities.** The Bureau of Indian Affairs (BIA) has the responsibility to fully implement special education services to Native American Youth with Disabilities under the Individuals with Disabilities Education Act (IDEA). To support this effort, BIA receives a 1.22 percent set aside from IDEA Part B appropriations. BIA transfers these funds to Tribal governments who provide special education and related services. However, many Tribal governments lack the knowledge and expertise to serve the unique needs of Native American youth with disabilities, and are not equipped to ensure that quality transition services, as mandated under the IDEA, are in place.

The President should announce a major initiative to strengthen the quality of transition services and special education that Native American youth with disabilities receive. This directive would mandate that the BIA take actions to strengthen the quality of community-based special education, related services, and transition services available, and that this mandate become a top priority in the agency. The directive would require that BIA work with the Departments of Education, Labor, Health and Human Services, and the Social Security Administration to develop culturally appropriate technical assistance activities to achieve systems change in

community programs. This effort could be achieved through an interagency-funded technical assistance center on special education and transition services for Native Americans with disabilities in FY 2001. This Center will work with Tribal governments to build their capacity to implement quality special education and transition services.

**DEPARTMENT OF EDUCATION
ADA-RELATED
DELIVERABLES
(10 July 00)**

tech announ
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1. ADA Success Stories Fact Sheet: 10 Examples of Successful Efforts to Educate Americans with Disabilities.

- HRC*
prep
VP?
2. Disability Harassment Guidance: The Department is preparing a "Dear Colleague letter" to offer schools guidance to address student harassment based on disability.

3. *High Stakes Testing Guide*: Includes a section that discusses the "Testing of Students with Disabilities." The Testing Guide was just published in the Federal Register for public comment and will likely be published in final form in September.

4. Charter Schools and Students with Disabilities: The final report of this study is scheduled for a late summer/early fall release. The study examined, in part, the reasons parents enroll students with disabilities in charter schools, the nature of services provided, and the outcome goals charter schools have for students with disabilities.

5. Self-Employment Guide: Publication of a Technical Assistance Guide on self-employment and business ownership for individuals with disabilities is anticipated in late July.

6. Guide to Vocational Rehabilitation: Publication of a layman's guide to the Federal/state vocational rehabilitation program is anticipated in late July.

7. Consumer Choice Guidance: The Rehabilitation Services Administration will issue guidance promoting consumer choice in the vocational rehabilitation program.

8. Disability Community Leadership in a Post-Olmstead Environment: The Department of Education will fund a disability community empowerment project, in conjunction with the Department of Health & Human Services and the Task Force.
9. Information Technology: The Department will award a contract, in conjunction with the General Services Administration, to create an Information Technology Demonstration Center. It will also award grant to create an Information Technology Technical Assistance and Training Center. Both are anticipated for late August or early September.
10. IEP Guide: Published an easy-to-understand guide on the requirements for a student's Individualized Education Program to be used by teachers and parents. Released on July 4th by Secretary Riley.

DEPARTMENT OF EDUCATION
ADA-RELATED
ACCOMPLISHMENTS
(10 July 00)

- Through reform efforts such as Goals 2000, the Department has promoted a national commitment to enabling *all* students to learn to high standards. Programs that direct elementary and secondary school reforms positively impact students with disabilities as well as their peers. Initiatives like Class Size Reduction, Smaller Learning Communities and 21st Century Community Learning Centers help create opportunities for individual attention and a learning environment conducive to multiple learning styles and a diverse student body. Title I funds served over 1 million children with disabilities in the 1996-97 school year. Further, the Department has raised public awareness about the needs for school construction and renovation, including addressing facilities and technology accessibility issues.
- Learning Disabilities One-Stop Learning Centers Project: This initiative provides the latest diagnostic, assessment, instructional strategies, and research findings to assist adults with learning disabilities.
- Collaborating with the Department of Justice in a five year project for Youth with Disabilities: The program focuses on three broad areas of prevention programs, education programs, and reintegration and transition programs for youths between the ages of 16 and 22 who are in county, state or federal correctional facilities.
- Collaboration with the National Institute for Literacy on the Welfare-to-Work System for Learning Disabled Adults: One product of this effort is *Bridges to Practice*, a comprehensive research-based guide to serving adults with Learning Disabilities (LD). In addition, four LD hubs have been funded that provide training and technical assistance in the use of *Bridges to Practice* as a tool for improving services and results. Thus far 37 States and District of Columbia have been trained.
- Initiated a new demonstration program designed to increase college graduation rates of students with disabilities through improved faculty development.

any testing
for adults
LD in
major pop?

- Developed a Resource Bulletin and other targeted resources for School-To-Work and youth with disabilities.
- Worked with Department of Labor to develop a manual on disability issues in Welfare-to-Work.
- “Applying Federal Civil Rights Laws to Public Charter Schools: Questions and Answers” was recently published by the Department of Education's Office for Civil Rights (OCR) and is available at <http://www.uscharterschools.org>. These Q&As were developed, with input from the Department of Justice's Civil Rights Division, as part of our continuing effort to support innovation and choice within the public school system and in response to increasing requests for technical assistance regarding charter schools.
- **The reauthorization of the Individuals with Disabilities Education Act (IDEA):** With the signing of the 1997 amendments to the IDEA, the focus of IDEA changed from one that merely provided children with disabilities access to an education to one that improves results for all children in our educational system. The IDEA '97 strengthens the role of parents in educational planning and decision making on behalf of their children. It focuses the student's educational planning process on promoting meaningful access to the general curriculum. The new law also reduces the burden of unnecessary paperwork for teachers and school administrators. All of this was accomplished without compromising the Clinton/Gore Administration's fundamental principle of protecting the basic rights of children with disabilities to a free appropriate public education. Through Part D of IDEA four partnership projects were funded to assist educators, parents, and policy makers in the implementation of the re-authorized law.
- **The revamping of the Administration's approach to monitoring the regulatory and statutory requirements of the IDEA:** Over the past five years, OSEP has worked with States, parents, advocates and other key stakeholders to shape its accountability work in a way that drives and supports improved results for infants, toddlers, children and youth with disabilities., without sacrificing protection of individual rights. In order to ensure compliance with IDEA 97 that supports positive results for

children with disabilities, OSEP designed a continuous improvement monitoring system that includes:

- Increased collaboration between the Department of Education, State Educational Agencies and special education stakeholders
 - Providing ongoing technical assistance to the State to support the process
 - A State self-assessment
 - Increased stakeholder involvement in the process including parents, students, and advocacy organizations
 - Continued on-site review of State and local programs
 - An improvement planning process that is driven by the unique needs of the State
- **Expansion of the Part C Infants and Toddlers Program:** The last eight years have seen a dramatic expansion in services to infants and toddlers with disabilities and their families. Since the program is predicated on the belief that earlier intervention leads to better child outcomes, it is especially gratifying that the number of infants and toddlers served has shown steady growth and there is increasing evidence that infants and toddlers are being identified for services at an earlier age. Recognizing the interagency nature of services for young children with disabilities and their families, Congress established a Federal Interagency Coordinating Council (FICC) to coordinate and mobilize all available resources to assure appropriate services for the nation's infants and young children with disabilities and their families. This was done as a part of the reauthorization of P. L. 99-457, which became the Individuals with Disabilities Education Act Amendments (IDEA) of 1991
- **Sustained and effective support of IDEA through the Part D National Activities:** Part D National Programs continue to enhance the capacity of states to develop infrastructures to support the full and effect implementation of IDEA through a variety of strategies including: research, personnel preparation, technical assistance and dissemination, technology, and studies and evaluations. Activities under Part D have improved results for children with disabilities as well as their non-disabled peers in families and schools throughout the United States and abroad. Three areas of significant investment are access to the general curriculum, inclusion in assessments and behavior. Investments in **access to the general curriculum** include a newly funded technical assistance

- Secretary Riley establishes (1993) a Disability Work Group on the Recruitment, Advancement and Access for People with Disabilities to conduct an evaluation of ED's policies and practices for compliance with Section 504 and make modifications, based on recommendations of the Work Group, if current policies and practices are in need of modification(s). (Co-chaired by Assistant Secretary/OSERS).
Outcomes: Many recommendations were made and implemented to strengthen policies covering accessibility, facilities, alternate formatting of materials, technology, training, etc.
- Establishment of a 504 coordinator position for the Department and subsequent hiring of a 504 coordinator in the Office of Management. Assistant Secretary (OSERS) was primary catalyst.
- Establishment of a Department managed Alternate Format Center to provide employees and customers with print materials in alternate format (braille).
- Establishment of a Department wide (annual) central pool of funds to directly support reasonable accommodations hires for individuals with disabilities.
- Development of a Department wide disability awareness training course for all employees that has become part of the Department's 20 hours of core curriculum training for managers.
- Development of Department guidelines and requirements covering information technology accessibility in compliance with section 508 of the Rehabilitation Act.
- Development of a handbook and policy guide for employees and managers covering policies and procedures on providing reasonable accommodations for employees with disabilities.
- Institutionalization of the Work Force Recruitment program for College Students with Disabilities to employ substantial numbers of students with disabilities each summer.

- For some application notices for Discretionary Grant competitions, preference points are awarded for applicants who indicate in their submittal that they will be hiring individuals with disabilities to administer the grant.

DEPARTMENT OF EDUCATION

In the past:

- ✓ ED's Office of Management provided the Rehabilitation Act Section 508
- ✓ National Institute for Disability and Rehabilitation Research funded Rehabilitation Research and Training Centers
- ✓ Office of Special Education Programs conducted activities including: reinvention teams to streamline business functions within office of special Education and Rehabilitation Services, recommendations for OSER's Planning Reinvention Team (1996) implemented, Planning Coordination Team created to oversee planning process.

In the present:

- ✓ FY 1999-2001 to fund the following: Research Institute on Incarcerated Youth, Inclusion of Students with Disabilities in Large-Scale Assessments. (what is the rest of that saying??)

In the future:

- ✓ FY 1999-2001 to fund the following research projects: Inclusion of Students with Disabilities in Large-Scale Assessment, Assessment of Young Children and Youth with Low-Incidence Disabilities.
- ✓ School-wide Demonstration Projects on Improving Results for Children with Disabilities.
- ✓ Center on Achieving Results in Educations for Students with Disabilities
- ✓ Center on Accessing the General curriculum by Students with Disabilities.
- ✓ Early Prescriptive Assessment of Children with Learning and Emotional or Behavioral Disorders.
- ✓ Literacy Issues for Students with Disabilities (Research Projects)
- ✓ Instruction Models to Improve Early Reading Results for Children with Learning Disabilities (FY 1998- 1999).

(everything else, WHAT DOES THIS MEAN TO THE PUBLIC ?)

**Department of Education
List of Past, Present and Future Activities
Related to the work of the Task Force**

Past:

The Education Department's (ED's) Office of Management provided Rehabilitation Act Section 508 compliance assistance to other agencies in keeping with Task Force Recommendation #6.

The National Institute for Disability and Rehabilitation Research (NIDRR) funded Rehabilitation Research and Training Centers specifically focused on various aspects of employment in keeping with Recommendations #3, 4, 6, 10 and 12.

The Rehabilitation Services Administration (RSA) published Standards and Indicators Regulations related to the overall success of Vocational Rehabilitation programs, thereby setting benchmarks for program success.

RSA developed its 2000 Monitoring and Technical Assistance Guide. The process involved 50 or so constituents meeting in Washington to develop a new instrument that focused on outcomes, choice, due process, etc.

The Office of Special Education Programs (OSEP) conducted the following activities, some of which are designed to meet the requirements of Recommendation #3:

Reinvention teams were created to streamline business functions within Office of Special Education and Rehabilitative Services (OSERS), (strategic planning, communications, administrative processes, grants)

Recommendations of OSERS' Planning Reinvention Team (1996) implemented

Permanent OSERS-wide Planning Coordination Team (PCT) created to oversee strategic planning process

- Reading to Learn, Learning to Read—directed contract staff to get information through Trade Associations. OSEP has begun to develop reading enhancement-related materials specifically for dissemination through the Associations.
- OSERS conducted External Assessment (1997).
- Disability/Business TA Center customer-service surveys on TA are conducted and provide data on TA.
- Response times to constituent/consumer inquiries have improved.

- Monitoring reports are distributed to field in timely manner.
- Review of coordination and data functions conducted by Department's Inspector General's Office.

OSERS has improved use of telecommunications to create an environment that promotes the sharing of information and ideas in keeping with Recommendation #6.

Significant upgrades to computer resources have been implemented to meet Recommendation #6.

OSERS has undertaken major redesign of its Web pages to enhance dissemination of critical best-practice information in keeping with aspects of Recommendation #10 and #11.

NIDRR Minority Leadership Development, Recommendation #10.

Programs for Historically Black Colleges and Universities, Recommendation #10.

Funding Youth Leadership Program, Recommendation #2.

Present:

FY 1999-2001 – OSEP to fund the following projects/priorities related to Recommendation #2:

- Research Institute on Incarcerated Youth (Joint ED and DOJ collaboration – FY 1999)
- Inclusion of Students with Disabilities in Large-Scale Assessments (Research Projects)
- Assessment of Young Children and Youth with Disabilities with Low-Incidence Disabilities (Research Projects)

RSA Notice of Proposed Rulemaking on Extended Employment related to the Task Force Summit on Significant Disability

- removes extended employment as a viable employment outcome

RSA Choice Conference related to Task Force Goals under Choice/Self-Determination

- to be held in DC, discusses innovative ways to provide consumers choice in outcomes, providers, etc.

RSA National Employment Conference, related to Recommendation #10

- to be held in Philadelphia in September, and emphasizes five major theme areas, including partnering with WIA and other programs, and marketing to employers.

RSA Response to Florida Privatization/Implementation assistance

- providing statutory guidance and assistance to State government

RSA "Project Employ," related to Recommendation #10:

- Phase One: funding for the development of a marketing tool to employers
- Phase Two (implementing now): provide TA to States wishing to boost outcomes to individuals with cognitive disabilities.

RSA In a Changing Environment

- contractor holding various forum to develop a strategy for VR to adapt post-WIA, TWIA.

Future:

OSERS participation, including substantial financially, in the Task Force's National Transition Summit related to Recommendation #3.

FY 1999-2001 – OSEP to fund several projects/priorities (Recommendation #2) in the area of Assessments, including:

- **Research Projects: Inclusion of Students with Disabilities in Large-Scale Assessments**
- **Research Projects: Assessment of Young Children and Youth with Low-Incidence Disabilities**
- **School-wide Demonstration Projects on Improving Results for Children with Disabilities**
- **Center on Achieving Results in Education for Students with Disabilities**

- Center on Accessing the General Curriculum by Students with Disabilities
- Early Prescriptive Assessment of Children with Learning and Emotional or Behavioral Disorders (FY 1999)
- State Improvement Grants
- Innovative Whole-School Models to Improve Results for All Children with Disabilities
- State and Local Implementation of IDEA and IDEA, Part C (SLIDEA & SLIDEAC)
- Early Childhood Longitudinal-Kindergarten
- Kindergarten Longitudinal Study
- Secondary Longitudinal Study
- National Early Intervention Longitudinal Study
- Elementary School Longitudinal Study

FY 2001 – OSEP to Fund Several Projects/Priorities in the Area of Transition, Including:

- Promoting Postsecondary Education (Demonstration Projects)

FY 2001 – OSEP to fund the following projects/priorities:

- Literacy Issues for Students with Disabilities (Research Projects)
- Instructional Models to Improve Early Reading Results for Children with Learning Disabilities (FY 1998-99)

FY 2001 – OSEP to fund the following projects/priorities:

- Secondary School Initiative – Promoting What Works!
- Promoting Postsecondary Education (Demonstration Projects)

OSERS to fund (\$400,000) an Olmstead Disability Community Empowerment Project in conjunction with the Department of Health & Human Services.

Memorandum

To: Ann O'Leary, DPC, EOP
From: Vickie Choitz, Fellow
Date: July 10, 2000
Re: After-school Care for Teens: Current Federal Programs and
Recommendations for Administration Support

This memorandum provides current facts on America's teenagers, outlines current federal initiatives to support after-school programming for teens, and provides recommendations to the Administration for supporting after-school care for teens.

I) FACTS ABOUT AMERICA'S ADOLESCENTS

Population numbers

- In 1994, 14- to 17-year-olds made up 5.5% of the population for a total of 14 million (Forum on Child and Family Statistics: <http://ChildStats.gov>).

Number of Children by Age in Select Years (in millions)*

Age	2000	2010	2020
All children	70.8	72.5	77.6
0-5	22.9	23.9	26.4
6-11	24.3	23.6	25.8
12-17	23.6	25.0	25.4

* Forum on Child and Family Statistics: <http://ChildStats.gov>

General Indicators

- "*Death rates among adolescents*, particularly among black males, have dropped dramatically after rising rapidly during the early 1990's. In 1996, the adolescent firearm mortality rate was at the lowest point since 1989 for both blacks and whites. The rate among black males dropped from 120.3 per 100,000 in 1995 to 108.7 in 1996, and the rate among white males dropped from 27.9 per 100,000 in 1995 to 23.1 in 1996" (<http://childstats.gov/ac1999/highlight.asp>).

- “The *birthrate for teenagers* ages 15 to 17 dropped from 1991 to 1997, after rising during the late 1980s. In 1997, the rate was 32.1 live births per 1,000 females ages 15 to 17, down from 38.7 in 1991” (<http://childstats.gov/ac1999/highlight.asp>).
- “The percentage of 10th- and 12th-grade students who reported *smoking* daily dropped in 1998 after generally increasing since 1992. Among 10th-graders, the percentage dropped from 18 percent in 1997 to 16 percent in 1998, and among 12th-graders it dropped from its recent high of 25 percent in 1997 to 22 percent in 1998. This rate is still high compared to previous years, however” (<http://childstats.gov/ac1999/highlight.asp>).
- “In 1998, about 8 percent of the Nation’s 16- to 19-year-olds were neither enrolled in school nor working, a significant decrease from 9 percent in 1997” (<http://childstats.gov/ac1999/highlight.asp>).
- In both 1996 and 1997, 86% of young adults ages 18 to 24 had *completed high school* (<http://childstats.gov/ac1999/highlight.asp>).

Employment and unemployment rates of teens

1993 Employment and Unemployment Rates of 16- and 17-year-old Students*

	Percent Employed**	Percent Unemployed***
White Males	33.3%	18.4%
Black Males	9.8%	51%
White Females	36.0%	16%
Black Females	13.0%	35.3%

* <http://childstats.gov/ac1999/highlight.asp>

** The overwhelming majority of those employed were in part-time positions.

*** The percentage of those in the labor force who are not working and are seeking employment.

Extracurricular Activities

- The availability of extracurricular activities to American high school seniors appears to be widespread, with well over 90% of seniors reporting the availability of sports, publications, performing arts, honor societies, student government, and academic clubs in 1992. In 1992, about 4 out of 5 high school seniors indicated that they participated in at least one extracurricular activity (<http://nces.ed.gov/pubs/95741.html>).
- Despite widespread availability, participation in extracurricular activities varies by income, as shown in the following table.

**Percentage of public high school seniors participating in selected extracurricular activities
by SES of student and affluence of school, 1992***

		Low SES Students/ Schools		High SES Students/ Schools	
Selected Activity	<i>All Students</i>	<i>Less Affluent Students</i>	<i>More Affluent Students</i>	<i>Less Affluent Students</i>	<i>More Affluent Students</i>
Any activity	79.9	74.7	73.0	86.8	87.6
Sports	42.4	34.3	33.2	48.6	53.1
Performing Arts	27.5	25.0	20.7	32.0	29.2
Academic Clubs	26.2	20.2	20.5	36.2	32.3
Vocational/ Professional Clubs	20.8	29.2	25.6	16.0	11.8
Honor Societies	18.1	10.3	10.0	30.8	29.9
Publications	17.0	17.6	9.5	22.4	20.0
Student Government	15.5	12.6	9.9	17.5	20.9
Service Clubs	15.2	10.0	9.4	25.0	21.1
Hobby Clubs	8.5	8.2	6.9	9.4	9.6

* <http://nces.ed.gov/pubs/95741.html>

- According to the National Center for Education Statistics at the U.S. Department of Education, in 1988, 40% of low-income 8th-graders did not participate in any out-of-school organized activity, while only 17% of high-income 8th-graders were not involved.
- There is a link between student achievement and extracurricular participation: in a National Center for Education Statistics 1994 study, 92% of students in the highest achievement group were involved in some activity, compared to 75% in the lowest achievement group.

After-school Care

- In 1999, 16% of 6th-8th-graders received care from a relative before and after school. 3% received care from a non-relative, 15% attended a center-based program, 26% were in self-care, and 51% had parental care only ("The Condition of Education 2000," The National Household Education Survey, 1999, p. 96).
- The 1991 National Study of Before and After-School Programs reported that of the children ages 5 to 13 enrolled in before- and after-school programs, the overwhelming majority are in pre-kindergarten through grade 3 (<http://www.ed.gov/offices/OUS/eval/esed/b4&afr.html>).

- In 1999, there were 4 million latchkey children ages 13 to 14 (NOIST, 1999).
- Public/Private Ventures reports that community supports for youth fall off dramatically at age 15. This group also reports that 40 to 65% of young people have never worked in a paid job and never participated in a community service activity (www.ppv.org).
- Also according to the National Center for Education Statistics, in 1994, 41% of elementary schools had extended day programs compared to 8% of middle schools and 7% of high schools.

II) CURRENT FEDERAL PROGRAMS AND FUNDING FOR TEEN AFTER-SCHOOL CARE

Initiatives through the federal government to support after-school and out-of-school time activities are varied. Agencies offering such programs include the Corporation for National Service and the Departments of Justice, Labor, Education, Health and Human Services, and Agriculture. Purposes of such programs include mixed goals, prevention efforts (substance abuse, drug use, pregnancy, juvenile delinquency), employment, education, and higher education preparation. See Appendices A, B, and C for programs in general, by agency, and by purpose, respectively.

III) RECOMMENDATIONS TO THE ADMINISTRATION FOR SUPPORTING AFTER-SCHOOL CARE FOR TEENS

The Administration can play an important role by providing national leadership to promote after-school care and programs for teens.

- **In order to establish youth as a national priority, the Administration should carefully craft a message and an agenda that sets the mission for the future of teens.** This message should be grounded in positive youth development, as this has proven to be the best method of preventing a host of adolescent challenges. Positive youth development models also are beginning to garner support from law enforcement agencies and others that previously relied on a deficit model to provide youth programming. Now is the time to unite all stakeholders around teens and promote this nation's youth. Actions could include the unveiling of the national youth network as described below, a commemorative stamp as with the recent breast cancer stamp, and significant national promotion of this fall's Lights On night for after-school programs.

The message also must highlight the "market mentality" that is essential to programs for teens. Unlike their younger counterparts, adolescents often can choose to attend or not attend after-school activities. For this reason, it is imperative that programs listen to youth and create programs with their input and feedback. Teens want to have meaningful, peer-like

relationships with adults, to develop leadership and other skills in a safe and supportive environment, to feel valuable to the community and others, and to plan for the future with appropriate guidance. Many program models exist to support these important developmental tasks, and the Administration can encourage their use by setting high expectations for such programs and leveraging support for them.

Especially promising programs include mentoring (there are several models which offer programming flexibility) and skill-based programs to help youth develop needed skills for college and employment. Computer and technology skill-building activities are very popular and should be encouraged. For this reason, programs like the Department of Education's Community Technology Centers should be expanded to include specific after-school programs for adolescents. See Appendix D for program description and current after-school efforts.

- **Support the Cooperative Extension Service's effort to establish a national network of youth-serving agencies, organizations, and foundations.** Although many students do lack access to youth services and resources, a variety of programs and services for youth exist. There are 17,000 youth development organizations alone in the U.S. The Administration can facilitate the best use of government resources for youth programming by supporting current efforts by the Cooperative Extension Service to establish a network of youth-serving organizations and programs. Working through local extension offices and land grant universities, CES has begun the process of establishing a network of youth programs (see Appendix E). In December 1999, 54 representatives of federal agencies and private organizations met to discuss potential partnerships. Partnerships are already occurring on a small scale within government, e.g. collaborative efforts between the Departments of Education and Justice and the Departments of Labor and Justice, and outside of government, e.g. the After-school Alliance.

By providing resources and guidance, the Administration can facilitate the critical organization of multiple programs. In addition to providing a central coordination point for youth programs and organizations, this networking body can use the Internet to provide information on resources, links to alliances and other programs, and links to other government family assistance programs. It could host an annual conference of all youth serving agencies in order to communicate on various efforts for teens. Organizations such as the Finance Project should be included to help with establishing new and more effective financing models. The Department of Education's 21st Century Community Learning Centers training program should also be included to help with training on "systems change" described below.

- **Through funding and executive action, encourage "systems change" in youth service provision.** This involves the continuation of recent efforts to establish community-wide, comprehensive services for adolescents. In an evaluation of its New Futures program for at-risk youth, the Annie E. Casey Foundation recognized that system change and coordination is difficult, but it "is the only promising, practical and logical avenue for attempting to bring

about reduced hardship and improved outcomes for the millions of poor children and families in this country...”¹ See Appendix F for a summary of the program and evaluation.

The 21st Century Community Learning Centers are an example of offering schools as multi-purpose institutions that include education, recreation, mentoring, and other services. The Safe Schools/Healthy Students Initiative is another example of federal support for collaborative youth programming and service provision. In FY00, this program received \$146.7 million; this amount is projected to increase substantially to \$247 million in FY01.

New Youth Councils established through the Department of Labor’s Workforce Investment Act also are designed to bring together employment training, job opportunities, educational supports, mentoring, and other community-wide services for youth. These councils can serve as the backbone of communities’ efforts to help youth in their positive development. By establishing the highest expectations and providing adequate resources for their establishment, the Administration can provide the comprehensive supports that are critical to the success of our youth. See Appendix G for a short description of Youth Councils.

- **Convene a taskforce to establish hiring, training, and retention strategies for youth programs.** The role of staff and volunteers in youth programs is essential to success. In several evaluations of youth programs conducted by the American Youth Policy Council, quality and caring staff was of primary importance to the youth in the programs. The Administration should support programs that train staff, mentors, and volunteers; reduce staff turn-over; and provide adequate compensation and professional development opportunities for staff.

The Cooperative Extension Service has worked with the Department of the Army and land grant universities to create a training and credential program specifically for people who work with teens (Appendix H). The DeWitt Wallace Reader’s Digest Fund is also investigating training and a credential system for teen workers. The National School Aged Care Alliance and the National Institute on Out of School Time has created an accreditation program for after-school programs (Appendix I). To support these efforts, the Administration can establish scholarship funds or tax credits for youth workers receiving training or working towards a credential.

- **Expand the Department of Education’s new Safe and Drug-Free Schools Middle School Coordinators Program to include programming for after-school hours and programming for high schools.** In FY99, the Department of Education provided 97 grants to schools to recruit, hire, and train full-time drug prevention and school safety coordinators. Coordinators are to identify, develop, and implement strategies to reduce school crime and drug problems. To help them succeed in their efforts, after-school programs ought to be encouraged as a critical means of combating these challenges. The Department of Education also should expand this program to include high school coordinators. See Appendix J for program description.

¹ *Some Things DO Make a Difference for Youth*, American Youth Policy Forum, www.aypf.org.

- **Offer tax credits or other incentives to encourage employers to allow employees time off for mentoring and volunteering in after-school programs.** Offering tax credits to employers who provide time for employees to work with youth during the regular workday may increase the number of volunteers essential to successful youth programs. Employers may also consider offering employees flextime so they can be available during the after-school hours to work in after-school programs.

Using the Welfare to Work Partnership model devised for welfare to work efforts (Appendix K), the Administration can enlist a national group of large employers who will commit to supporting employees in volunteerism. Employers are likely to support this initiative to some extent as a means to demonstrate their “corporate citizenship,” for which the public is becoming more concerned. Consistent with the model, the Administration can begin by highlighting its efforts to encourage volunteerism and flexible scheduling to allow employees to work with children and youth, e.g. the reading program encouraged by the First Lady.

Create and support means of expanding current successful programs.

- **The Administration ought to heavily encourage use of Temporary Assistance to Needy Families and Workforce Investment Act funds for after-school programs for teens.** TANF and WIA currently are two of the best sources for funding for after-school programs. Funding regulations are broad and can be used for many, many types of programming. States should not only be encouraged to use these funds for youth programs, but should be explicitly trained on how to use these funds. Working with the Center for Law and Social Policy and the Welfare Information Network (both groups have written extensively on how to use TANF funds for after-school programming), the Departments of Health and Human Services and Labor should provide training materials and workshops to aid states in designing and implementing successful models of youth programs. Some states are already doing this, and their experiences should also be included in training and resources materials. A section on after-school programming could also be included in the criteria for performance bonuses to states for TANF.
- **To recruit college-age students to work in after-school programs for teens, the Department of Education should extend Federal Work-Study Waivers to colleges and universities for students working in after-school programs.** In 1997, the Department initiated the America Reads Federal Work-Study Waiver. Currently this waiver can only be used for college students who tutor or provide tutoring services for students younger than 10th grade and their parents (Appendix L). To meet the growing demand and need for quality volunteers and mentors for youth, this program should be expanded to include activities other than tutoring and in high school. Work-study could be expanded first to include established programs such as Big Brothers/Big Sisters, the Boys and Girls Club, and the YMCA/YWCA. After this initial expansion, the waivers could be approved for more local programs.

- **To establish a volunteer base, the Administration should support the expansion of RSVP and other Corporation for National Service programs to specifically work in after-school programs.** With the aging of the Baby Boomer generation, programs that involve retired seniors in a volunteer capacity offer an incredible opportunity to expand this nation's volunteer base. Infrastructure and plans should be considered now in order to "set the stage" for intergenerational programs on a large scale. See Appendix M.
- **Assist in providing resources for established successful model programs.** Much like the proposal to expand AmeriCorps to high school, YouthBuild (a successful construction program funded through HUD), should be considered for expansion to high school students. The American Library Association has established very successful and well-planned outside-of-school activities for teens (Appendix N). The Parks and Recreation departments around the country are also very active in teen programming, although not specifically referred to as "after-school." Due to their national scope, expanding and supporting model programs such as these can be accomplished more easily than replicating smaller, localized programs. These model programs and others in such publications as "Some Things DO Make A Difference" (Appendix O) and "Working for Children and Families: Safe and Smart After-school Programs (Departments of Justice and Education) can be replicated to provide youth with successful after-school programs.
- **Investigate expanded uses of Title I Education funds and Community Development Block Grant funds.** Both of these grant programs provide significant funding for a variety of education and community building efforts. Title I itself includes \$8 billion annually to schools in low-income areas. With a recent emphasis on community-wide strategies, these funding sources may have the potential to be expanded and combined with other programs.
- **Do not exclude faith-based organizations from the national effort to provide after-school programs and opportunities for youth.** Such organizations are already providing many youth with positive activities to fill their out-of-school time. Although they should not be relied upon to provide all such opportunities (as in a privatization model), their past and current experiences in this arena are valuable assets to planning a national youth agenda.
- **Investigate the potential for the newest form of philanthropy – venture philanthropy – to fund after-school opportunities for teens.** This form of giving involves investors investing in philanthropic causes with the expectation that they will turn a profit on a longer time horizon than traditional investments. Potential investments could include youth starting small businesses with start-up capital from venture philanthropists, venture philanthropists investing in youth educational opportunities with creative financing and partnering arrangements, or intergenerational businesses supported by venture philanthropists.

Data Collection, Research, and Evaluation

- **Collect data on after-school activities of and care for *all* adolescents (age 13-18).** Ensure that the Department of Education's National Center for Education Statistics planned 2001 National Household Education Survey (NHED) includes specific data collection on after-school care for teens (Appendix P). The NHED should collect at least the following data: the demand for after-school care; current activities of teens by age (individual years), race, SES, number of hours in each activity, location, cost; teen interest in types of after-school programming (employment training, additional extra-curricular activities, post-secondary education and preparation, etc.); and other important information for the funding and design of these programs. Additionally, work with the Forum on Child and Family Statistics (<http://ChildStats.gov>) to collect more specific data on teens and programs for teens. This will aid policy makers in designing policies to support future after-school care programs and communities in designing and implementing programs.
- **Through rigorous program evaluation, study current programs to assess what works.** The Administration should charge the Department of Health and Human Services' Administration for Children and Families Office of Planning and Evaluation with conducting rigorous program evaluations of current after-school care models and other youth-servicing programs. As some universities and foundations are already conducting research on adolescent development and services, collaboration may be possible. Potential partners include: the Mott Foundation (key partner in 21st CCLC), the Annie E. Casey Foundation, the W.T. Grant Foundation, the Carnegie Corporation (created the Carnegie Council on Adolescent Development); the MacArthur Foundation (conducts the Child and Youth Development research program); and Wellesley College (houses the National Institute on Out-of-School Time). Other organizations include Manpower Research and Demonstration Corporation, Mathematica, the Urban Institute, CLASP, etc.
- **Commit to *funded* mandates for future data collection from program providers.** Make an early commitment to fund any future data collection requirements for agencies or organizations receiving federal funding to provide after-school care. Data collection is a vital component of continually improving programs and services; however, already over-burdened service providers should not be asked to sacrifice services to students in order to collect data for research and evaluation purposes. Any data collection requirements ought to be accompanied by additional resources.

Programming

After a review of many program evaluations, it is clear that the two most important aspects of successful youth programs are 1) Quality staff and mentors who demonstrate genuine care for and invest time and resources in the youth participants; and 2) Adequate resources to meet participants' needs and program goals. Above all, because adolescents are often granted independence and demand choice and respect, their after-school care must be clearly client-centered in order to attract and retain students. This should be a place where youth are mentored by caring adults, provided resources to plan their future, made to feel responsible and important to the community, and given a chance to practice adult skills in a safe, low-risk environment.

- **Programs must be appropriate for youth at various socioeconomic levels.** Youth from higher SES backgrounds often have access to resources and activities that children from lower SES backgrounds do not. After-school care providers must “meet adolescents where they are,” and develop programs that meet their social, academic, employment, and developmental needs.

One key, but often over-looked, need for low-income youth is life-skills training. Because their families often lack the ability or time to instruct them on basic life skills, i.e. money management, social interaction skills, etc., these youth must learn such skills elsewhere. Quality life skills training programs in combination with other programs and resources can help disadvantaged youth break the cycle of poverty that too often entraps them. See Appendix Q for an example of a quality life skills training program for youth.

- **Programs must be developmentally-appropriate for youth at different ages in order to meet program goals and attract participants.** Although most teens face the developmental tasks associated with a transition into adulthood, younger adolescents' (ages 12 – 15) programming needs differ from those of older adolescents (ages 16 – 18). All teens need to experience academic success, a sense of efficacy and competence, critical thinking, personal responsibility, social and interpersonal skills, life skills, a sense of identity and an orientation toward the future (see Appendix R for chart). However, younger adolescents need more focus on developing interpersonal skills and life skills related to personal development. Older teens are focused on careers and employment or higher education preparation. Federal funding should only support those programs, which have demonstrated age-appropriate activities that are attractive to targeted teens.
- **The most successful programs will build on student assets instead of attempting to “fix” youth deficits.** Valuing youth as resources and important members of our community brings better results than treating them as potential or actual juvenile delinquents, smokers, drinkers, teen parents, and criminals. Although the rhetoric may be useful to draw support for these programs from resistant political camps, it must not be the framework for youth programming. Unfortunately, many of the programs funded by the federal government are designed to prevent youth *from* something (sex, violence, drinking, drugs) rather than encouraging them *toward* something (college, employment, success in life, satisfying family life). However, positive youth development models are beginning to replace deficit models

in many programs. By encouraging holistic programming for youth, programs address multiple risks at once. Future federal programs and funding should be limited to youth asset-building, not youth deficit correction.

- **The most successful programs combine services for youth by drawing on numerous activities and services, providing a comprehensive youth service system.** The 21st Century Community Learning Centers provide a starting place for this collaborative and comprehensive approach. Building on the Mott Foundation's (a critical partner in the 21st CCLC) history of community education, the Administration should involve many partners in supplying after-school care for youth. Libraries, community based organizations, health agencies, and others can provide valuable resources and partnerships. Through the 21stCCLC, this Administration can have a key role in "system change" that so many have suggested is vital to serving this nation's youth.

Appendix A

After School Programs for Middle and High School Students General As of July 7, 2000

PROGRAM	AGENCY	NOTES	FUNDING AMOUNT
21st Century Community Learning Centers	Ed	Community Learning Centers; 33% (\$198 m ?) of programs in middle school and 9% (\$ 54 m ?) in high school	FY00 - \$600 million FY01 proposed - \$1 billion
Safe and Drug Free Schools State block grant	Ed	Reporting difficulties because it's a block grant. FY00, \$83 million went to the Safe School/Healthy Student Initiative (collaboration b/t Departments of Justice, Education, and HHS).	The whole block grant = \$600 million in FY00; in 1997/98, 50 states reported 5,550 LEAs with plans do to before and after school programming.
Workforce Investment Act formula grant	DoL	Not specifically after school, but many out of school components. E.g. Teen Supreme Centers operated by BGC "Career Prep" programs (DoJ and DoL). States specifically using these dollars = TX, UT, FL, NJ, WI	FY99 = \$901 million for students aged 14/16 to 21
Youth Opportunity Grants	DoL	Community grants to enterprise zones, empowerment zones, or high poverty areas. FY00 grantees = 24 urban, 6 rural, 6 Native Am. Many Teen Centers and One Stop job centers	\$250 million/year for \$1.25 billion over 5 years
Safe Schools/Healthy Students Initiative	DoJ, Ed, and HHS	Discretionary grants to promote healthy child development and reduce violence. Although not broken down by age, in 1999/00, 51/53 grantees provided after-school care; 41/53 provided mentoring, and 10 worked with Big Brothers/Big Sisters. In the next month data from the first evaluation will include ages served.	FY00: Ed = \$83m; OJJDP = \$10.7m; HHS/SAMHSA = \$53m for total of \$146.7m FY01 projected: Ed = \$122m; OJJDP = \$35m; HHS/SAMHSA = \$50m; DoL = \$40m for total \$247m.
4-H/Cooperative Extension Service	USDA	Youth Development does many after-school for youth; Army partnership; Child Care Initiative with committee on teens	Hard to determine because so decentralized. \$63 million in FY96 for the Youth Development fund

Temporary Assistance for Needy Families	HHS	<u>Primarily After school programs:</u> 1. Illinois Teen REACH program; ages 10-17; \$6/18.5 million = TANF 2. Kentucky; pre-teens and teens in TANF families 3. South Carolina; middle school students on TANF, Medicaid or in child welfare; \$8 million 4. LA; now spend \$74 million on elementary; hope to expand to older youth 5. North Carolina, Mecklenburg Co.; 1500 K-12; \$1.5 million 6. Ohio, Washington Co.; all schools; \$1 million 7. Rhode Island Start Right program; licensed child care for ages 13-15 <u>Including After School:</u> 1. Texas; "youth development" and "drop out prevention"; \$4 million 2. Wisconsin; Community youth grants; ages 5-18; \$15 million 3. LA County; Community Based Teen Services program (integrated services); \$35 million	Have not determined final amount
Abstinence Education	HHS	FY99 27/51 grants were for afterschool programs; targeted ages = 9-12 and 13-14. This is part of the 1996 welfare reform	Total program funding for FY99-02 = \$50 million/year
Boys and Girls Club	DoJ		FY00 = \$40 million
Juvenile Justice and Delinquency Prevention Act, Part c funding	DoJ, OJJDP		FY99 - \$8 million for teen afterschool programs and \$10.7 million for teen programs with afterschool components
JUMP	DoJ	Mostly a combo of mentoring and afterschool. In FY99, 28 grantees planned for middle and high school	\$7.64 million for middle and high school afterschool programs b/t 1995 and 1999. Total FY99 budget = \$12 million

Appendix A

Community Technology Program	Ed	7 of the 93 grantees for 2000 mention “after school” in their plans; seem to be geared toward older youth; after school must be part of a plan (not stand-alone)	\$3.6 million to 7 grantees
VISTA/AmeriCorps	CNS	2 middle school and 8 high school projects	About \$526,500
Child Care Development Funding Block Grant	HHS	0.36% of funds for students age 13+; 3 states profiled for middle school services	
Child Care and Adult Food Program	USDA	Meals and snacks for programs; 21CCLC partners with	FY99 \$1.6 billion in grants and \$45.5 million in commodities available; afterschool programs get \$0.45 for each snack served

Appendix B

After School Programs for Middle and High School Students By Agency (alphabetical) As of July 7, 2000

PROGRAM	AGENCY	NOTES	FUNDING AMOUNT
Corporation for National Service			\$0.5 m
VISTA/AmeriCorps	CNS	2 middle school and 8 high school projects	About \$526,500
Department of Education			\$255.6 m
21 st Century Community Learning Centers	Ed	Community Learning Centers; 33% (\$198 m ?) of programs in middle school and 9% (\$54 m ?) in high school	FY00 - \$600 million FY01 proposed - \$1 billion
Safe and Drug Free Schools State block grant	Ed	Reporting difficulties because it's a block grant FY00, \$83 million went to the Safe School/Healthy Student Initiative (collaboration b/t Departments of Justice, Education, and HHS).	Block grant = \$600 million in FY00; in 1997/98, 50 states reported 5,550 LEAs with plans do to before and after school programming.
Safe Schools/Healthy Students Initiative	DoJ, Ed, and HHS	Discretionary grants to promote healthy child development and reduce violence. Although not broken down by age, in 1999/00, 51/53 grantees provided after-school care; 41/53 provided mentoring, and 10 worked with Big Brothers/Big Sisters. In the next month data from the first evaluation will include ages served.	FY00: Ed = \$83m; OJJDP = \$10.7m; HHS/SAMHSA = \$53m for total of \$146.7m FY01 projected: Ed = \$122m; OJJDP = \$35m; HHS/SAMHSA = \$50m; DoL = \$40m for total \$247m.
Community Technology Program	Ed	7 of the 93 grantees for 2000 mention "after school" in their plans; seem to be geared toward older youth; after school must be part of a plan (not stand-alone)	\$3.6 million to 7 grantees

Approximately \$1.498 billion w/o TANF, USDA Food program and 4H, Safe and Drug Free Schools block grant, SSHS, and 4 years of Youth Opportunities grants.

Appendix B

Department of Health and Human Services			\$25 m + TANF
Temporary Assistance for Needy Families	HHS	<u>Primarily After school programs:</u> 1. Illinois Teen REACH program; ages 10-17; \$6/18.5 million = TANF 2. Kentucky; pre-teens and teens in TANF families 3. South Carolina; middle school students on TANF, Medicaid or in child welfare; \$8 million 4. LA; now spend \$74 million on elementary; hope to expand to older youth 5. North Carolina, Mecklenburg Co.; 1500 K-12; \$1.5 million 6. Ohio, Washington Co.; all schools; \$1 million 7. Rhode Island Start Right program; licensed child care for ages 13-15 <u>Including After School:</u> 1. Texas; "youth development" and "drop out prevention"; \$4 million 2. Wisconsin; Community youth grants; ages 5-18; \$15 million 3. LA County; Community Based Teen Services program (integrated services); \$35 million	Have not determined final amount
Abstinence Education	HHS	FY99 27/51 (\$ 25 m ?) grants were for after-school programs; targeted ages = 9-12 and 13-14. This is part of the 1996 welfare reform	Total program funding for FY99-02 = \$50 million/year
Child Care Development Funding Block Grant	HHS	0.36% of funds for students age 13+; 3 states profiled for middle school services	Minimal

Appendix B

Department of Justice			\$66.34 m
Boys and Girls Club	DoJ		FY00 = \$40 million
Juvenile Justice and Delinquency Prevention Act, Part c funding	DoJ		FY99 - \$8 million for teen after-school programs and \$10.7 million for teen programs with after-school components
JUMP	DoJ	Mostly a combo of mentoring and after-school. In FY99, 28 grantees planned for middle and high school	\$7.64 million for middle and high school after-school programs b/t 1995 and 1999. Total FY99 budget = \$12 million
Department of Labor			\$1.151 b
Workforce Investment Act formula grant	DoL	Not specifically after school, but many out of school components. E.g. Teen Supreme Centers operated by BGC "Career Prep" programs (DoJ and DoL). States specifically using these dollars = TX, UT, FL, NJ, WI	FY99 = \$901 million for students aged 14/16 to 21
Youth Opportunity Grants	DoL	Community grants to enterprise zones, empowerment zones, or high poverty areas. FY00 grantees = 24 urban, 6 rural, 6 Native Am. Many Teen Centers and One Stop job centers	\$250 million/year for \$1.25 billion over 5 years
United States Department of Agriculture			\$2
4-H/CES	USDA	Youth Development does many after-school for youth; Army partnership; Child Care Initiative with committee on teens	Hard to determine because so decentralized. \$63 million in FY96 for the Youth Development fund
Child Care and Adult Food Program	USDA	Meals and snacks for programs; 21CCLC partners with	FY99 \$1.6 billion in grants and \$45.5 million in commodities available; after-school programs get \$0.45 for each snack served

Appendix C

After School Programs for Middle and High School Students By Purpose As of July 7, 2000

PROGRAM	AGENCY	NOTES	FUNDING AMOUNT
Employment			\$1.151 b
Workforce Investment Act formula grant	DoL	Not specifically after school, but many out of school components. E.g. Teen Supreme Centers operated by BGC "Career Prep" programs (DoJ and DoL). States specifically using these dollars = TX, UT, FL, NJ, WI	FY99 = \$901 million for students aged 14/16 to 21
Youth Opportunity Grants	DoL	Community grants to enterprise zones, empowerment zones, or high poverty areas. FY00 grantees = 24 urban, 6 rural, 6 Native Am. Many Teen Centers and One Stop job centers	\$250 million/year for \$1.25 billion over 5 years
Multi-purpose			\$292.5 m + 4H
21 st Century Community Learning Centers	Ed	Community Learning Centers; 33% (\$198 m ?) of programs in middle school and 9% (\$54 m ?) in high school	FY00 - \$600 million FY01 proposed - \$1 billion
4-H/Cooperative Extension Service	USDA	Youth Development does many after-school for youth; Army partnership; Child Care Initiative with committee on teens	Hard to determine because so decentralized. \$63 million in FY96 for the Youth Development fund
Boys and Girls Club	DoJ		FY00 = \$40 million
VISTA/AmeriCorps	CNS	2 middle school and 8 high school projects	About \$526,500
Prevention			\$51.34 m + SDES + SSHS + TANF
Safe and Drug Free Schools State block grant	Ed	Reporting difficulties because it's a block grant FY00, \$83 million went to the Safe School/Healthy Student Initiative (collaboration b/t Departments of Justice, Education, and HHS).	The whole block grant = \$600 million in FY00; in 1997/98, 50 states reported 5,550 LEAs with plans do to before and after school programming.

About \$1.561 billion w/o TANF, USDA Food program, Safe and Drug Free Schools block grant, SSHS, and 4 years of Youth Opportunities grants.

Appendix C

Safe Schools/Healthy Students Initiative	DoJ, Ed, and HHS	Discretionary grants to promote healthy child development and reduce violence. Although not broken down by age, in 1999/00, 51/53 grantees provided after-school care; 41/53 provided mentoring, and 10 worked with Big Brothers/Big Sisters. In the next month data from the first evaluation will include ages served.	FY00: Ed = \$83m; OJJDP = \$10.7m; HHS/SAMHSA = \$53m for total of \$146.7m FY01 projected: Ed = \$122m; OJJDP = \$35m; HHS/SAMHSA = \$50m; DoL = \$40m for total \$247m.
Temporary Assistance for Needy Families	HHS	<u>Primarily After school programs:</u> 1. Illinois Teen REACH program; ages 10-17; \$6/18.5 million = TANF 2. Kentucky; pre-teens and teens in TANF families 3. South Carolina; middle school students on TANF, Medicaid or in child welfare; \$8 million 4. LA; now spend \$74 million on elementary; hope to expand to older youth 5. North Carolina, Mecklenburg Co.; 1500 K-12; \$1.5 million 6. Ohio, Washington Co.; all schools; \$1 million 7. Rhode Island Start Right program; licensed child care for ages 13-15 <u>Including After School:</u> 1. Texas; "youth development" and "drop out prevention"; \$4 million 2. Wisconsin; Community youth grants; ages 5-18; \$15 million 3. LA County; Community Based Teen Services program (integrated services); \$35 million	Have not determined final amount
Abstinence Education	HHS	FY99 27/51 (\$25 m ?) grants were for afterschool programs; targeted ages = 9-12 and 13-14. This is part of the 1996 welfare reform	Total program funding for FY99-02 = \$50 million/year

Appendix C

Juvenile Justice and Delinquency Prevention Act, Part c funding	DoJ, OJJDP		FY99 - \$8 million for teen afterschool programs and \$10.7 million for teen programs with afterschool components
JUMP	DoJ	Mostly a combo of mentoring and afterschool. In FY99, 28 grantees planned for middle and high school	\$7.64 million for middle and high school afterschool programs b/t 1995 and 1999. Total FY99 budget = \$12 million
Education (technology)			\$3.6 m
Community Technology Program	Ed	7 of the 93 grantees for 2000 mention "after school" in their plans; seem to be geared toward older youth; after school must be part of a plan (not stand-alone)	\$3.6 million to 7 grantees
Support Services			\$?
Child Care and Adult Food Program	USDA	Meals and snacks for programs; 21CCLC partners with	FY99 \$1.6 billion in grants and \$45.5 million in commodities available; afterschool programs get \$0.45 for each snack served
Child Care			\$ minimal
Child Care Development Funding Block Grant	HHS	0.36% of funds for students age 13+; 3 states profiled for middle school services	
Higher Education Preparation	Ed	Have not been able to contact anyone who can break down program funding by after-school or age	\$?

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Community Technology Centers Program

Federal Agency:

Department of Education Office of Vocational and Adult Education

Authorization:

Improving America's Schools Act of 1994, Title III

Funding Type:

Discretionary grants

Description of Program:

Grants are used to develop model programs that demonstrate the educational effectiveness of technology in urban and rural areas and economically distressed communities. The Community Technology Centers provide access to information technology and related learning services to children and adults.

Uses of Funds:

Funds may be used for community technology centers to provide computer access and training to members of the community that lack such access. Some services that may be provided are: pre-school and family programs, after-school activities, adult education, and career development and job preparation.

Target Audience:

Children and adults in economically distressed communities.

Applicants Eligibility:

State educational agencies, local educational agencies, institutions of higher education, and other public and private nonprofit or for-profit agencies and organizations.

Application Process:

Application announcements are published in the Federal Register. For on-line grant information see: <http://www.ed.gov/offices/OVAE/CTC>

Flow of Funds:

Funds flow directly to grantees.

Funding History:

In FY 99, the program's appropriation was \$10 million. The Department of Education anticipates awarding 40-50 grants resulting in the creation of 100 new centers. The grants are for three years and will range in size from \$75,000 to \$300,000. The President's FY 2000 budget requests \$65 million to significantly expand the program.

Matching Requirements:

During the first year, the grantee must contribute 30% of the program's costs with nonfederal funds. This match rises to 40% in year two, and 50% in year three of the grant.

Web Site Links:

<http://www.ed.gov/offices/OVAE/CTC>

Telephone Number:

Community Technology Centers Program Office of Vocational and Adult Education (202) 205-5698

Potential Partners:

Local educational agencies; institutions of higher education; and community-based organizations such as YM/YWCAs.

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Appendix D

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Appendix D

Fact Sheet**News & Events****How to Apply****Grant Recipients****Questions & Answers****Related Links & Publications****Purpose**

The purpose of the Community Technology Centers program is to promote the development of model programs that demonstrate the educational effectiveness of technology in urban and rural areas and economically distressed communities. These Community Technology Centers would provide access to information technology and related learning services to children and adults.

How Are Funds Distributed?

The U.S. Department of Education, Office of Vocational and Adult Education, will award three-year grants on a competitive basis.

Who Should Apply?

State educational agencies (SEAs), local educational agencies (LEAs), institutions of higher education, or other public and private nonprofit or for-profit agencies and organizations are eligible to apply under this program.

2000 Application Information

The U.S. Department of Education will not hold a new Community Technology Centers competition with FY 2000 funds but will (based on authority in 20 U.S.C. 121-e and 3474) instead consider applications for funding that were evaluated under the FY 1999 competition and rated high enough to deserve selection. As part of his FY 2001 Budget, the President requested \$100 million for the Community Technology Centers Program and, if funds are appropriated, the Department intends to hold a new competition with applications available in November 2000.

Sign up for [C-TechTalk](#), our program e-newsletter, to receive updated information.

1999 Application Information

\$10 million was appropriated to begin this program in fiscal year 1999. The application was published in the *Federal Register* on April 28, 1999, and the deadline for applying was June 14, 1999.

Contact and Other Sources of Information

For more information, contact:

Community Technology Centers Program
ctc@ed.gov

[CTC home](#) - [Q & A](#) - [how to apply](#) - [grant recipients](#) - [related links](#) - [news & events](#)

This page last modified March 7, 2000 ([cd](#))

Appendix D

7 Community Technology Center after-school initiatives:

<http://www.ed.gov/offices/OVAE/CTC/ctcnews.html>

1. University of Denver

2199 S. University Boulevard
Denver, Colorado 80208
(Denver Enterprise Zone)

Project Director: Walter LaMendola (303) 871-2796, walter@lamendola.

Project Partners: Denver Housing Authority

New Centers: 1

Expanded Centers: 2

Total projected federal funding: 3 Years, \$491,675 (Year 1, \$217,124)

Total projected nonfederal match: 3 Years, \$370,329 (Year 1, \$105,852)

The University of Denver's Bridge Project will incorporate technology into established programs that provide educational and career opportunities to children and adults living in Denver's public housing development. Among these programs are: after school programs that provide homework help, one-on-one tutoring, computer classes, and mentoring; adult programs that include computer classes, GED preparation, English as a Second Language (ESL); and summer programs that utilize the computer lab for a creative writing magazine project, and other projects.

2. Friendship Public Charter School

619 D Street, SE
Washington, D. C. 20003
(Washington, DC Empowerment Zone)

Project Director: Joe H. Harris III, (202) 675-9050, joeharris3@msn.com

Project Partners: Edison Project, Inc., Academy for Educational Development, DC Employment Services, Langston Terrace Public Housing Association.

New Centers: 1

Total projected federal funding: 3 Years, \$573,915 (Year 1 = \$254,778)

Total projected non-federal match: 3 Years, \$869,677 (Year 1 = \$367,425)

The Friendship Community Technology Center will provide access to telecommunications and technology-based educational programs and activities for children and residents of economically disadvantaged neighborhoods of Northeast DC, specifically those located in the Washington, DC Empowerment Zone. Services will include: before/after school enrichment, youth and adult basic

Appendix D

education, workshops for employment training/counseling/placement, parenting, and small business programs.

3. Dekalb County School System

3770 N. Decatur Road
Decatur, Georgia 30032

Project Director: Dr. Mindy DiSalvo

Project Partners: Dekalb County School System, Georgia Technical Research Institute, Georgia State University, Clark Atlanta University, 100 Black Men, the Juvenile Court System, Georgia Department of Education, and Georgia Department of Labor.

Expanded Centers: 12

Total projected federal funding: 3 Years (Year One \$256,016)

Total projected non-federal match for (Year One: \$259,000)

This project will expand after school programs that provide technology access to one of the area's most severely economically disadvantaged communities. The expanded centers will become technology hubs for community learning. In addition to providing access, the centers will develop computer and technology awareness and skills, and improve academic skills and employment readiness.

4. Depaul University

1 E. Jackson Blvd.
Chicago, Illinois 60604
(Chicago Empowerment Zone)

Project Director: Dr. Bernice Taylor

Project Partners: STRIVE Chicago Employment Services, Youth Service Project, Inc., HomeBoyz/Girls Webmaster Program.

New Center: 1

Expanded Center: 1

Total projected federal funding: 3 years \$1,561,375 (Year One: \$547,694)

Total projected non-federal match: 3 Years \$ 894,062 (Year One: \$282,453)

The new and expanded centers, located on the west side of Chicago, will provide training in computer applications, employment services and job readiness, home access, after school activities for youth and children, and provide jobs in technology to residents who complete the program. Other project elements include: expanding internet connections, broad-based training for participants, and connecting technology to traditional education for adults and children.

Appendix D

5. SOBRO (South Bronx Overall Economic Development Corporation)

370 East 149th Street
Bronx, New York 20455
(Bronx Empowerment Zone)

Project Director: Joseph Cook, (718) 2922-3113, sobropta@aol.com

Project Partners: A Better Bronx for Youth (a consortium of 30 community organizations), the Bronx Information Network, McGraw-Hill Lifetime Learning, Milano Graduate School of Management and Urban Policy of the New School for Social Research, New York City Community School District #7, Per Scholas, Tech Trend, and Tenants United for Better Living.

New Centers: 1

Total projected federal funding: 3 Years, \$557,583 (Year 1 = \$272,157)

Total projected non-federal match: 3 Years, \$247,386 (Year 1 = \$106,269)

SOBRO will create a comprehensive Computer Technology Laboratory, serving disadvantaged residents of the South Bronx. The Center will provide technology-assisted adult education, job training, after school programs, computer training, and small business assistance. Partner, McGraw-Hill Lifetime Learning, will provide "Teach Yourself Microsoft Office," a self-paced learning program designed for network delivery.

6. American Indian Resource Center

328 E. Downing St.
Tahlequah, OK 74464

Project Director: Fount Holland (918) 456-5581, founth@aol.com

Project Partners: AIRC (non-profit community based organization providing educational services), Jay Public School District, Ryal Public School District, Quality Data Products, and Bytes and Bits.

New Centers = 2

Total projected federal funding: 3 Years, \$483,380 (Year One: \$181,235)

Total projected non-federal match: 3 Years, \$189,632 (Year One: \$54,370)

The Tsa La Gi community technology centers will provide after school activities, adult education, career development and job preparation, small business and commerce support activities, and family activities. Tsa La Gi centers, which is the Cherokee word for "The People," will serve rural Native Americans who have no or very little technology knowledge and skills and extremely limited opportunities to access technology.

Appendix D

7. Arlington Community Foundation

2250 Clarendon Blvd.

Suite # J

Arlington, VA 22201

(Enterprise Community)

Project Director: Todd Endo

Project Partners: Arlington Mill High School, Kenmore Middle School, The Urban Alternative, The Grenbriar Learning Center.

Expanded Centers: 3

Total projected federal funding: Year One \$258,650

Total projected non-federal match for Year One: 186,540

This project will expand technology access throughout economically disadvantaged areas of Arlington County, Virginia. Services will include after school activities, GED preparation, ESL tutorials, and basic computer literacy. The centers will operate in poor neighborhoods and involve broad based community sponsors.

Appendix E

Cooperative Extension System

Cooperative Extension System

The Cooperative Extension Service is a unique partnership established by Congress in 1914. It is a national educational network designed to meet the need for research, knowledge and educational programs that enable people to make practical decisions.

This public funded, non-formal (out-of-school) educational network combines the expertise and resources of federal, state, and local governments. The partnership that supports the Cooperative Extension Service is a collaborative one. It includes the Cooperative State Research, Education and Extension Service (CSREES) an agency in the U.S. Department of Agriculture, the 105 land-grant universities (in every state and territory) and more than 3,500 county/city offices. The partners share resources, information and take action to enhance and achieve goals based on their common interest of developing and conducting nonformal, research-based educational programs. To find out if your state has a 4-H Website, visit the [state map](#).

Major program focus for CES is defined as base programs. Base programs are major educational efforts that are central to the mission of the Cooperative Extension System and common to most Extension units. Through the county and state offices, staff provide information, educational programs and technical advice directly to individuals, families and communities that enable them to be self reliant and improve their lives through education. Historically, these efforts have been described in various ways - as major projects, programs, areas, or core programs.

The current Base Programs are:

Agriculture

Community Resource and Economic Development

Family Development and Resource Management

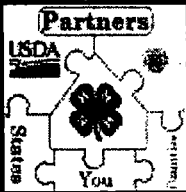
4-H Youth Development *includes teen afterschool programs*

Leadership and Volunteer Development

Natural Resources and Environmental Management

Nutrition, Diet and Health

In addition to Base Programs, the Cooperative Extension System provides leadership for areas that are of critical concern for the people of the United States. These programs defined as



CES

Organizations

Agencies

You

Nat'l Leadership

4-H Focus

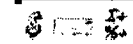
Partner in 4-H



4-Home



Exit



Resources



Appendix E

Initiatives bring the resources of the CES together to provide information, research, education and assistance to families and communities.

The Initiatives are:

Managing Change in Agriculture

Food Safety and Quality

Workforce Preparation - teens

Healthy People, Healthy Communities

Child Care

- include an initiative for teen after-school programs

Section 3d Appropriations



Children, Youth and Families At Risk

National Association of State Universities and Land-Grant Colleges

| [CES](#) | [Organizations](#) | [Agencies](#) | [You](#) | [National Leadership](#) | [4-H Focus](#) |
[Partner in 4-H Award](#) |
[A Clover...](#) | [World 4-H](#) | [RWBG](#) | [Partners](#) | [Calendar](#) | [Resources](#) | [Kids](#)
[Only](#) |
[4-Home](#) |
[Exit](#) |

Send comments, suggestions or program highlights to share to:
4h-usa@reeusda.gov

This page was last updated on 4/12/2000

New Futures

A Summary of:

BUILDING NEW FUTURES FOR AT-RISK YOUTH: Findings from a Five-Year, Multi-Site Evaluation, May 1995, Center for the Study of Social Policy (CSSP) (Washington, D.C.)

THE PATH OF MOST RESISTANCE: Reflections on Lessons Learned from New Futures, August 1995, The Annie E. Casey Foundation (Baltimore, MD)

Overview

In 1987, the Annie E. Casey Foundation sought to encourage a fundamental restructuring of the way communities planned, financed and delivered educational, health and other services to at-risk youth. Through grants averaging \$10 million over five years to five mid-sized cities, the Foundation launched New Futures (hereafter NF)—a five-year, privately-funded, demonstration project targeted to communities with high proportions of disadvantaged families. NF was designed to improve community life by changing the prospects of at-risk youth.

POPULATION

The NF initiative was targeted at mid-size cities (populations between 100,000 and 500,000) with high concentrations of poverty, high dropout rates, high teen pregnancy rates and large minority populations (greater than 30 percent enrollment in the public schools).

Evidence of Effectiveness

The evaluation examined the process of establishing NF and provided some information on achievement, dropout and pregnancy rates and transitions to jobs or college for at-risk youth in the NF communities. Information was derived from an analysis in differences over time in program-collected data on youth and on pre- and post- test scores. There was no comparison group. According to this information:

- ♦ the percentage of students scoring in the lowest quartile on a reading achievement test decreased from Year One to Year Five (middle school students: 28.4 to 25.4 percent; high school students: 24.7 to 21.7 percent; 25.4 is the national average for all youth)
- ♦ dropout rates decreased from the class of 1992 to the class of 1993 (36.7 to 31.9 percent), while annual dropout rates increased from 1987 to 1992 (middle school students: 9.3 to 10.6 percent; high school students: 14.0 to 14.4 percent, consistent with national trends)
- ♦ the proportion of middle school teens reporting they ever had sex decreased from Year One to Year Five (44 to 39 percent) and the proportion of teens using birth control increased from Year One to Year Five (36 to 61 percent), however the percentage of teens who were pregnant or parenting increased from Year One to Year Five (middle school students: 2 to 6 percent; high school students: 7 to 11 percent)
- ♦ the number of high school seniors accepted for college or who had a full-time job lined up by the spring of their senior year did not increase

"New Futures was often described as failing against benchmarks that neither the sites nor the Foundation would have used to judge the effort. Sometimes [it] was judged solely as a school reform initiative, sometimes on the basis of a single city, and sometimes on ambitious child-outcome goals long before any reasonable person would expect significant impact."

Casey Foundation

Key Components

The development of new governance bodies at the local level was proposed to oversee a range of NF interventions including:

- ♦ after-school programs
- ♦ special academic programs for students who were behind their peers
- ♦ clustering teams of students and teachers to create a “school-within-a-school” feeling
- ♦ teen health centers (either in schools or in the community)
- ♦ career education centers

While the programs and interventions offered in the NF cities varied widely, three key structural components were common to all:

- ♦ **A Collaborative.** NF cities were required to establish collaborative initiatives that would fundamentally alter the way services are delivered to youth. Each of the target cities developed a collaborative representing the various sectors of the community, including social service agencies and schools. Collaboratives were incorporated as non-profit corporations.

“Some observers suggest that the obstacles faced by a change effort like New Futures, such as reaching a consensus among diverse youth-serving agencies or creating new funding and service agreements, are insurmountable. In our view, such skepticism is unwarranted. Although New Futures was indeed fraught with these and other difficulties ... Even when these efforts fall short of their greatest ambitions, they can help guide a community’s long-term planning for youth development and ultimately produce real change in the lives of young people.”

Casey Foundation

- ♦ **Service Integration.** The underlying premise of NF was that the fragmented human service systems had to be integrated and streamlined so that at-risk youth and their families could have their needs--housing, economic, education, mental health, and social service--met at one central location or through one central contact.
- ♦ **Case Manager Systems.** About 20 case managers worked with individual youth and their families in each city, helping them gain access to services and acting as mentors for personal and family problems. Case managers were located in middle and high schools where each carried a caseload of 25-35 students. Case managers also assisted the collaboratives by providing direct information about student needs and problems in obtaining necessary services.

Contributing actors

Systemic Change

Casey Foundation: “After a lot of incomplete success and some plain failure, we remain absolutely convinced that system change ... is the only promising, practical, and logical avenue for attempting to bring about reduced hardship and improved outcomes for the millions of poor children and families in this country ...” The Casey Foundation’s recommendations to itself on funding and managing an ambitious, comprehensive systemic reform initiative included expanding the planning period, allow for rethinking and course adjustments, realizing that broad-scale initiatives are not for every community if communities are not ready or willing to take them on, and that broad-scale initiatives should not focus on just one or two outcomes, such as school achievement and high school graduation rates, as proxies for broader measures of child well-being.

Provide Time to Work Together

Casey Foundation: “[B]roadly representative collaborative decision-making bodies will always need significant time to work together” especially to overcome communication gaps created by the historical isolation of participants from one another across racial, class, and cultural lines and due to the regular day-to-day responsibilities of school administrators, mayor’s staff, social service personnel, and neighborhood center staff in addition to working on New Futures.

Involve All Stakeholders Early

Casey Foundation: “[A] truly diverse array of local stakeholders must be involved early, and ... this expectation must be communicated as early and as clearly and consistently as possible.”

Make Roles Clear

Casey Foundation: "First and foremost is the importance of clear roles, frank and respectful communications, and well-defined partnerships that are clear about goals, strategies, processes and outcomes."

Support Local Leadership

Casey Foundation: "Because system change ultimately requires the political reassignment of local public dollars and public functions, it absolutely demands local ownership ... The role of the Foundation and other outside catalysts should be one of a limited partner — not an owner ... local ownership and leadership cannot be replaced successfully by any amount of Foundation staff work or technical assistance." Sites should be helped to design evaluations and select technical assistance resources.

Social-Capital and Economic-Development Initiatives

Casey Foundation: "[I]n some low-income communities, service-system and institutional-change initiatives, by themselves, cannot transform poor educational, social, and health outcomes for vulnerable children and families. Because of this lesson, the Foundation's change strategies now include social-capital and economic-development initiatives that target entire low-income neighborhoods."

Pregnancy and Parenting Rates

Pregnancy and parenting rates may be rising even in the face of declining rates of sexual activity and increased use of contraceptives because more young women who do become pregnant are choosing to give birth.

STUDY METHODOLOGY

Evaluation was incorporated in the NF initiative from the beginning. As part of their grant contracts, the five target communities agreed to implement school-based information systems tracking data on the school experiences, pregnancy/parenting rates, and post-graduation plans of all public school students. A qualitative evaluation and individual profiles of youth and their families were also conducted.

EVALUATION FUNDING

Initiative and evaluation funded for *Building New Futures For At-Risk Youth* by The Annie E. Casey Foundation.

GEOGRAPHIC AREAS

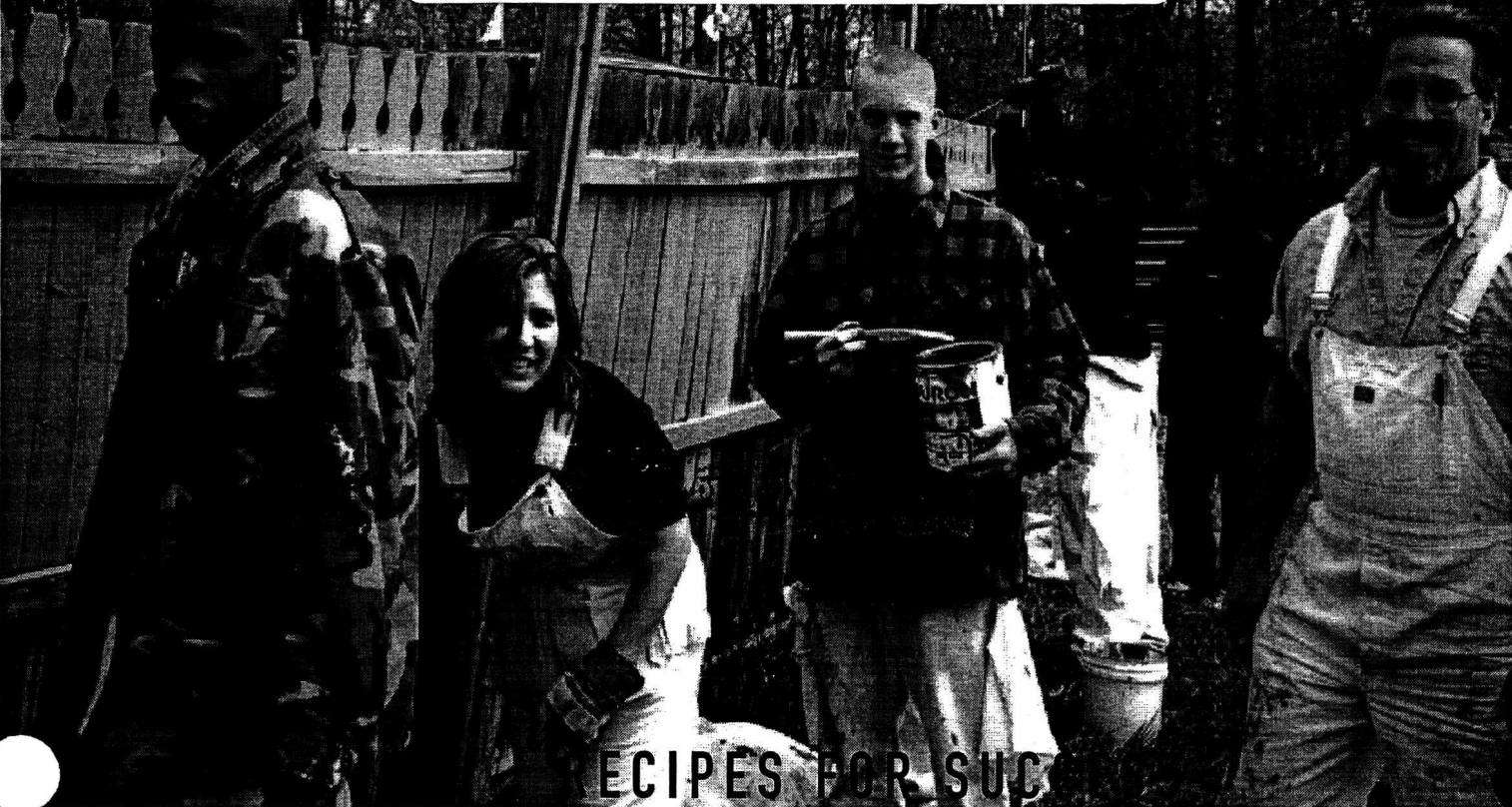
NF was implemented in five cities: Dayton, OH; Lawrence, MA; Little Rock, AR; Pittsburgh, PA; and Savannah, GA. After Year Two Lawrence, MA was replaced by Bridgeport, CT.

CONTACT INFORMATION**Research Organization**

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Annie E. Casey Foundation
701 St. Paul Street
Baltimore, MD 21202
(410) 547-6600, Fax (410) 223-2927
www.aecf.org



RECIPES FOR SUCCESS

Youth Council Guide to Creating a Youth Development System Under WIA

**TECHNICAL ASSISTANCE AND TRAINING MATERIALS
FOR YOUTH COUNCILS**

MAY 2000

This document was prepared by the John J. Heldrich Center for Workforce Development, in cooperation with the Sar Levitan Center for Policy Studies at Johns Hopkins University and the National Youth Employment Coalition, under Task Order #K-6826-8-00-80-30 for the United States Department of Labor/Employment and Training Administration/Office of Youth Opportunities.

*www.heldrich-
rutgers.edu/
youth/cp/
complete-cook.pdf*

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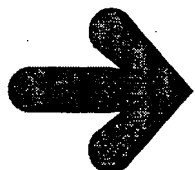
This document was prepared by the John J. Heldrich Center for Workforce Development under a task order contract with the U.S. Department of Labor/Employment and Training Administration /Office of Youth Opportunities.

The principal authors of this guide are Marion Pines and Jim Callahan of the Sar Levitan Center for Social Policy Studies at Johns Hopkins University. A number of people provided input and assistance in creating this *Cookbook*. Thanks go to The Working Group of Practitioners (membership listed below), comprised of state and local practitioners as well as representatives of business and labor, all with recent experience in building youth systems. This group was convened to oversee and advise the work performed under this task order:

- Karen Belsey, worksystems, inc., Portland, OR
- Jennifer Biddle, Indiana Department of Workforce Development, IN
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- Barbara Duffy, MY TURN, Brockton, MA
- Derwin Finch, Palm Beach Workforce Development Board, FL
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Finally, thanks to Irene Lynn, Gregg Weltz and other members of the Office of Youth Opportunities and the School-to-Work Office for their advice and guidance.



INTRODUCTION

As we enter the new millennium, several trends exist that are radically changing the way our nation's young people will participate in the workforce. New technologies have opened up new industries and revolutionized our notion of the workplace. A booming economy has contributed to remarkably low unemployment rates. Today's young people can look forward to unprecedented opportunities, but only if they are prepared. Young people with little sense of direction, who do not obtain the knowledge and skills necessary to enter an increasingly complex workplace, will be left behind. The disparity between skilled and unskilled workers will become particularly dramatic in the next decade, when shifting demographics will increase/intensify competition for jobs.

Those of us charged with helping young people reach their full potential must re-examine the way in which we prepare them for tomorrow's workplace. The Workforce Investment Act of 1998 provides an excellent opportunity to do just that. WIA authorizes over one billion dollars per year to help low income youth acquire the education, skill, work experience and support they will need to make the transition to productive adulthood.

In creating the Youth Councils – a mandated component of the Workforce Investment Boards – WIA provides local communities with the framework for developing comprehensive and effective strategies that ensure such successful transitions. The partnerships represented on the Youth Council bring together a diverse set of stakeholders and resources, partners who can address the needs of young people more effectively than any one partner can do alone. Because the leadership provided by the local Youth Councils will be pivotal in making this initiative work, it is essential that communities compose these Councils with great care.

This guide is designed to provide practical information for community leaders, local Workforce Investment Boards (WIBs), Youth Councils, staff and others that are committed to effective youth and workforce development. It contains four sections and several appended exercises.

Chapter 1: "Planning the Menu" defines youth development, outlines the basic concepts of making connections for young people (system-building), describes how WIA can make a difference and starts a work plan for Youth Councils.

Chapter 2: "Youth Councils: Essential Ingredients" addresses the wide range of Youth Council responsibilities, from organization and staffing to strategic planning and accountability.

Chapter 3: "Transition to WIA: From Soup To Nuts" addresses resource allocation decision making, follow-up services, the per-

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formance system, selecting service providers and other important administrative decisions.

Chapter 4: "Coming Together At the Table" depicts the pathways to comprehensive service delivery based on proven principles and practices. The building blocks that are available as the platform for developing a system for young people are described.

Youth Councils offer a leadership opportunity for local communities to bring about change in youth activities and outcomes. If communities take advantage of this opportunity, Youth Councils will be in a strong position to stimulate broad-based change, reward innovation, and improve performance in youth development and youth organizations. Communities will need assistance building effective Youth Councils. This guide will provide communities with the help they need to transform the potential of Youth Councils into measurable results, results that will make a profound difference in the lives of our nation's youth.

Appendix G

Legislative History

Of Federal Youth Programs

- 1962 - Manpower Development & Training Act
- 1964 - Economic Opportunity Act (Job Corps)
- 1973 - Comprehensive Employment & Training Act
- 1982 - Job Training Partnership Act
- 1994 - School-to-Work Opportunities Act
- 1997 - Welfare-to-Work legislation
- 1998 - Workforce Investment Act

U.S. Department of Labor - Employment and Training Administration

March 1999



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s of a Youth Council

<http://usworkforce.org/training/youth/slide7.htm>

Purposes of a Youth Council

- Develop a coordinated Youth policy
- Strengthen linkages between existing local Youth services
- Draw upon expertise of all related community/employer groups
- Bring a Youth perspective "to the table"

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Roles/Responsibilities of the Youth Council

- Guide policy for Youth in the local area
- Coordinate Youth services
- Serve as a catalyst for engaging all Youth service entities in policy development and design of a comprehensive local Youth system

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March 1999



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Roles/Responsibilities of the Youth Council

(continued)

- Develop Youth portion of local plan
- Recommend Youth service providers to the Local Board
- Oversight responsibilities as determined by the Local Board

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USDA/Army School-Age & Teen Project

A Quality Youth Development Program For Army & 4-H Youth

Project Overview

The Partnership

Contact Info

ASA&T Initiatives

Useful Links

ASA&T News

Site Index

The Army and Extension Partnership

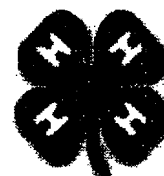
Army and 4-H/Extension staff are collaborating at all levels to sustain programs and expand this exciting partnership:



- Joint training opportunities are available to teams of Army and Extension staff from counties serving Army installations.
- Army youth participate in the National 4-H Conference and plan to be involved in the 4-H Technology Leadership Team.
- 4-H Extension faculty teams are attending the ASA&T "Adolescent Growth and Development" course to use in program delivery and in staff and volunteer development and orientation.
- Materials developed for ASA&T (including Computer Lab Manual and training materials and Homework Center Manual) are available on the ASA&T website.
- Army installations and 4-H/Extension Services develop agreements to program together and share staff and resources.



- Lists of ASA&T "edutainment" software are being shared with 4-H.
- Army staff participate in 4-H/Extension conferences, seminars and workshops.
- 4-H/Extension staff attend ASA&T conferences.



Official 4-H
Website
(Protected
USC707)

At the county and installation level, 4-H/Extension and Army staff share a variety of curriculum and other resources:

- Local 4-H/Extension staff provide training for installation computer lab staff.
- Short-term 4-H project groups (i.e., rocketry, science and visual



Computer Lab

Resource
Area



(click here)

Homework
Center
Manual

Download
Area



(click here)

Appendix H

- 4-H county staff and Army youth services staff design and deliver summer day camp and residential camp programs.
- Training curricula in food and nutrition and in health education are provided to School-Age Services staff by local 4-H/Extension staff.
- 4-H/Extension staff and Army Youth Services staff plan and provide leadership development training for Army and 4-H teens, parents and volunteers.
- Army staff and volunteers serve as 4-H leaders in 4-H clubs and on 4-H councils.

[Project Overview](#) [The Partnership](#) [Contact Info](#) [Initiatives](#) [Links](#)

[ASAT News](#) [Computer Lab](#) [Homework Center Manual](#) [Site Index](#)

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webmaster@usda-army-asat.org

Appendix I



About NSACA

NSACA Accreditation

Professional Development

Conference Information

Public Policy

NSACA Clipboard

Trainers

Contact Us

Members Login

NSACA Accreditation

ARQ Advancing and Recognizing Quality NSACA's Program Improvement and Accreditation System

Frequently Asked Questions

NSACA Accredited Programs by State

NSACA Volunteer Endorsers

An Overview of ARQ

Step 1

Purchase the NSACA Standards of Quality School-Age Care (order form)

- Review the standards using examples and guiding questions.
- Talk about how your program is doing.
- Focus on targeted improvements
- Use 'Next Steps' section of the Standards to decide when you're ready to invest in the full self-study.

Step 2

Purchase the Self-Study and Accreditation Kit ARQ: Advancing and Recognizing Quality (order form)

- Talk to the families, children, staff, and host of your program and form a self-study team.
- Listen to what children, families, staff, host and the Director have to say on surveys.
- Look at the program with the program observation tool.
- Summarize the information and set goals for improvement.
- Take action on the goals and check back to see how you are doing.

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Step 3

Apply for NSACA accreditation and pay an endorsement visit fee

- You submit a self-study summary and program description and pay Endorsement Visist Fee.
- Two NSACA Endorsers trained to rate the program on the NSACA Standards visit your program.
- Your program is accredited if the ratings meet the criteria for accreditation, especially in human relationships and safety.
- NSACA's program report identifies your strengths and areas for continued improvement.

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Standards at a Glance



1. Staff relate to all children and youth in positive ways.

Human Relationships

- a) Staff treat children with respect and listen to what they say.
- b) Staff make children feel welcome and comfortable.
- c) Staff respond to children with acceptance and appreciation.
- d) Staff are engaged with children.

2. Staff respond appropriately to individual needs of children and youth.

- a) Staff know that each child has special interests and talents
- b) Staff recognize the range of children's abilities.
- c) Staff can relate to a child's cultural style & primary language.
- d) Staff respond to the range of children's feelings and temperaments.

3. Staff encourage children and youth to make choices and to become more responsible.

- a) Staff offer assistance in a way that supports a child's initiative.
- b) Staff assist children without taking control, and they encourage children to take leadership roles.
- c) Staff give children many chances to choose what they will do, how they will do it, and with whom.
- d) Staff help children make informed and responsible choices.

4. Staff interact with children and youth to help them learn.

- a) Staff ask questions that encourage children to think for themselves.
- b) Staff share skills and resources to help children gain information and solve problems.
- c) Staff vary the approaches they use to help children learn.
- d) Staff help children use language skills through frequent conversations.

5. Staff use positive techniques to guide the behavior of children and youth.

- a.) Staff give attention to children when they cooperate, share, care for materials, or join in activities.
- b) Staff set appropriate limits for children.
- c) Staff use no harsh discipline methods.
- d) Staff encourage children to resolve their own conflicts. Staff step in only if needed to discuss the issues and work out a solution.

6. Children and youth generally interact with one another in positive ways.

- a) Children appear relaxed and involved with each other.

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- b) Children show respect for each other.
- c) Children usually cooperate and work well together
- d) When problems occur, children often try to discuss their differences and work out a solution.

7. Staff and families interact with each other in positive ways.

- a) Staff make families feel welcome and comfortable.
- b) Staff and families treat each other with respect.
- c) Staff share the languages and cultures of the families they serve, and the communities they live in.
- d) Staff and families work together to make arrivals and departures between home and child care go smoothly.

8. Staff work well together to meet the needs of children and youth.

- a) Staff communicate with each other while the program is in session to ensure that the program flows smoothly
- b) Staff are cooperative with each other.
- c) Staff are respectful of each other.
- d) Staff provide role models of positive adult relationships.

Indoor Environment

9. The program's indoor space meets the needs of children and youth.

- a) There is enough room for all program activities.
- b) The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating, and socializing.
- c) The space is arranged so that various activities can go on at the same time without much disruption.
- d) There is adequate and convenient storage space for equipment, materials, and personal possessions of children and staff.

10. The indoor space allows children and youth to take initiative and explore their interests.

- a) Children can get materials out and put them away by themselves with ease.
- b) Children can arrange materials and equipment to suit their activities.
- c) The indoor space reflects the work and interests of the children.
- d) Some areas have soft, comfortable furniture on which children can relax.

Outdoor Environment

11. The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative.

- a) Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of time at the program.
- b) Children can use a variety of outdoor equipment and games for both active and quiet play.
- c) Permanent playground equipment is suitable for the sizes and abilities of all children.
- d) The outdoor space is suitable for a wide variety of activities.

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Activities

12. The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all children and youth.

- a) The routine provides stability without being rigid.
- b) Children meet their physical needs in a relaxed way.
- c) Individual children move smoothly from one activity to another, usually at their own pace.
- d) When it is necessary for children to move as a group, the transition is smooth.

13. Children and youth can choose from a wide variety of activities.

- a) There are regular opportunities for active, physical play.
- b) There are regular opportunities for creative arts and dramatic play.
- c) There are regular opportunities for quiet activities and socializing.
- d) Children have a chance to join enrichment activities that promote basic skills and higher-level thinking.

14. Activities reflect the mission of the program and promote the development of all the children and youth in the program.

- a) Activities are in line with the styles, abilities and interests of the individuals in the program.
- b) Activities are well suited to the age range of children in the program.
- c) Activities reflect the languages and cultures of the families served.
- d) Activities reflect and support the program's mission.

15. There are sufficient materials to support program activities.

- a) Materials are complete and in good repair.
- b) There are enough materials for the number of children in the program.
- c) Materials are developmentally appropriate for the age range of the children in the program.
- d) Materials promote the program's mission.

Safety, Health & Nutrition

16. The safety and security of children and youth are protected.

- a) There are no observable safety hazards in the program space.
- b) Systems are in place to protect the children from harm, especially when they move from one place to another or use the rest room.
- c) Equipment for active play is safe.
- d) A system is in place to keep unauthorized people from taking children from the program.

17. The program provides an environment that protects and enhances the health of children and youth.

- a) The indoor and outdoor facilities are clean.
- b) There are no observable health hazards in the indoor or outdoor space.
- c) There are adequate supplies and facilities for hand washing.

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d) The heat, ventilation, noise level, and light in the indoor space are comfortable.

18. The program staff try to protect and enhance the health of children and youth.

- a) Staff are responsive to the individual health needs of the children.
- b) Staff protect children from communicable disease by separating children who become ill during the program.
- c) Staff protect children from potential hazards such as the following: caustic or toxic art materials and cleaning agents, medications, and hot liquids; overexposure to heat or cold.
- d) Staff and children wash hands frequently, especially after using the toilet or before preparing food.

19. Children and youth are carefully supervised to maintain safety.

- a) Staff note when children arrive, when they leave, and with whom they leave.
- b) Staff know where the children are and what they are doing.
- c) Staff supervise children appropriately according to children's ages, abilities, and needs.
- d) Staff closely supervise activities that are potentially harmful.

20. The program serves foods and drinks that meet the needs of children and youth.

- a) The program serves healthy foods.
- b) Drinking water is readily available at all times.
- c) The amount and type of food offered is appropriate for the ages and sizes of children.
- d) Snacks and meals are timed appropriately for children.

Administration

21. Staff-child ratios and group sizes permit the staff to meet the needs of children and youth.

- a) Staff-child ratios vary according to the ages and abilities of children. The ratio is between 1:10 and 1:15 for groups of children age 6 and older. The ratio is between 1:8 and 1:12 for groups that include children under age 6.
- b) Staff-child ratios and group sizes vary according to the type and complexity of the activity, but group sizes do not exceed thirty.
- c) There is a plan to provide adequate staff coverage in case of emergencies.
- d) Substitute staff are used to maintain ratios when regular staff are absent.

22. Children and youth are supervised at all times.

- a) Children's arrivals are supervised.
- b) Children's departures are supervised.
- c) Staff have a system for knowing where the children are at all times.
- d) Staff plan for different levels of supervision according to the level of risk involved in an activity.

23. Staff support families' involvement in the program.

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- a) There is a policy that allows family members to visit anytime throughout the day.
- b) Staff offer orientation sessions for new families.
- c) Staff keep families informed about the program.
- d) Staff encourage families to give input and to get involved in program events.

24. Staff, families, and schools share important information to support the well-being of children and youth.

- a) Program policies require that staff and family members communicate about the child's well-being.
- b) Staff, families, and schools work together as a team to set goals for each child; they work with outside specialists when necessary.
- c) Staff and families share information about how to support children's development.
- d) Staff and families join together to communicate and work with the schools.

25. The program builds links to the community.

- a) Staff provide information about community resources to meet the needs of children and their families.
- b) The program develops a list of community resources. The staff draw from these resources to expand program offerings.
- c) The staff plan activities to help children get to know the larger community.
- d) The program offers community-service options, especially for older children.

26. The program's indoor space meets the needs of staff.

- a) There is enough room in the indoor space for staff to plan various program activities.
- b) Staff have access to adequate and convenient storage.
- c) The indoor space meets or exceeds local health and safety codes.
- d) Written guidelines are in place regarding the use and maintenance of the program facility.

27. The outdoor space is large enough to meet the needs of children, youth, and staff.

- a) There is enough room in the outdoor space for all program activities.
- b) The outdoor space meets or exceeds local health and safety codes.
- c) Staff use outdoor areas to provide new outdoor play experiences.
- d) There is a procedure in place for regularly checking the safety and maintenance of the outdoor play space.

28. Staff, children, and youth work together to plan and implement suitable activities, which are consistent with the program's philosophy.

- a) Staff ask children to share their ideas for planning so that activities will reflect children's interests.
- b) The program's daily activities are in line with its mission and philosophy.
- c) Staff keep on file their records of activity planning.
- d) Staff plan activities that will reflect the cultures of the families in the program and the broad diversity of human experience.

29. Program policies and procedures are in place to protect the safety of the children and youth.

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- a) Staff and children know what to do in case of general emergency.
- b) The program has established procedures to prevent accidents and manage emergencies.
- c) The program has established policies to transport children safely; it complies with all legal requirements for vehicles and drivers.
- d) A system is in place to prevent unauthorized people from taking children from the program.

30. Program policies exist to protect and enhance the health of all children and youth.

- a) There is current documentation showing that the program has met the state and/or local health and safety guidelines and/or regulations.
- b) There are written policies and procedures to ensure the health and safety of children.
- c) No smoking is allowed in the program.
- d) The staff are always prepared to respond to accidents and emergencies.

31. All staff are professionally qualified to work with children and youth.

- a). Staff meet the requirements for experience with school-age children in recreational settings.
- b). Staff have received the recommended type and amount of preparation. They meet the requirements that are specific to school-age child care and relevant to their particular jobs.
- c). Staff meet minimum age requirements.
- d). Enough qualified staff are in place to meet all levels of responsibility. Qualified staff are hired in all areas: to administer the program, to oversee its daily operations, and to supervise children.

32. Staff (paid, volunteer, and substitute) are given an orientation to the job before working with children and youth.

- a) A written job description that outlines responsibilities to children, families, and the program is reviewed with each staff member.
- b) Written personnel policies are reviewed with staff.
- c) Written program policies and procedures, including emergency procedures and confidentiality policies, are reviewed with staff.
- d) New staff are given a comprehensive orientation to the program philosophy, routines, and practices. They are personally introduced to the people with whom they will be working.

33. The training needs of the staff are assessed, and training is relevant to the responsibilities of each job. Assistant Group Leaders receive at least 15 hours of training annually. Group Leaders receive at least 18 hours of training annually. Senior Group Leaders receive at least 21 hours of training annually. Site Directors receive at least 24 hours of training annually. Program Administrators receive at least 30 hours of training annually.

- a) Staff receive training in how to work with families and how to relate to children in ways that promote their development.
- b) Program directors and administrators receive training in program management and staff supervision.
- c) Staff receive training in how to set up space and design activities to support program

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goals.

d) Staff receive training in how to promote the safety, health and nutrition of children.

34. Staff receive appropriate support to make their work experience positive.

a) The program has a plan in place to offer the best possible wages and working conditions in an effort to reduce staff turnover.

b) Full-time staff receive benefits, including health insurance and paid leaves of absence. Staff are also given paid breaks and paid preparation time.

c) Staff are given ample time to discuss their own concerns regarding the program.

d) Staff receive continuous supervision and feedback. This includes written performance reviews on a timely basis.

35. The administration provides sound management of the program.

a) The financial management of the program supports the program's goals.

b) The administration oversees the recruitment and retention of program staff.

c) The director involves staff, board, families, and children in both long-term planning and daily decision making.

d) Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program.

36. Program policies and procedures are responsive to the needs of children, youth, and families in the community.

a) A written mission statement sets forth the program's philosophy and goals.

b) The program makes itself affordable to all families by using all possible community resources and sources of subsidy.

c) The program's hours of operation are based on families' needs.

d) It is the program's policy to enroll children with special needs.

Safe and Drug-Free Schools -- Middle School Coordinators Program

This initiative provides funds to recruit, hire, and train drug prevention and school safety program coordinators for middle schools with significant drug and violence problems.

This year a new competition for \$45 million will fund approximately 198 new grantees.

A total of 97 grants were awarded in Fiscal Year 1999. These grants:

- Are located in 46 states;
- Support recruiting, hiring, and training approximately 282 coordinators in middle schools; and
- Provide coordination services for approximately 483 schools.

Purpose of the grants:

- Recruit, hire, and train full-time drug prevention and school safety program coordinators to serve at least one middle school and no more than seven middle schools.

Coordinators' duties:

- Identify research-based drug and violence prevention strategies;
- Assist schools in adopting the most successful strategies, including training of teachers, staff and relevant community partners as needed;
- Develop, conduct, and analyze assessments of school crime and drug problems;
- Work with community agencies and organizations to ensure that students' requirements are met;
- Work with parents and students to obtain information about effective programs and strategies and encourage their participation in development and implementation;
- Assist in the development and implementation of evaluation strategies;
- Identify additional funding sources for drug prevention and school safety programming;
- Provide feedback to state educational agencies on programs and activities that have proved to be successful in reducing drug use and improving school safety; and
- Coordinate with student assistance and employee assistance programs.

Eligible applicants:

- Local educational agencies with significant drug, discipline, or school safety problems in their middle schools.

Contact Information:**Internet:** www.ed.gov/offices/OESE/SDFS/**E-mail:** Deirdra_Hilliard@ed.gov**Fax:** (202) 260-7767

Examples

Minneapolis Public Schools, Minneapolis, Minnesota

Project Abstract:

Minneapolis Public Schools received a \$272,119 grant to hire three middle school coordinators who work directly with four schools serving students in grades six through eight. The coordinators work within the schools to train teachers, administrators, educational assistants, and chemical-health specialists in the integration of exemplary drug and violence prevention practices into the classroom and the curriculum.

San Marcos Consolidated Independent School District, San Marcos, Texas

Project Abstract:

San Marcos received a \$130,000 grant to hire three middle school coordinators, each of whom has been assigned to work within one of the three target schools. The coordinators work together to complete a thorough needs assessment and create a comprehensive drug prevention and safety education plan. Each coordinator then focuses on coordinating programs at one campus, working intensively with the principal and Campus Improvement Team (CIT) to set specific campus process and outcome goals. Each coordinator works with volunteers, community-based agencies, and staff to ensure that programs implemented are research-based and that the program continues to follow the original design. Additionally, each coordinator is implementing strategies to gain student and community involvement, and to evaluate the process and outcome of the project.

Community School District #24, New York City, New York

Project Abstract:

Community School District #24 in New York City received a \$160,000 grant to hire two middle school coordinators, each of whom works district-wide to serve middle schools. One coordinator is bilingual and has the responsibility to develop and maintain relations with the district's limited- and non-English-speaking population. The coordinator trains bilingual staff in issues related to drugs, violence and safety. In addition, the coordinator is responsible for developing and maintaining an updated list of community referral sources that have the ability to provide counseling, treatment and other services in a variety of languages. The second coordinator is responsible for ensuring that a conflict resolution/peer mediation program is active and viable in all of the district's intermediate schools. This coordinator is available to all intermediate schools for training and technical support. Other duties include staying abreast of research in the area and introducing new curricula and program materials when appropriate as well as organizing parent and community workshops on conflict resolution so that skills learned in school can be reinforced at home and in the community.

Publications

For additional information on Safe and Drug-Free Schools -- Middle School Coordinators Program, please visit: <http://www.ed.gov/offices/OESE/SDFS/news.html>

- **Challenge Newsletter Online** provides information for classroom teachers on model drug and violence programs, research, findings, and available resources.

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- **Growing Up Drug Free: A Parent's Guide to Prevention** helps parents talk with their preschool-to-high-school-age children about drugs. It provides answers to children's questions, five sources of assistance, and suggests ways to reinforce prevention messages.
- **Early Warning, Timely Response: A Guide to Safe Schools** summarizes research on violence prevention and intervention and crisis response in schools. It describes what to look for and what to do to prevent violence.
- **Preventing Youth Hate Crime: A Manual for Schools and Communities** assists schools and communities to confront and eliminate harassing, intimidating, violent, and other hate-motivated behavior among young people. It promotes discussion, planning, immediate action, and long-term responses to hate crimes.
- **Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings** describes model programs and practices and suggests resources for further information.
- **Creating Safe and Drug-Free Schools: An Action Guide** provides action steps for schools, parents, students, and community and business groups in addition to information briefs on specific issues affecting school safety, research and evaluation findings, and resources.

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[Technology Literacy Challenge Fund]



[Comprehensive School Reform
Demonstration Program]

Appendix K

Date: Friday, August 22, 1997

FACT SHEET

Contact: HHS Press Office (202) 690-6343

CLINTON ADMINISTRATION MOVING FORWARD ON THE PROMISE OF WELFARE REFORM

...

Federal Government's Hiring Initiative: As the nation's largest employer, the federal government is also doing its fair share to hire people from the welfare rolls. In March 1997, the President directed each head of a Federal agency or department to develop a plan to hire and retain welfare recipients in jobs in the government. The President asked the Vice President to oversee this initiative, in which the federal agencies have agreed to directly hire at least 10,000 welfare recipients in the next four years without displacing current employees.

Mobilizing the Business Community: To make welfare reform a success and help move a million people from welfare into the workforce by the year 2000, President Clinton has enlisted the business community's leadership. At the President's urging, the Welfare to Work Partnership, chaired by United Airlines CEO Gerald Greenwald, was launched in May 1997, to lead the national business effort to hire people from the welfare rolls. So far 800 companies, large and small, have accepted the President's challenge to forge a national effort to help move those on public assistance into jobs in the private sector. In August 1997, the Welfare to Work Partnership launched: a toll-free hotline (1-888-USAJOB1), a web page (www.welfaretowork.org), a "Blueprint for Business" manual to help companies across the nation hire people off welfare; and a city to city challenge to help promote innovative and effective welfare to work initiatives in 12 cities with high levels of poverty during the next year.

...

Appendix L



Federal Work-Study and Community Service Award Year 2000-2001 and the America Reads Challenge

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History of the America Reads Challenge

- In an effort to increase the reading proficiency among America's youth, the Administration in 1994 launched the America Reads Challenge with one major objective: to have all children reading well and independently by the end of the third grade.
- During the first full year of the program, in award year 1997-98, 790 postsecondary institutions participated in the America Reads Challenge. As of July 1, 2000, nearly 1,400 postsecondary institutions voluntarily accepted the America Reads Challenge and participated in reading or family literacy tutoring efforts.

Federal Work-Study Waiver

- Currently, there are 3,300 institutions receiving Federal Work-Study (FWS) Program funds. The FWS Program funds provide part-time employment to approximately 942,000 students, as part of their financial aid package, to help pay for their education.
- In 1997, as one response by the federal government to the Challenge, the Secretary of Education initiated the America Reads Federal Work-Study Waiver. FWS Program funds can be used to pay up to 100 percent of the wages for any FWS student who is tutoring preschool age or elementary school children in reading. Higher education institutions do not have to make a request to the U.S. Department of Education to use this waiver.
- Beginning with the 1998-99 award year, the FWS waiver of the institutional matching requirement was extended to tutoring in Family Literacy Programs. Family Literacy Programs offer opportunities for FWS students to tutor preschool age and elementary school children, as well as their parents and caregivers.
- Effective October 28, 1999 (the date of publication of the FWS regulations) Family Literacy services were expanded to activities beyond tutoring. Institutions may pay a Federal share of up to 100 percent for a FWS student employed in a Family Literacy Project that provides services to families with preschool age or elementary school children. In addition to tutoring, family literacy activities may include training tutors, performing administrative tasks such as coordinating tutors' schedules, working as an instructional aide or preparing family literacy materials.
- Beginning with the 1999-2000 award year, the waiver of the institutional matching requirement was extended to FWS students employed under America Counts. America Counts provides mathematics tutors for students in elementary through ninth grade.

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Community Service Requirement

- Institutions receiving FWS funds for award year 1994-95 through 1999-2000 were required to use at least five percent of their total annual Federal allocation (initial and supplemental) to pay the wages of FWS students employed in community service jobs.
- Beginning July 2000, an institution is required to use seven percent of the total amount of the FWS funds to compensate students employed in community service activities.
- In meeting the seven percent community service requirement, an institution must ensure that one or more of its FWS students is employed:
 - As a reading tutor for preschool or elementary school children or
 - In a Family Literacy Project

Training for Tutors

- It is recommended that FWS students employed as reading or mathematics tutors be given high quality training prior to and during their service. Training may be provided by the school district, by the university, by a literacy organization or coalition of organizations or agencies receiving tutors. The FWS student may be paid for a reasonable amount of time spent in training.

Support from the America Reads Challenge in the U.S. Department of Education

- The America Reads Challenge in the U.S. Department of Education assists universities by providing the following services: an updated website, recruitment materials including posters and brochures, tutor training materials, an on-line directory, an interactive listserv, and electronic *Federal Work-Study Updates*.
- Access to the America Reads Challenge may be made via the website at www.ed.gov/americanreads or phone (202) 401-8888 or 1-800 -USA -LEARN, or fax (202) 260-8114 or e-mail americanreads@ed.gov

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Appendix M

Finding Federal
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Finding Federal Dollars

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Retired and Senior Volunteer Program (RSVP)

Federal Agency:

Corporation for National and Community Service

Authorization:

Domestic Volunteer Service Act of 1973, as amended, Title II, Part A, Section 201, P.L. 93-113, 42 U.S.C. 5001, as amended; National and Community Service Trust Act of 1993, P.L. 103-82

Funding Type:

Project grants

Description of Program:

Provides a variety of opportunities for retired persons, age 55 or older, to serve their community through significant volunteer service.

Uses of Funds:

Retired and Senior Volunteer Program volunteers apply skills learned during their work years to efforts to serve low-income families and communities. Examples include: supervising and coordinating the operation of an inner-city soup kitchen, organizing neighborhood watch programs; volunteering at Meals on Wheels and in schools.

Target Audience:

Persons age 55 and older who are willing to volunteer on a regular basis.

Applicants Eligibility:

Grants are made to state government agencies, local government agencies, and private nonprofit organizations.

Application Process:

Organizations interested in developing a local Retired and Senior Volunteer Program project should contact the appropriate Corporation for National Service State program office. For new projects, an applicant must also submit to the state agency on aging.

Flow of Funds:

Grants go directly to the applicant agency from the Corporation for National Service

Funding History:

In FY 99, total estimated grants are \$42.5 million. Grants range in size from \$2,500 to \$83,919, averaging \$48,550.

Matching Requirements:

The Retired and Senior Volunteer Program sponsor is responsible for generating needed financial support for the project from a variety of sources, including federal, nonfederal, grants, cash and in-kind contributions, to meet the budgeted costs of the pro

Web Site Links:<http://www.cns.gov>**Telephone Number:**National Senior Service Corps, Retired and Senior Volunteer Program
(202) 606-5000, ext. 189 or 1-800-424-8867

Appendix M

Potential Partners:

Local government agencies and community-based organizations

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Appendix N

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Connecting Kids and Afterschool Programs - What Works

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A growing number of libraries large and small are taking an active role in addressing the issue of after-school care for children. Most of these programs focus on providing homework help for students while some also offer art, writing and other enrichment activities.

While not every library has space or staff to host such programs, it is possible to help identify needs, develop a plan and work in partnership with Ys, Boys and Girls Clubs, parks, businesses and other community organizations to provide a quality after-school experience. Ideally, these programs should be offered on a regular basis five days a week.

Getting started

- Call a meeting with other concerned organizations to identify needs for after-school care and strategies to address them.
- Identify clear goals and strategies for achieving them.
- Build on strengths. Seek partnerships with organizations such as Ys or Boys and Girls Clubs that may have existing programs that would benefit from enrichment activities provided by the library.
- Establish a realistic budget and seek funding. Some school districts may be able to provide funding or qualify for funding. Community foundations and local businesses may be other sources.
- Involve families in the planning process.
- Let preteens and teens help design their own programs. Provide space for them to hang out a part from but near adults.
- Provide training for staff in how to administer the program, how to work with students effectively and in recruitment and supervision of volunteers.
- Provide training for volunteers.
- Create an advisory board of staff, volunteers, parents,

ALA

ONLINE STORE


Appendix N

- participants and partner organizations.
 - Make learning a part of most activities.
 - Avoid names that sound like "more school."
 - Provide opportunities for older children to assist younger children.
 - Develop an evaluation process to collect information and get feedback on an ongoing basis.
-

Voice of Experience

Toni Mandara Williams at the Stockton (Calif.) Public Library offers the following suggestions based on the library's successful Book Buddy program offered weekdays after school and on Saturdays. Volunteers, ages 15 and older, meet with younger children to share books.

Williams says the program requires a full-time staffer but is worth it. Parents report the following improvements in their children: Wants to go the library more often - 89%; enjoys reading more-78%; does better in school-67%; reads more often-56%.

Toni's tips:

1. Get library staff support for the program before starting.
 2. Emphasize the fun aspects of sharing books to the volunteers and families.
 3. Make sure volunteers are mature enough to handle the responsibility.
 4. Be prepared for the most common difficulty-scheduling volunteers.
 5. Follow up on a regular basis with volunteers.
 6. Provide lots of referral information about tutoring programs, learning disabilities and other support opportunities.
 7. Stay flexible!
-

Great Examples

The Bristol (Penn.) Public Library and the Queens Borough (N.Y.) Public Library are among many libraries offering highly successful programs in cooperation with local businesses and community groups.

Not just for home

It's 3 p.m. and school's out. Where are the kids? If they're in Bristol, Penn., a small, densely populated, low-income town on the outskirts of Philadelphia, chances are they're at the **Margaret R. Grundy Memorial Library**.

For the past three years, the Bristol Borough librarians have offered the daily Homework Explorers Program for 1st-6th

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graders. The program resulted from meeting of community leaders representing the library, Latino Alliance, the Bristol Borough School District, the Robert M. Kelly Family Center and several local churches. Their goal: to create an after-school program that would provide a positive and enriching environment where children could achieve and experience success - and that's what they got.

Today the program serves about 50 children daily from 2-5 p.m. The library's resources include four personal computers and a crafts table where students can work after their homework is completed. A certified teacher and library aides provide assistance.

Funded by the Grundy Foundation and administered by the library, the Homework Explorers program thrives with input from local teachers, active parents, school board representatives and library staff. From the initial planning stages to the follow-through evaluation measures, the Explorers program is a community effort.

Contact: Shirley Mills Hickey
shickey@hslc.org
Tel: 215-788-7891

Libraries for peace of mind

Among the first to offer after-school programs for children, the **Queens Borough Public Library** began the Latchkey Enrichment Program in 1989 as a way to provide structured daily activities for children who lacked a place to go after school. Ten years later it continues to serve about 180 children each day at some 35 branches. After homework is completed the children learn crafts like needlework and origami or help with projects such as decorating the library for the next season or holiday.

Local businesses contribute funding to sponsor branch programs. College students are paid to mentor the moms, retirees and high school graduates who serve as monitors. Many of the afternoon monitors are bilingual and provide help to children struggling with a new language.

Thanks to video teleconferencing equipment provided by the federal Teleconferencing Information and Infrastructure Assistance Program, children now can participate in interactive presentations by experts in math and science provided in partnership with the N.Y. Hall of Science, the Queens Botanical Gardens and the Queens Psychiatric Center.

Contact: Margaret Tice
mtice@queenslibrary.org
Tel: 718-990-0887

More Examples

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- For the past five years, the **Brigham City (Utah) Library** has sponsored a literacy program after school at the local Boys and Girls Club. It meets everyday from 3 to 6 p.m. Tutors work with students in grades K through high school who need extra help with their reading. The program is funded by a federal CBG grant. Contact: Sue Hill. E-mail: sue@ppeach.bcpl.lib.ut.us. Tel: 435-723-5850.
- **Houston Public Library's ASPIRE** program (After School Programs Inspire Reading Enrichment) was developed in connection with Mayor Lee Brown's focus on youth. ASPIRE is offered Monday through Friday, from 3 to 6 p.m., at eight branch libraries year round. A full-time librarian is on hand as well as volunteers from local high schools, colleges and the community. Activities include homework help and tutoring, Internet training and other educational activities. Special monthly programs are offered for students in grades 5-9. ASPIRE received an Excellence in Library Service to Young Adults Award from the Young Adult Library Services Association, a division of the American Library Association. www.hpl.lib.tx.us/youth/aspire/ Contact: Sheryl Berger. E-mail: sberger@hpl.lib.tx.us. Tel: 713-247-3505.
- The **Los Angeles County Public Library's Read Together** program is offered in cooperation with the Los Angeles County Department of Parks and Recreation. Library staff are trained and deployed to five park sites serving low-income communities for 20 hours per week during after-school hours. Library staff introduce children to books and lead them in other book-related activities, crafts, drama and puppetry. The program is funded through federal family preservation funds allocated by the Los Angeles County Department of Social Services. Now in its fourth year, the program has attracted more than 20,000 children and received a Productivity Award from the Los Angeles County Commission on Productivity and Quality. Contact: Penny Markey. E-mail: pennym@cerfnet.com. Tel: 562-940-8522.
- The **Milwaukee Public Library's Art Aloud** program is offered in partnership with the Milwaukee Art Museum. Children ages 5 to 12 attend a series of free after-school art workshops at neighborhood libraries. The museum provides an instructor. A librarian connects the art experience to books and reading. Art Aloud rotates among branch libraries. As part of the project, the museum hosts a special exhibit of art created by the children along with an opening reception and special activities for their families. Art Aloud is funded by the Milwaukee Art Museum through grants from organizations such as the City of Milwaukee Arts Board. Contact: Lorelei Starck. E-mail: lstarc@mpl.org. Tel: 414-286-3032.
- **Rogers Middle School** in San José, Calif., operates a Homework Center five days a week before school and four days a week after school in the school's library. A teacher

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staffs the center in the morning and a teacher or special education aide in the afternoon. The local YMCA provides tutors. Students have a quiet place to do homework, research, read, use computers and the Internet. The center is financed by a grant from the City of San Jose. Contact: Elizabeth Kahn. E- mail: ekahn@moreland.k12.ca.us. Tel: 408-874-3515.

- **The Commission on the Future of Libraries in Allegheny County, Pa.** set up a very successful Knowledge Connections program in response to a high juvenile delinquency rate and the lack of access to library services among public housing residents. A Knowledge Connection is essentially a mini library with computer capabilities located in a public housing community. Children receive special tutoring sessions, do homework, conduct research, participate in storyhours and learn new skills. (Adults can also use the center to study for high equivalency exams and prepare resumes). Knowledge Connections works with school districts and other programs such as Head Start to coordinate activities. The first site opened in 1993. Since then, six additional sites have been established. In 1995, the Knowledge Connections program won the National Association of Counties Achievement Award for its work to enhance the lives of economically disadvantaged in Allegheny County.
- **Houston Public Library's** award-winning ASPIRE program (After School Programs Inspire Reading Enrichment) is one of several library initiatives developed in conjunction with Mayor Lee Brown's focus on youth. ASPIRE currently runs Monday through Friday, 3-6 p.m., in eight branch libraries year round, providing homework help and tutoring, Internet access, research assistance, educational activities and special monthly programs for students in grades 5-9. There is full-time librarian on hand as well as volunteers from local high schools, colleges and the community. ASPIRE was a winner of the Excellence in Library Service to Young Adults Award from the Young Adult Library Services Association.
- **The Minneapolis Public Library** runs a successful Homework Helper program, now in its seventh year. The program is offered after school everyday at 10 of the library's branches. Tutors are paid employees of the library who are recruited through local colleges, neighborhood organizations and other business and community agencies. Tutors conduct local outreach to promote awareness of the program. Funding is from the library budget and grants.
- For the past five years, the **Brigham City (Utah) Library** has sponsored a literacy program after school at the local Boys and Girls Club. It meets everyday from 3 to 6 p.m. Tutors work with students in grades K through high school who need extra help with their reading. The program is funded by a federal CBG grant.

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- **Camelot Elementary School** in Auburn, Wash. has an afterschool "Homework Club" that runs Monday to Thursday, 3:15 to 4 p.m., throughout the school year. It is staffed by an Americorp volunteer. If students do not have written homework, they are encouraged to read a book from the school library or read aloud with the volunteer. The "Club" has approximately 25 students in attendance each day.
- **The Foster City (Calif.) Library** has a homework center that is a joint venture of the San Mateo County Library, San Mateo Union High School District, San Mateo/Foster City Elementary District and Friends of the Foster City Library. Located in the library's conference room, the center is open Monday through Thursday, 3:30 to 6 p.m., for grades 6-12 and Tuesday and Wednesday, 7-9 p.m., for grades 9-12. The center is staffed by a tutor and has two computer workstations, reference materials and school supplies.
- **The Cocoa Beach (Fla.) Public Library** has been running a program with the aftercare program at the local elementary school for the last eight years. Twice a week, children take part in story time, which also includes crafts, music and a variety of other activities. A bus takes the students from school directly to the library and the students stay there until their parents pick them up.
- **The Hobe Sound (Fla.) Public Library** offers student support resources in cooperation with local afterschool child care programs run by a local elementary school and a Boys and Girls Club. The library's After School Program, which runs Monday through Thursday, 3 to 6 p.m., offers homework assistance, computer training and special art, music and science programs. The program is funded by The Library Foundation of Martin County.

Resources

- **21st Century Community Learning Centers: After-school, Weekend and Summer Programs for Youth**, a Web site sponsored by the U.S. Department of Education with news and resources about after-school resources. www.ed.gov/offices/OERI/21stCCLC/
- **Afterschool.gov**, a Web site sponsored by the Federal Support to Communities Initiative, that provides current information on federal funding and resources for developing after-school programs. www.afterschool.gov/
- **Bringing Education to After-School Programs**, a Web site sponsored by the Office of Educational Research and Improvement, U.S. Department of Education. www.ed.gov/pubs/After_School_Programs/

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- ***Connect for Kids***, a Web site sponsored by the Benton Foundation with resources on after-school and other resources for children and families.
www.connectforkids.org
- ***Connect for Kids Weekly***, a digest of news affecting the well being of children, organizations hosting forums, new studies about to be issued and reports from children's advocates and volunteers around the country. Delivered once a week. To subscribe, log on to www.connectforkids.org and type in your email address in the "toolkit" box.
- ***Connections***, a monthly magazine of new writing about children's issues, posted online at *Connect for Kids*. To subscribe, log on to www.connectforkids.org and type in your email address in the "toolkit" box.
- ***Institute for Youth, Education and Families***, an initiative of the National League of Cities, that aims to advocate and highlight innovative programs to enhance the lives of youth and families, using partnerships and collaboration to promote measurable improvements. Tel: 202-626-3000. E-mail: kyle@nlc.org. www.nlc.org
- ***Institute of Museum and Library Service (IMLS)***, federal agency that provides funding for homework centers after school and other youth programs. Contact: Eileen Maxwell. E-mail: emaxwell@imlx.gov. Tel: 202-606-8339.
- ***Latchkey Children in the Library & Community: Issues, Strategies, and Programs***, Frances, Ardo Dowd, Oryx, 1991.
- ***Latchkey Kids: Unlocking Doors for Children and Their Families***, Suzanne Lamorey, Bryan E. Robinson, Bobbie H. Rowland and Mick Coleman, Sage Publications, 1999, 2nd Edition.
- ***Librarian's Guide to Cyberspace for Parents and Kids***. Colorful brochure with tips for using the Internet and recommended Web sites. Copies are free. There is a charge for shipping (approx. \$5 per 100 depending on location). To request, contact the
- ALA Public Information Office. E-mail: pio@ala.org. Tel: 800-545-2433, ext. 5041/5044.
- ***National Institute on Out-of-School Time***, a project to improve the quantity and quality of school-age care by focusing on five key areas: research; education and training; consultation; program and community development; and public awareness. Sponsored by the Center for Research for Women at Wellesley College.
www.wellesley.edu/WCW/CRW/SAC/
- ***Programs for School-Age Youth in Public Libraries***,

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results of a survey conducted by the American Library Association for the DeWitt Wallace-reader's Digest Fund. The report can be found at www.ala.org/plpyd. Or, to request a free copy, call 800-545-2433, ext. or send e-mail to larc@ala.org.

- ***Public Libraries as Partners in Youth Development***, a report by the DeWitt Wallace-Reader's Digest Fund highlights successful after-school and other library programs for youth based on a survey conducted by the American Library Association and other research. The report can be found at www.ala.org/plpyd. Or, to request a free copy, call 800-545-2433, ext. or send e-mail to larc@ala.org.
- **U.S. Department of Education**, a Web site offering a variety of materials on developing after-school programs on its Web page at www.ed.gov/pubs/After_School_Programs.
- **Youth Access**, sponsored by Libraries for the Future, helps libraries develop after-school activities focused on three areas: e-journalism, science and technology for girls and My Hero, a web-based magazine literacy program. See www.lff.org under ACCESS. Contact: Michael Holzman. E-mail: mholzman@lff.org. Tel: 212-352-2332.

For more information

Public Information Office
American Library Association
Tel: 800-545-2433, ext. 5044/5041
Fax: 312-944-8520
pio@ala.org

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Recognizing Excellence in Afterschool Programs

Libraries build community. One of the most important and valuable ways libraries do that is through the services they provide to our youth.

There has been considerable public concern about the quantity and quality of afterschool programs available to youth, especially teenagers. Fortunately, many public and school libraries sponsor exceptional afterschool programs for teenagers, including homework centers, tutoring, babysitting training and arts programs, among others.

The best of these programs do more than provide a safe place for kids to hang out. They provide structured activities that help improve academic performance and/or provide recreational and cultural opportunities that help children develop social skills, learn new hobbies and build their self-esteem.

In fact, research collected by the U.S. Department of Education shows that programs of all types--academic, cultural or recreational - benefit from consistent structure, active community involvement and extensive training for staff and volunteers. Academic enrichment programs also benefit from more structure, a stronger link to the school curriculum, well-qualified and trained staff and opportunities for one-to-one tutoring.

The American Library Association believes that a greater public awareness of successful library afterschool programs for teens will encourage more libraries and other organizations to get involved in providing enrichment programs for youth. With support from the Margaret A. Edwards Trust, the OCLC Online Computer Library Center and the Heckman Bindery, Inc., the American Library Association will recognize outstanding library afterschool programs for young adults, ages 12-18. Six programs will be recognized as models for excellence at the ALA Annual Conference in July 2000 and will be featured in a forthcoming publication called Recognizing Excellence in Afterschool Programs for Young Adults.

Libraries are encouraged to apply for the award by filling out the application below. For libraries that have not yet established afterschool programs, we also have provided information about "what works," including examples of successful library afterschool programs, tips for getting started and an extensive resource list.

Thank you for your support.

ALA

ALA
ONLINE STORE

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Download Application Form (PDF file)

Connecting Kids and Afterschool Programs -- What Works

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YALSA Fact Sheet



Name of Division: Young Adult Library Services Association (YALSA)

Vision Statement: In every library in the nation, quality library service to young adults is provided by a staff that understands and respects the unique informational, educational and recreational needs of teenagers. Equal access to information, services and materials is recognized as a right not a privilege. Young adults are actively involved in the library decision-making process. The library staff collaborates and cooperates with other youth-serving agencies to provide a holistic, community-wide network of activities and services that support healthy youth development.

Mission/Function: Our goal is to advocate, promote and strengthen service to young adults, ages 12 through 18, as part of the continuum of total library services.

Membership Size: 2,558

1999-2000 Key Activities, Issues and President's Program Theme:

- Celebrate the second annual Teen Read Week, October 17 - 23, a national literacy initiative aimed at teens, their parents and other concerned adults.
- Select the first book to win the Michael L. Printz Award at the Midwinter Meeting and honor the author at the Annual Conference. This new award is given for the "best" young adult book based solely on literary merit. Up to four honor books will also be selected.
- Provide another round of annual lists of recommended books and films to encourage reading and viewing for enjoyment and knowledge.
- Conduct the fourth Great Book Giveaway Competition.
- Turn librarians as well as teens on to "Teen Hoopla," the YALSA web site created to serve their needs.
- Increase youth participation in YALSA's programs and activities.
- Continue the Serving the Underserved training project which has 49 trainers available to train generalists in public libraries to provide quality service to teenagers. The trainers have made contact with 10,000- plus library staff members and board members as of June, 1999.

Inside YALSA

About YALSA

Becoming a Member

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YALSA Book Lists

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- Plan a preconference for the Annual Conference in Chicago to select the "best of the best" books for young adults for the 21st century and to discuss the present state of books and reading for young adults.
- Focus attention and action on marketing-not only for young adult services in local libraries but also for YALSA's products and services. "Sound Bytes, Billboards, Neon Lights: Marketing to Teens" not only describes the presidential theme, but will also serve as the title for the President's Program at the Annual Conference.
- Publish a new edition of an old favorite-Bare Bones Young Adult Services: Tips for Public Library Generalists, by Renee Vaillancourt, a joint publication with the Public Library Association
- Announce the third round of winners of the Alex Award during National Library Week, given to ten books written for adults that will appeal to young adults, and present another program in the Adult Books for Young Adults series.

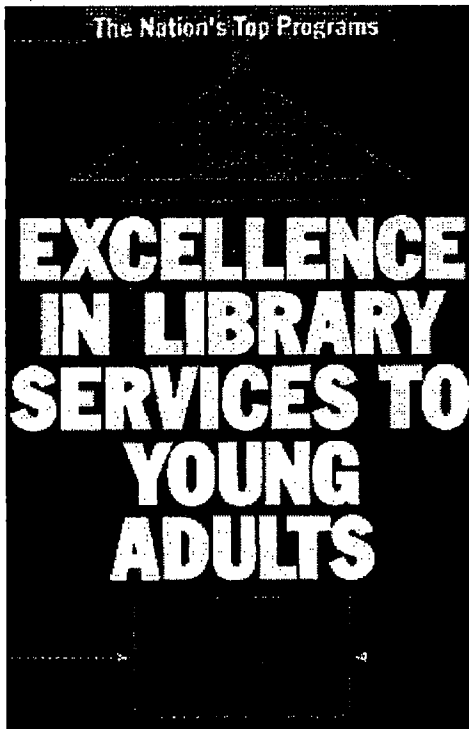
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Some Winners

The Editor Says

YALSA



Don't miss the Excellence in Library Service to Young Adults, Round 3: Showcase at the Annual Conference in Chicago on Saturday, July 8, 2000 from 2:00 PM to 4:00 PM

This program, to recognize excellence in library service to teenagers, was begun by ALA Past President Hardy Franklin in 1993. In 1994, and again in 1997, library programs serving this population were chosen, from a pool of applicants, as examples of outstanding programs for the age group. The award winning programs were honored at ALA Annual Conference and two books, *Excellence in Library Service to Young Adults*, highlighting the winners' programs and services have been published.

In 1999, the Young Adult Library Services Association (YALSA), a division of the American Library Association (ALA), received \$20,000 from the Margaret Alexander Edwards Trust for a third round of the Excellence in Library Services to Young Adults Recognition Grants.

This web site gives you access to information about the award, a look at previous winners and what they have to say, and a word from Mary K Chelton, the editor of *Excellence in Library Service to Young Adults*.

Site created and maintained by YALSA.
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ALA	YALSA
ALA Home About Advocacy Education Employment ALA's Role National Relationships ALA's Library ALA's Youth Email/Website	YALSA Inside YALSA About YALSA Board of Directors Board & Committees YALSA's Goals Services & Programs Communication and Events Professional Development Youth Activities Contact Us Email YALSA
Youth Participation Guidelines and Database	
When members of the American Library Association (ALA) want to include young adults, ages 12 through 18, in their programs and activities, the Young Adult Library Services Association (YALSA) can be of assistance.	
YALSA is, for the first time, making available guidelines to facilitate youth participation that will be beneficial to both young adults and ALA members.	
The guidelines state that, "young adults will benefit because participation will provide opportunities to gain confidence and self-esteem, and acquire knowledge and skills that will be useful in future endeavors. Members will benefit from the input of young adults in the creation and development of library activities, programs and publications, thus insuring the relevance of the products and services to the young adult population."	
The guidelines provide suggested activities and procedures for participation. Activities include: using young adults as presenters and participants in ALA programs; offering library advocacy training to young adults; and assisting in the development of recruitment materials.	
The guidelines can be used as a model for developing youth participation activities at state and local levels.	
A database of school and public libraries with active youth participation groups will be created, which will enable ALA members to contact YALSA for suggestions. The data base will also include Teen Friends groups from the <u>Friends Of Libraries USA</u>.	
To be included in the database, libraries should provide the following information to <u>YALSA</u>:	
Name of library	
Name of group	
Adult contact	
Mailing address, phone and fax numbers and e-mail address	
Type of group (book discussion, programming, advisory, advocacy, etc.)	
Average number of members	

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Send information to YALSA, 50 East Huron Street, Chicago, IL 60611. Fax: 312-664-7459. E-mail: yalsa@ala.org.

The guidelines are available from
Fax-On-Demand: 800-545-2433 press 8. The document number is 898. They are also posted at the [YALSA Web site](#)

For more information call the YALSA office: (800) 545-2433 x 4390.

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OJJDP FACT SHEET

Shay Bilchik, Administrator

November 1999 #121

A Compendium of Programs That Work for Youth

by Eileen M. Garry

One of the most encouraging trends in the field of programming for youth is the increase in the number of programs that are being evaluated for concrete and measurable outcomes. Despite the doomsayers who look at the problems of youth and say, "nothing works," a growing body of evidence demonstrates that many programs are helping youth—including those who are at risk or disadvantaged—develop into responsible, self-sufficient citizens.

The next step after evaluating the effectiveness of these programs is to convey the results to legislators, policymakers, practitioners, and the general public. It is through this kind of effort that we can create a constructive dialog to inform the public about how best to invest scarce resources for youth in order to obtain the most positive impact.

MORE Things That DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices, Volume II, a publication of the American Youth Policy Forum (AYPF), is a valuable tool for those who want to know "what works." The *Compendium* profiles evaluated programs that effectively address a variety of concerns related to youth, from increasing academic achievement to reducing delinquent behavior. From a review of 150 documents, the editors chose 46 programs, based on 3 criteria: program characteristics, data produced, and quality of evaluation.

Building on the 1997 *Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices*, this new volume includes many studies not described in the first *Compendium* and features updates, new evaluations, and a broader array of program types. Through an analysis of the program evaluations, AYPF identified the following nine program principles leading to positive outcomes for young people:

- ◆ Quality of implementation.
 - ✓ Caring, knowledgeable adults.
 - ✓ High standards and expectations.
- ◆ Parent/guardian participation.

- ◆ Community involvement.
- ◆ Holistic approaches.
- ◆ Youth as resources/community service and service-learning.
- ◆ Work-based learning.
- ◆ Long-term services, support, and followup.

The *Compendium* organizes the program summaries under three headings: Education and Career Development, Building Strong Communities, and Of Interest (studies dealing with topics of special interest, such as adolescent health behavior, employment for school dropouts, and the future for youth with a General Educational Development credential instead of a traditional high school diploma). Each program description presents research findings, discusses key components, and examines the factors that contributed to the program's success.

The summaries are brief (generally three to four pages), and the format adds to the accessibility of the information. Most of the program sketches consist of up to nine sections, including Overview, Population, Evidence of Effectiveness, Key Components, Contributing Factors, Study Methodology, Geographic Areas, Contact Information, and—for a few summaries—Additional Resources. Policymakers and practitioners will find these concise descriptions an ideal introduction to these programs and the results they achieved. Researchers will be interested in the models for studies that can be both rigorous and practical, and all those working with youth will discover a source of new ideas and practical lessons on effective principles and practices.

For a more indepth look at the results of the evaluations, especially details of methodology, readers are encouraged to consult the original evaluations. Contact information is provided with each program summary, and a bibliography of all evaluations is included. A new feature in this *Compendium* is the Summary of Program Characteristics, which encapsulates each program's focus, findings, and key components.

For Further Information

To obtain a copy of *MORE Things That DO Make a Difference Youth: A Compendium of Evaluations of Youth Programs and Practices, Volume II* or *Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices*, send \$10 (which includes postage and handling in the contiguous United States) for either volume or \$17.50 for both volumes to American Youth Policy Forum, 1836 Jefferson Place NW., Washington, DC 20036-2505. To obtain prices for bulk orders and prices for orders outside the contiguous United States, call 202-775-9731.

For information about Office of Juvenile Justice and Delinquency Prevention (OJJDP) program initiatives, contact:

Juvenile Justice Clearinghouse
800-638-8736; 301-519-5212 (fax)
askncjrs@ncjrs.org (e-mail)
www.ojjdp.ncjrs.org (Internet)

Eileen M. Garry is Director of the Information Dissemination Unit at OJJDP.

AYPF is a nonpartisan professional development organization providing learning opportunities for policymakers and practitioners working on youth issues at the local, State, and national levels. Its goal is to provide participants with information, insights, and contacts on issues related to the development of healthy and successful young people, productive workers, and participating citizens in a democratic society.

The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs, which also includes the Bureau of Justice Assistance, the Bureau of Justice Statistics, the National Institute of Justice, and the Office for Victims of Crime.

FS-99121

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Fact Sheet



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Washington, DC 20531

U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention

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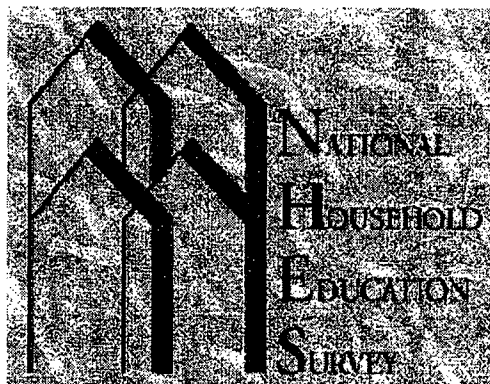
Appendix P

Overview**Topical Surveys:**

- Adult Education & Lifelong Learning
- Civic Involvement
- Early Childhood Education & School Readiness
- Household Library Use
- Parent Involvement in Education
- School Safety & Discipline

Future Collections**Survey Design****Questionnaires****NHES Publications**

For more information on NHES, contact the NHES staff at NHES@ed.gov

**Overview**

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES) that is designed to address a wide range of education-related issues. It provides descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the U.S.

The NHES has been conducted in the springs of 1991, 1993, 1995, 1996 and 1999. Survey topics include:

	<i>Data Collection Year</i>			
Adult Education & Lifelong Learning	1991	1995	1999	
Civic Involvement	1996	1999		
Early Childhood Education & School Readiness	1991	1993	1995	1999
Household Library Use	1996			
Parent Involvement in Education	1996	1999		
School Safety and Discipline	1993			

The 1999 surveys were a special end-of-decade NHES collection that repeated many of the topics surveyed in the 1990's. The next NHES collection will be in the spring of 2001.

Although the primary purpose of the NHES is to conduct repeated measurements of the same phenomena at different points in time, one-time surveys on topics of interest to the

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Department of Education have also been fielded. The 1993 School Safety and Discipline and the 1996 Household Library Use surveys were one-time topics in the NHES.

The NHES will be conducted again in 2001, 2003, and periodically thereafter. Future collections will cover some of the same topics fielded in earlier NHES collections. The NHES:2001 will include three surveys: Adult Education & Lifelong Learning, Early Childhood Program Participation, and Before & After School Programs and Activities, a new survey.



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Appendix Q



Survival Skills FOR YOUTH®

SSSED Info

About SSED Program...

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- Implementation
- Outcomes
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Contact Us

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Overview

Survival Skills for Youth® is a curriculum for young people, ages 14 - 21, who have had a history of failure in academic and/or employment settings or who are considered at-risk for success in the adult world of work. Much of the focus of SSY is on working in teams, goal setting, and on learning to evaluate the consequences that today's choices and actions will have on the future.



Specific functional skills are stressed. These include school-to-work transition skills, study skills, and social skills. Emphasized social skills include: self-control, anger control, problem-solving, dealing with conflict, interacting with authority figures, resisting peer pressure, asking questions, listening, following instructions, and working together as a team.

The sessions focus on behaviors and skills relevant to successful life, family, and employment relationships. The result is learning, behavior change, increased self-respect, and decreased depression and helplessness. Participants learn they not only have the right to improve all aspects of their lives, but the responsibility to do so as well. There are many practical and enjoyable learning activities designed to help participants shape new behaviors, recognize their strengths, and develop a positive, "can do" attitude.

I showed respect by not putting that person down and making fun of them.

Appendix Q

How the Program Works

SSY consists of a series of 10 workshop topics that have been carefully selected and tested to impart the competencies important to this age group. For each workshop, participants receive a workbook containing important information and activities to support the retention of new behaviors. Group activities emphasize practice and analysis and promote positive support and feedback from peers.

Learning is measured by a simple pre-test/post-test procedure for each workshop and the review of homework assignments, called "action plans." Action plans allow participants to document the practicing of the skills in their real world.

Participants self-monitor workshop participation and related behaviors such as showing respect for themselves and others, being on time, helping others, paying attention, bringing materials, completing activities, staying alert, and leading review sessions.

*You made
my training
for work easier
and understandable.*

Each workshop series is conducted by a specially-trained facilitator who serves as an adult role model and guide. Facilitators work from a scripted manual and use prepared SSY materials.

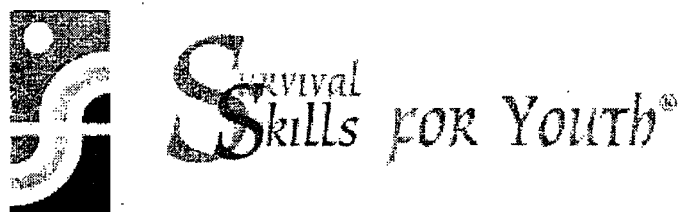
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Respecting Ourselves and Others

This workshop promotes esteem building and respect by providing participants with the opportunity to set team rules. Participants discuss different types of intelligence and work on discovering individual strengths. Finally, steps are outlined to enable participants to acquire assertive communication skills and develop confidence.

Planning and Reaching Goals

Values, decisions, and goals are the focus of this workshop. First, participants determine what their values are and learn how values lead to actions. Value conflict and conflict resolution are discussed, as is the idea that values effect decision making. Participants write positive, specific goals and plan ways to reach those goals.

Communicating with Others

Communication is introduced as the art of relating to people through the spoken or unspoken word. The script describes aggressive, passive, and assertive behavior. Participants learn and practice an assortment of communication skills including body language, voice tones, listening, complimenting, recognizing and managing anger, and dealing with authority figures.

Advancing: Work and School

This workshop helps participants understand the importance of working or attending school to advance toward their goals. Differences between surviving and advancing are discussed. Participants talk about what employment means to them, review lists of jobs, select job

This morning I found

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employment means to them, review lists of jobs, select job qualities that are important to them, review training and education opportunities they need to consider to get the jobs they want, and finally, set individual education and employment goals.

Understanding Legal Rights and Responsibilities

Skills to prevent and solve legal problems are emphasized in this workshop. Each participant receives a Legal Rights and Responsibilities workbook that covers living arrangements, education, school, employment rights, dating violence, and the Criminal Juvenile Justice System. The workshop emphasizes the "POCS" method for solving problems (stating the Problem, listing the Options, listing the Consequences of each option, and then choosing the best Solution) and defines steps to take when a problem turns into a legal matter.

Getting Ready for Employment

Participants work on two skills:

1. Finding a job: deciding what they want to do, planning a job story, networking, and continually looking for a job, and
2. Getting a job: filling out a job application, building a resume, and interviewing.
3. Participants also prepare for and practice a job interview.

Keeping a Job

The skills needed to keep a job are emphasized in this workshop; these include working hard, showing initiative, and getting along with others. Participants identify personal and general barriers to keeping a job. Reviewing characteristics of a good employee allows participants to understand what qualities employers seek in employees. A sexual harassment video (included in the curriculum) presents this problem as it relates to school.

Managing Money

Discussion and activities focus on planning, prioritizing, and making decisions about money matters. Participants begin the workshop by thinking about their own monetary needs and listing possible expenses. They use local newspapers to study the actual costs of budget items such

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as rent and car payments. After sample budgets are demonstrated, participants have an opportunity to create their own.

Taking Care of Our Health

Participants explore the short- and long-term consequences of health habits and probe ways to take responsibility for their health in this experiment. They are introduced to a personal health bill of rights, nutrition facts, diet do's and don'ts, stress management, health resources, and a strategy for changing unhealthy habits.

I helped my friends solve a problem they were having between themselves. Now they are getting along very well. They both thanked me for what I did.

Celebrating Success

The final workshop provides activities that summarize the group's experiences. First, they play the "Survival Skills Game" which gives them the opportunity to practice skills learned in earlier workshops. Each participant is then encouraged to reflect on the group's strengths by identifying how he or she has shown courage and identifying a strength of each team member. Finally, participants are shown how to build a support group by networking, by giving a name to their team, and by sharing what they have learned from each other.

To request additional information or register for Survival Skills for Youth® facilitator training, please contact the Survival Skills office.
Contact information.

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Youth Development Tasks and Activities*

Development Tasks/Skills	Youth Development Activities
Academic success; sense of efficacy; competence in transitioning into adulthood	Tutoring; opportunities to develop a sense of efficacy in school and outside of school, e.g. leadership in school activities, community service, work experience, peer mentoring
Intellectual abilities; critical thinking skills	Tutoring; self-paced curricula; innovative teaching methods; linking knowledge to practical uses, e.g. school-to-work and vocational programs; providing resources and opportunities for students to attend post-secondary education programs
Personal responsibility	Encourage and support students in taking responsibility for academic performance; provide opportunities for students to take responsibility, e.g. projects, community service, volunteering, school leadership; life and behavior skills training; discussion groups; role models
Social and interpersonal skills including within peer groups, with adults, in family relationships (especially with parents), in romantic relationships, and in close friendships	Peer groups to discuss relationships with others; peer groups to discuss community service activities if linked; recreational programs; adult mentors; programs involving parents; life and behavior skills training; opportunities to work with individuals and in groups to develop interpersonal skills, e.g. school projects, community volunteering, work experience
Life skills, including skills in communication, decision-making, assertiveness, and self-discipline	Life skills training; adult interaction and role models; recreational programs; discussion groups; opportunities to work in a meaningful capacity in which students make decisions, and work with others, e.g. school or community projects
Orientation to future, including experimenting with and deciding on future roles and employment	Employment and training opportunities; volunteer opportunities to experiment with roles; career exploration; opportunities to improve life options, e.g. resources for graduation and post-secondary education; mentoring and role models; discussion groups
Sense of identity, including values definition, gender and racial understanding; autonomy; and community connectedness	Discussion groups; mentors/role models; meaningful opportunities to establish identity, including volunteer, work, school activities, leadership opportunities
	Generally, presentations on the issues, group exercises, role plays, guest speakers, and related activities are also appropriate in helping students with skill development

* V. Choitz, Fall 1999.