

| Community |

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4-H Youth Development...

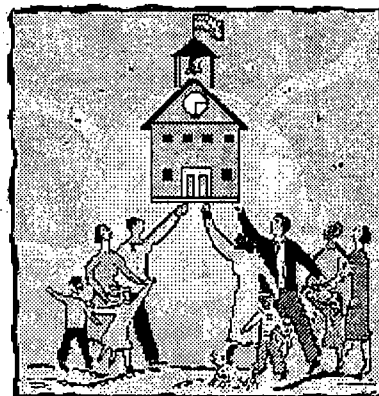
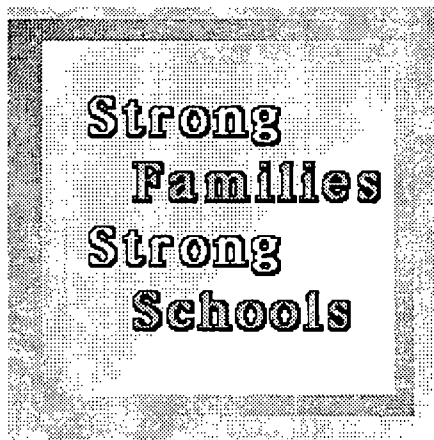


Programs of Excellence 1999



National 4-H Base Program Strategic Team
...the 4-H Strategic Directions Teams
<http://www.4h-usa.org/4h/excellence/excellence.htm>

Hei Community



BUILDING COMMUNITY PARTNERSHIPS FOR LEARNING

Based on *Strong Families, Strong Schools*, written by Jennifer Ballen and Oliver Moles, for the national family initiative of the U.S. Department of Education

Web prepared by the ERIC Clearinghouse on Urban Education for the U.S. Department of Education and the National Parent Information Network.

This Web provides:

- A review of the past 30 years of key research findings on the importance of involving families in their children's learning.
- Examples of family involvement efforts that are working.
- Concrete ways in which different participants in the family involvement partnership can help achieve success.

Links within this document will bring you to:

- The seven (7) **chapters** of *Strong Families, Strong Schools*.
- The **reference list** of *Strong Families, Strong Schools*, where you will find additional links to **ERIC abstracts**.
- **Other Web sites** related to families and family involvement in education.

Chapter 1: FAMILY INVOLVEMENT: The benefits are numerous and lasting.

Families can help their children at home:

- Read together
- Use TV wisely
- Establish a daily family routine
- Schedule daily homework times
- Monitor out-of-school activities
- Talk with children and teenagers
- Communicate positive behaviors, values and character traits
- Expect achievement and offer praise



Families can help their children at school:

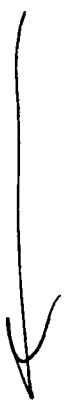
- Require challenging coursework for middle and secondary school students
 - Keep in touch with the school
 - Ask more from schools
 - Use community resources
 - Encourage your employer to get involved
- 

Chapter 2: SCHOOL-FAMILY PARTNERSHIPS: Schools must welcome parents and recognize their strengths.

Schools and families can work together to make schools safe.

- Establish family-school-community partnerships
- Make learning relevant to children
- Emphasize early childhood education

Families and schools can also team up to overcome barriers between them:

- Recognize parents' disconnection with public education
 - Train teachers to work with parents
 - Reduce cultural barriers and language barriers
 - Evaluate parents' needs
 - Accommodate families' work schedule
 - Use technology to link parents to classrooms
 - Make school visits easier
 - Establish a home-school coordinator
 - Promote family learning
 - Give parents a voice in school decisions
- 

Chapter 3: COMMUNITIES: Communities connect families and schools.

Community groups can increase family involvement in children's learning.

- Combat alcohol, drugs, and violence.
 - Reinforce successful child-raising skills
 - Provide mentoring programs
 - Enlist community volunteers
 - Utilize senior citizen volunteers
 - Offer summer learning programs
 - Link social services
 - Encourage parental leadership
- 

Chapter 4: "FAMILY-FRIENDLY" BUSINESSES

Chapter 5: STATES CONNECTING FAMILIES AND SCHOOLS:

Many states have developed family partnership programs.

- California
- Wisconsin
- connections between families and schools.

Chapter 6: MAKING FEDERAL POLICIES AND PROGRAMS SUPPORTIVE:

All agencies of the federal government can provide leadership to strengthen parental involvement through their policies and programs.

- Goals 2000: Educate America Act

Strong Families, Strong Schools



KEY RESEARCH FINDINGS

Three factors over which parents exercise authority- student absenteeism, variety of reading materials in the home, and excessive television watching -- explain nearly 90 percent of the difference in eighth-grade mathematics test scores across 37 states and the District of Columbia on the National Assessment of Educational Progress (NAEP). Thus, controllable home factors account for almost all the differences in average student achievement across states (Barton & Coley 1992).

Although math and science performance of American students on NAEP and math scores on the SAT have shown improvement in recent years, NAEP reading scores and SAT verbal scores have remained flat. Reading is more dependent on learning activities in the home than is math or science (The College Board 1994).

Studies of individual families show that what the family does is more important to student success than family income or education. This is true whether the family is rich or poor, whether the parents finished high school or not, or whether the child is in preschool or in the upper grades (Coleman 1966; Epstein 1991a; Stevenson & Baker 1987; de Kanter, Ginsburg, & Milne 1986; Henderson & Berla 1994; Keith & Keith 1993; Lontos 1992; Walberg, n.d.)

The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children (Anderson et al. 1985).

International comparisons show the high academic success of students from Asian countries, which many attribute to the priority their families give to education (Stevenson 1993).

Family involvement COULD DOUBLE THE PUBLIC INVESTMENT IN STUDENT LEARNING.

If every parent of a child aged 1 through 9 spent one hour reading or working on schoolwork with his or her child five days a week, American parents would annually devote at least 8.7 billion hours to support their children's reading (U.S. Department of Education 1994a).

In money terms, if the children's teachers spent the same time one-on-one, the cost to American taxpayers would be approximately \$230 billion more in 1991 -- about the same as what the American public pays yearly for the entire K-12 public American education enterprise. In practice, however, only half of parents with children under age 9 say they read to them every day (Gorman 1993).

Family involvement is one of the BEST LONG-TERM INVESTMENTS A FAMILY CAN MAKE.

The difference in lifetime earning between a student who did not graduate from high school and one who did is over \$200,000. The difference for a student who received a bachelor's degree or more is almost \$1 million (The U.S. Census Bureau 1994).

There is **public support** for greater family involvement in learning:

Forty percent of parents across the country believe that they are not devoting enough time to their

children's education (Finney 1993).

Teachers ranked strengthening parents' roles in their children's learning as the issue that should receive the highest priority in public education policy over the next few years (Louis Harris and Associates 1993).

Among students aged 10 to 13, 72 percent said they would like to talk to their parents more about schoolwork. Forty-eight percent of older adolescents (14-17 years old) agreed (National Commission on Children 1991).

Eighty-nine percent of company executives identified the biggest obstacle to school reform as lack of parental involvement (Perry 1993).

But if family involvement is so important, why isn't more of it happening? Aspects of modern life stand in the way.

Time. With the rise in two-breadwinner families, one-parent families, and the need for family members to hold more than one job, families have many demands on their time. 66 percent of employed parents with children under 18 say they do not have enough time for their children (Families and Work Institute 1994). For example, many children are left at home alone, unsupervised or watching television for hours a day. Working parents are often faced with trying to complete all household duties in the limited time available. Teachers also are strapped for time. Although some would like to make home visits to families or talk more with students' parents, many teachers are parents themselves and have families to attend to.

Uncertainty about what to do and their own importance. Many parents today are unsure how to help their children learn (National Commission on Children 1991). Some are simply not prepared to be parents. The number of teenage parents has risen dramatically in recent years (Snyder & Fromboluti 1993). Other parents may have had bad experiences with school themselves and are reluctant to return to school even as a parent, or they may feel intimidated and unsure about the value of their contributions compared with those of a teacher. Yet many parents say they would be willing to spend more time on homework or other learning activities with their children if teachers gave them more guidance (Epstein 1987; Henderson, Marburger, & Ooms 1986). But teachers also need guidance. Although teacher certification requirements in about half the states mention the importance of working with families, very few states require extensive coursework or in-service training in working with families (Radcliffe, Malone, & Nathan 1994). Few teacher preparation programs address techniques for communicating with families, and many teachers and other school staff may simply not know how to go about involving parents more in their children's learning.

Cultural barriers. The families of the children being educated in America's schools today are extremely diverse. Many immigrant families do not speak or understand English. This language barrier may be a special problem for low-income families who have little or no education themselves. The 1980s saw the number of poor Hispanic and Asian immigrant children increase dramatically (Morra 1994). Families also have different views on schools, teaching, and their own role in their children's education. Teachers may be unable to communicate with non-English-speaking parents. Even those family members who speak English but have little education often have difficulty in communicating with schools because their life experiences and perspectives are so different (Comer 1988; Moles 1993).

Lack of a supportive environment. Nurturing families has not been a priority on the American agenda. More and more parents face the difficult task of raising their children alone. More children than at any time since 1965 live in poverty (Children's Defense Fund 1994). Low-income parents have less contact with schools than do their better-off counterparts (Moles 1993). They need support from all sectors of the community if they are to become more involved in their children's education. Schools need to establish clear school and district policies on family involvement and reach out to all parents on a continuing basis, providing personal contact, literature and classes on parenting, literacy training, and parental resource centers. Religious and civic organizations need to encourage parents as they guide the growth of their children. Communities also must work with families to make the streets safe for children and provide constructive after-school and summer experiences. Employers need to be supportive of their employees who are parents, allowing more flexibility in work schedules as well as more options for

part-time employment.

[Return to Strong Families Home Page](#)

All: coming



United States
Department of
Agriculture



Programs Related to Raising Responsible Teenagers

Stop 2225
Independence Ave SW
Washington, DC 20250-2225
202-720-2908

Source: 1999 Children, Youth, and Families At Risk (CYFAR) Program Data
www.reeusda.gov/4h/cyfar/stst/stst2_fm.htm

State Strengthening (STST) Projects Working With Teens

State	Project Title	Community Location
Arizona	Postponing Sexual Involvement This state strengthening project focuses on youth, particularly in the area of teenage pregnancy prevention. The project educates teens on the risks of too early sexual involvement and trains them to promote postponing sexual involvement among pre-teens and young teens. The project also includes parent education seminars to familiarize them with the program and to teach and encourage parental-child communications. The project includes the production of videos by teens to promote abstinence, educational workshops for the public, community collaboration and Internet access. Amphi Targeted Communities Project: LA CASA LA CASA (The Community of Amphi Support Annex) is a student resource center on the campus of Amphi High School. The goal is to offer services and programs that will increase class attendance, improve class performance, and lead to completion of high school requirements for graduation. This is being achieved a variety of classes and services ranging from it's computer center (1 STST connectivity site and 9 additional computers donated by community), "Lunch Box Seminars," Nutrition classes, peer/adult mentoring, peer education and strong youth service component. It is operated by 24 high school students, 2 U of A work-study students and Pima County Extension Program Coordinator and supervised by Pima County Family & Youth Agent and LA CASA Advisory Committee. 43 youth volunteered to mentor, tutor and serve on Youth Advisory Board volunteering 1202 hours of service to LA CASA.	Globe Ampni High School -- LA CASA Student Resource Center
Delaware	Dover Air Force Base Strengthening Community Programs The core of the Strengthening Community Program is the <i>Strengthening Families Workshop</i>. It is designed for youth ages 10-14 and their parents. In a seven-week workshop with four follow-up booster sessions, both parents and youth receive training in skills to resist peer pressure, making and understanding family rules and consequences, ways to show love and support, and drug and alcohol resistance skills. Through the workshop parents develop a consistent approach to their youth, which will be utilized	Dover Air Force Base

whether the military parent is with the family in a home base or deployed. It is offered in collaboration with the Dover Air Force Base Middle School.

Strengthening Families in the Brookmont Farms Community

The main component of the project for children was operating a community-based after-school and summer program as a safe haven for children and youth. The Kids Night program operated two evenings per week from September through May and every day during the week of spring break. Activities included homework help, reading, storytelling, computer literacy, nutrition and food safety, creative arts, nature study, and field trips. Participation in county-wide 4-H events, activities, and trips was encouraged. A 7-week summer program focused on participation in a variety of group activities, leadership skills, study skills, and behavioral skills. The summer program included daily individual and group reading activities. In addition, five summer youth workers assisted with the children and learned on the job leadership and character building skills.

Youth in the community participated in a 4-H leadership club for 7th and 8th grade students at the local middle school. College interns, who were recruited and trained through a Learn and Serve program, acted as mentors to the middle school youth and worked with them on community service projects. Activities included teamwork training, leadership skills, mentoring with younger children and service learning projects. In the Brookmont community, these youth assisted younger children during Kids Night activities, participated in the Spring Break week, helped plan and operate a youth service community garden clean-up day, and assisted with the summer day camp activities and a community wide fun day.

New Castle County

Guam

Seeds to Success

Seeds to Success was designed to provide "at risk" youth an opportunity to learn about agriculture through an after school course held each day, Monday through Friday for a two-month period. The program targets eighth and ninth grades students and teaches the basic computer literacy and Internet skills, so students will be able to use the Internet. The students will then use those skills to research agriculture and nutrition information on the Internet, and after they complete the course they will be able to grow better home vegetable gardens with the help of their family.

Federated States of Micronesia (Kosrae)

Indiana

Big Buddy Program

The Big Buddy program pairs older teens (ages 15-18 yrs. old) with a fifth or sixth grader, until the younger student enters eight grade. The youths are identified by the fifth and/or sixth grade classroom teacher based on the student's poor academic performance, classroom behavior and school attendance record. During the school year, the pair participates in a two-hour after school program once a week at the local elementary school. During the 12-week summer vacation, the program expanded to include overnight residential camp experiences, community service projects, and hands-on workshops. Monthly, county-wide meetings allowed the "Buddies" to interact with other youth from the five elementary schools that feed into the central Jr./Sr. High school. This was designed to ease the transition from elementary school to high school by empowering these young people through involvement across town/school district lines. Monthly family centered activities involve the "Little Buddy", his/her parent(s), and their "Big Buddy" in a two-hour interactive evening program. Parents received training on how to improve their parenting skills. A computer lab and training center was established at the Crawford County Youth Center, in the Crawford County Public Library. Participants in the Big Buddy program were trained as Internet Masters. In addition, community collaborators conducted the "Have A Healthy Baby" educational program for pregnant teens and adults when needed.

Far Eastside PBC

The Far Eastside neighborhood is on the east side of Indianapolis. This PBC project primarily focuses on year-round educational and recreational activities for youth, strengthening community identity, development of community leadership, and improving technology skills. Year-round educational and recreational activities are conducted for youth 6-18 years old in cooperation with adults in the community. Classes in arts, science, SERIES, business, sports, recreation, career exploration computer technology, etc. will be conducted at John Marshall Middle School. A ten-week 12-hour per day summer camp was offered to 6-12 years olds where educational activities were based on 4-H curriculum. On-going educational leadership opportunities (i.e. Youth Councils, Leadership Workshops and mentoring) for neighborhood residents were created to develop and refine leadership skills resulting in placement in community roles. An electronic link was created between all the organizations participating in the PBC project to enhance communications and increase knowledge of electronic

Crawford County

Indianapolis Far Eastside - Marion County

resources. A computer lab was created at Partners Place in John Marshall Middle School where people can learn and access electronic communication. A new computer-users club of residents was created. Members of this organization will design a community home page and serve as mentors for other community residents.

Kentucky

TRY (Teens Reaching Youth)

An after-school enrichment program that incorporates middle school and high school students as volunteer mentors to elementary school students. Mentors receive training in building leadership, teamwork, character education, self-esteem and developmental assets. An emphasis is placed on establishing a caring relationship between teens and youth. The project focuses on keeping youth excited about school and learning, by offering hands-on activities in a variety of subjects, with a part of the program being training in Internet usage.

Just Do It, Jr.

This program helps young people develop a positive attitude about themselves and school. It focuses on preventing high-risk behavior. Participating fifth graders learn how to communicate effectively, make wise decisions, get along with others through anger control and accept responsibility for their actions. They learn to feel better about themselves and their future. In addition to the "Just Do It, Jr." curriculum we utilize a number of resource books and materials. Lap top computers are used as well as tapes and videos. Lessons are taught by use of games, role play, group discussion, and arts and crafts. Our project also involves making a resource library available to the community. This is done through the local health department and pediatricians office. Various health fairs, book fairs and other civic functions are attended with resource materials being made available to the public. One day parenting classes are offered as needed.

Maine

Teen and Young Parent Program

The overall goal of this program is to increase the ability of young parent's to successfully nurture their children. The targeted geographical area is Knox County. Currently our program enrolls first time young mothers nineteen years of age and under. The Young Father's Project enrolls any young man, a biological father or someone acting in that role. Currently, there are 20 fathers and 31 pregnant or parenting mothers enrolled in the TPPKC. Mothers range in age from fifteen to twenty-one (average age 18.2), all

Edmonson County

Graves County

Knox County, Rockland

receive monthly home visits as participants in the Parents as Teachers (PAT) program. This educational curriculum provides information to parents, prenatal through their child's third birthday, about child development (social, emotional, language and physical), nutrition and the feeding relationship, safety, wellness and demonstrates parenting skills. A total of thirty-six teen mothers have volunteered to participate in PAT this year. Sixteen of these are paired with a caring, trained adult volunteer. An interesting trend in the families we see, is the number of "couples" we are enrolling. Currently twenty young fathers between the ages of sixteen and thirty-two (average age 21.5) are enrolled. Fifty percent of the fathers are in an enrolled couple and one father stays enrolled even though the mother of his child has graduated after three years and four months in the program. The Young Fathers' Project helps dads understand the importance of his relationship to his child and builds parenting and relationship skills. All three professionals (one male, two female) are Certified Parent Educators through the National PAT Center in St. Louis, Missouri.

Michigan

Youth Violence Prevention Project

Over the course of three years, a full-time VISTA (Volunteer in Service to America) worked with Branch County MSU Extension staff, partners and volunteers to develop, implement, facilitate and evaluate educational programming for youth ages 5 to 19 to help these youth develop assets and skills in violence prevention. Following are some examples of these efforts:

- *Branch County 4-H* – The Leadership 2020 program was used to provide intensive government and leadership training for high school youth.
- *Branch County Day Treatment Program* – This involved weekly meetings with boys (aged 13 to 17) in the juvenile justice system court-ordered program. The group focused on the PeaceTalks violence prevention curriculum, the Michigan 4-H SPACES curriculum, CHARACTER COUNTS! and personal hygiene improvement. Programming took place at the Sunshine House, a county-owned facility. These programs were offered several times for three to six months at a time.
- *Juvenile Court Probation Requirements* – This involved weekly meetings with juveniles on probation with the Probate Court System. This group also used PeaceTalks, SPACES and CHARACTER COUNTS! These programs were offered several times for three to six months at a time.
- *Jefferson Elementary School, Girard Elementary School, Sherwood Elementary School, Union City Elementary School*

Branch County

– Talking With T.J. and CHARACTER COUNTS! programs were done for a five-week period with second- and third-grade classrooms.

- *Safe Night* – This event, which was targeted to 11- to 14-year-olds, featured an evening of conflict resolution activities, food, games and a dance.
- *TeenShare* – TeenShare is housing for homeless teens in Branch County, where up to six teens at a time can stay as long as they are in school and employed or looking for employment. These teens were involved in ongoing activities focusing on conflict resolution, money management and nutrition.
- *Sherwood Elementary School, Union City Elementary School, Lakeland Elementary School* – The Conflict Resolution Through Children's Literature program was done for a five-week period with second grade classrooms

Union Baptist and the Math and Science Academy

The model was developed through the YAR funded project and was disseminated to two sites in Ingham County. The goal of the project continued to be to increase science, math and reading literacy of youth so that they might succeed in learning and in the job market. The goals of the project were being carried out through the Electronic Connectivity connection with the sites. Both sites are located in Ingham County. The Math and Science Academy is in a rural out-county small city and the Union Baptist location is in an urban setting.

At the Union Baptist site which housed an after-school and summer program, youth, along with a tutor, used the computer individually and in groups. The students were taught how to log onto the Internet, as well as how to access the endless amount of information available on the world wide web. Students used the Internet to research different subject areas they are studying in the classroom. They also looked up information on careers.

At the Stockbridge Middle School site, MSU Extension partnered with the Middle School Community Education Program to provide math and science activities in an after- and in-school program. MSUE also programmed with the Migrant Education Program during the summer. Students who were failing received extra support in math and science based subjects. The site's project director, who was also a teacher in the school district, provided extra support by setting up special times for students to come in

Ingham County

and do science and math activities. Also, during the school day, students had the opportunity to use the computer and Internet. During the summer migrant youth had the opportunity to use the computer and Internet as a learning tool.

Minnesota

Mentoring Makes a Difference

The Mentoring Programs are designed to provide youth with friendship, support, skill building activities, as well as positive role models. Teen parents, high school and middle school youth are matched with adult volunteers from communities in Polk County, Mahnomen County and the White Earth Reservation. Volunteer mentors work with youth on one-to-one basis and in-group settings. The mentoring programs include:

- REACH: Offers after school and summer opportunities for any students in the Crookston Middle School and Junior High School. Program leaders target students with economic or racial barriers. Students served are Hispanic, Native American, Mixed Racial and White. Opportunities include; 4-H youth development projects, community service projects, academic tutoring and performing arts opportunities.
- PARTNERS IN PARENTING: Offers adult mentors for teen parents in Polk County, Mahnomen County and on the White Earth Reservation.
- TRUST (Teens Receiving Unconditional Support Time) Students grades 5-12 in the Crookston School District who volunteer or are referred are matched with adult volunteer mentors.

Polk and Mahnomen Counties

Nebraska

Building Family Friendly Communities

The purpose of the program is to advocate the building of communities where all children, youth, and families are valued. The initial approach has been to reach youth and develop life skills, leadership, technology, and interpersonal skills. Program content at this community-based site includes computer technology classes for Hispanic and white youth and adults who have had very little prior exposure to computers. A group of Hispanic teens has come together to form a leadership development group. These participants are involved in several community outreach projects and are learning leadership skills. Hispanic adults are being recruited and trained to lead traditional 4-H clubs, integrating into a strong traditional county 4-H program. A cultural dance performance group has been formed to involve another segment of Hispanic youth. A community gardening program in the summer

Dawson County

reaches a wider range of youth of varied cultures and creates opportunities for young children to interact, learn about gardening, and take responsibility. The Hispanic Leadership Institute is teaching youth and adults about local government and how to get involved. The project staff are partners with several agencies in a young parents program. Our staff is involved in programming to young parents in the areas of parenting and child development, health and wellness, individual goals and relationships, life skills and self-sufficiency. There is also an extension group for Hispanic women that encourages participants to learn new skills, utilize existing skills by demonstrating talents, and become involved in the community.

Building Family Friendly Communities

The purpose of the program is to advocate the building of a community where all children, youth, and families are valued. Program content includes the development of an Improv Theater Troupe. Participants are Native American teens who have been trained in improv theater skills and who perform these improvisations around social issues. Issues they address with audience members include peer pressure, youth ethics and behavior, health issues, domestic violence, and substance abuse. During this program year the Troupe reached over 2600 people with 20 performances. The computer lab provided by this project is the only source of computers available for public access in the community. Many people, both young and old, have been introduced to computers through one on one, self-taught, and small group trainings. As a source of community pride, the project has spearheaded a community effort for park improvements. This has brought people together in a unified effort in a place where this doesn't happen often. The project is also involved in several collaborative efforts including Family and Community Leadership programming and the Youth Development network. The project staff are highly involved in programming around several educational topics in the local school system. Listed below is a list of primary partnerships the project staff have developed in the community. These connections help participants in the projects to become more aware of what is available in the community.

Thurston County

Nevada

Building Communities of Support for Alternatives to Juvenile Detention

Battle Mountain

Winnemucca (Humboldt County)

Elko County

The purpose of the program is to teach teens skills that will help them get out of the juvenile justice system and become productive members of the community. Program content includes skill-building in the areas of communication, problem-solving and decision-making, self-responsibility, conflict resolution, aspiration building and goal setting. Community leadership activities are identified and completed by the groups. Youth are trained to use the Internet and have an opportunity to use the Internet at several different community sites. The parenting component teaches adults to reinforce concepts youth learn in the program. Three, two-hour parent education meetings are offered. Weekly instructional postcards are exchanged between youth and parents. Parents also participate in orientation and graduation meetings. This multi-jurisdictional effort brings together local judges, juvenile court masters, juvenile probation and parole officers, University faculty, local Cooperative Extension offices and Federal Cooperative Extension partners. Sites and collaborators are linked by e-mail. Donations have been received from business and state partners. Project "MAGIC" received the 1997 second-place National Award for Excellence at the National Rural Institute on Alcohol and Drug Abuse from the Center for Substance Abuse Treatment, United States Department of Health and Human Services.

Oregon

Hernandad Latina Project

The 4-H Hernandad Latina Program links Latino high school students with Latino middle school students and professionals in the community. The intent is to provide support to Latino youth through mentorship, educational and recreational programming, and positive role modeling. The overall goal of the program is to not only provide quality, community-based educational programs for Latino youth, but to promote their academic achievement and to achieve a 100% graduation rate for program participants.

Before and after-school programming is offered two to three days a week to middle school youth. A summer activities program is also conducted for this age group. High school students who complete 20 hours of training, develop and apply leadership skills as youth leaders for the middle school programs. They also serve as older youth role models for the younger students. Program content for both student groups focuses on leadership development, computer literacy, and skills that facilitate the transition between middle school and high school and between high school and future careers. In addition, an adult mentoring program matches professionals in the community with high school youth. Major

Portland, Multnomah County

community partners include the Portland Hispanic Chamber of Commerce, the Oregon Council for Hispanic Advancement, and the Portland Public Schools.

Oregon Outreach

Web Wizards Computer and Internet Technology after-school program is offered twice-weekly, for 90 minutes each meeting, at two high schools and involves 28 Latino youth. Web Wizards is designed to teach students leading edge computer and web technologies, workplace skills, and the value of volunteerism. The bilingual sessions are taught by Latino adult mentors. Also included in the curriculum are goal setting, problem solving, decision making, effective communications, and other life skills. After achieving basic competencies, the students mentor Latino middle school students and Latino adults and family groups at local libraries and community centers under the supervision of their adult mentors. The skills they teach include basic computer skills and how to interface with the Internet. The adult mentors are volunteers from the Intel Latino Network. Each year a new cohort begins the basic program and once they complete the program, have the opportunity to move on to advanced and specialized skill levels. Participants may earn high school credit through the program.

The Videography and Media Action Project provides an opportunity for 12 Latino High School students to learn video production techniques, including production planning, and the operation of video, audio, lighting, and editing equipment. Students meet twice a week for four weeks, spending three and a half hours at each meeting. As a result of their work, they produce a 30-minute video with study guide on a culturally relevant issue they face in their school lives. The video and guide are used by high school teachers with their classes and also with facilitated parent and community groups throughout the county. Instructors for the bilingual videography class are from Tualatin Valley Community Access, Sunset High School, and OSU Extension 4-H. After completing the basic class, students are eligible to continue with the advanced course. Both courses earn high school credit toward graduation for the participants. Students act as facilitators of community dialogues using the video and study guide. Participants also volunteer 10 hours at TVCA or work on other projects to practice the skills they are learning as well as to experiment with creative ideas. As the project continues to develop, students will have the opportunity to gain leadership experience by teaching

Washington County

Hood River County

peers and younger middle school students videography skills and by reinforcing their cultural identity.

Projecto Arte y Cultura summer day camp focuses on Mexico's history, geography, culture, traditions, and values through a variety of different recreational, educational, and artistic activities. Thirty youth (K-7), meet with a certified teacher from Mexico, five days a week, five hours/day for five weeks, as part of *Plan Vacacional de Mexico*, co-sponsored by the Mexican Consulate and the Mexican Sports Federation. At the end of the program, parents and family members are invited to a celebration featuring traditional foods and a program presented by the participating youth. Video productions of the final celebration are aired on cable television to involve and educate the larger community about the program.

South Dakota

Neighborhood, Education and Technology Centers (N.E.T.)

The purpose of this project focuses on the following four goals:

1. To develop more effective community programming for youth through coalition-building
2. To improve academic success among youth
3. To provide a safe and structured after school environment
4. To promote positive assets among youth.

Children, youth, families, and other community members from the Pierre/Ft. Pierre area have had opportunities to get involved with the computer centers located at the Boys and Girls Club, Lutheran Memorial Church, and most recently the Community & Youth Involved Center (CYIC). These computer learning centers provide after school programming for all ages, and especially for middle school youth. Activities include mentoring, tutoring, building positive character traits in youth by serving as volunteers in the community, and developing a Web page on the Internet listing community activities for youth and families. There is also a computer at Capital Area Counseling Service for their targeted audience of children and families at risk.

Pierre

Resiliency/CYFAR & South Middle School Partnership

The purpose of this project focuses on the following three goals:

1. To reduce student problem behavior
2. To develop a character asset-building program to enhance resistance to risky behaviors

Rapid City

3. To increase interaction between parents, community, staff, and students.

Program participants include 663 students from the 6th, 7th, and 8th grades at South Middle School. Activities include presentations and involvement in gang and graffiti prevention, Character Counts!(sm), peer conflict mediation, health/nutrition, careers, disaster preparedness, and school site development.

Strategies included developing a web site, revising Character Counts!(sm) curriculum and conducting group performances, conducting teen forum sessions, and conducting peer mediation and prevention programs to reduce involvement in gangs, graffiti and harassment. Strong collaborative relationships have been developed between the SDSU Cooperative Extension Service, South Middle School, Rapid City Police Department, South Dakota National Guard, Chamber of Commerce, and Salvation Army to provide various presentations, resources and expertise.

Texas

T-TEEMS

Brazos County Extension has developed a strong coalition that is addressing youth at risk in A.R.M.Y. Boot Camp (Academy for the Rehabilitation & Motivation of Youth). These youth are assessed for interest in entrepreneurship and are taken through the 4-H Entrepreneurial Education Program to prepare them for an employable future by developing competencies and skills critical to employment and entrepreneurial ventures. A pilot entrepreneurial project has been conducted this past year with 42 youth. Currently 12 volunteers are involved with the youth project. Through involvement in the state strengthening project, youth will link with other youth with similar interests. The project site will be replicated through alternate funds at a site in Travis County, Austin, Texas.

Brazos County

Wyoming

The Success Program

Platte County's "Success Program" is a partnership between Platte County Extension, Wheatland High School, and several community agencies (mental health, chamber of commerce, hospital, churches, etc.). Youth programs promote workforce preparation through academic assistance and classes in connectivity skills by computer teacher Bob Catchpole. Resource workshops on life skills and job shadowing/career development experiences are coordinated by teacher/CYFA evaluator Katie Carmin. Courses by teacher/Success Coordinator Wayne Hicks on geographic

Platte County

information systems (and follow-up field experiences) are providing students opportunities for hands-on learning, interaction with adult learners (who can also enroll) and opportunities to teach and apply skills with local businesses, Forest Service, and Natural Resources Conservation Service. Parents are encouraged to support children's learning through positive parenting and involvement in school and out-of-school learning. The majority of participating youth improved in grades through support experiences and demonstrated new skills and enthusiasm in science and technology as a result of the project.

The "Success Program" is an integral part of a community-wide effort to address youth problems (methamphetamines, delinquency) and potential (school-to-career, asset-building) and promote economic development. Extension contact Christine Pasley and other staff and collaborators of the "Success Program" are recognized community leaders in other projects. Moreover, "Success," collaborating with business and government agencies, is raising awareness and support for youth and optimism about community development. Statewide school reform and Extension emphasis on civil rights and EFNEP/FSNEP are also influencing emphasis on at risk audiences and program impact.

file:

Community

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One of the ways libraries build communities is by forming partnerships with organizations, both profit and nonprofit, that demonstrate the essential role of libraries in connecting people of all ages with ideas, information and culture.

Events such as the Library of Congress Bicentennial and others listed here provide opportunities to tie in with the prestige and outreach of nationally recognized organizations.

Many libraries also work in partnership with local government agencies, bookstores and sports teams to sponsor summer reading programs, book discussions, arts and other programs.

Examples include the Cedar Rapids (Iowa) Public Library's "Read and Ride" program, which provides free bus rides to the library for children; the Chester County (Essex, Penn.) Library's children's literacy initiative with Starbucks Coffee; the San Jose (Calif.) Public Library's afterschool arts programs offered in partnership with the Office of Cultural Affairs; and the Arlington Heights (Ill.) Memorial Library's CyberSeniors project with the local senior center.

Public Libraries as Partners in Youth Development: Challenges and Opportunities is the title of a new report published by the DeWitt Wallace – Reader's Digest Fund. The report is based on the findings of a survey of 1,500 U.S. public libraries conducted by the American Library Association.

The report describes how the Fund used the survey findings plus other research to create an initiative that seeks to increase the availability of high-quality

programs for school-age youth in public libraries, especially in low-income communities. The Fund expects to award grants of up to \$400,000 to libraries that submit winning proposals. The report and survey findings can be found at www.ala.org/plpy.

Another recent survey titled *Cultural Programs for Adults in Public Libraries*, conducted by ALA with funding from the Lila Wallace – Reader's Digest Fund, shows libraries frequently collaborate with artists, writers, historical groups, newspapers and museums (see *Resources*).

To be successful, partnerships must be based on mutual benefits for both organizations. These might include funding and contributions of advertising, publicity or expertise.

Some tips for success:

Have a clear vision of what your library stands for and what it brings to a proposed partnership.

Research your potential partner to discover potential conflicts and mutual areas of interest, what it can offer the library and how it can benefit from the library. Make sure your staff and library board understand the nature of the partnership, its requirements and benefits.

Appoint one person to coordinate and nurture the relationship.

Don't undervalue the worth of your library. Its good name and visibility in the community are an invaluable source of goodwill.

Library of Congress Bicentennial Celebrated by the Librarian of Congress

The Library of Congress is celebrating its 200th birthday with a series of events and programs. The Librarian of Congress, James H. Hughes, will be the guest of honor at the Library of Congress Bicentennial Dinner on November 14, 2000, at the National Academy of Arts and Letters in Washington, D.C.

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White House Conference on Raising Responsible Teenagers in the 21st Century

Despite many positive developments in the last seven years – including declining rates of teen pregnancy, decreases in crimes against youth, and increases in student achievement and college access – parents of today’s adolescents express significant anxiety about the well-being of their children. In many cases, teenagers themselves feel alienated from their communities and insecure about the future. And recent episodes have made parents and teens of all backgrounds feel helpless in the face of school violence.

The White House Conference on Raising Responsible Teenagers in the 21st Century will respond to these concerns by focusing attention on ways that families and communities can teach good values, promote healthy behavior, and support positive youth development. Against a backdrop of broader societal changes (the new technology, an increasingly diverse population, and a significant “opportunity gap” for low-income and minority youth), the Conference will bring to light research on positive youth development, emphasize the importance of substantial investments in youth, and highlight the Administration’s achievements in this area.

What problems will be addressed through the Conference?

- Parents that feel disconnected from their children and lack information to respond to the challenges they face.
- Teenagers feel alienated from their families and communities, and may choose their values and behaviors based on peers and the media.
- Low-income and minority teenagers face an “opportunity gap” in many areas.
- Problems of youth require comprehensive and integrated solutions, but often are addressed through programs focused on a single issue.
- There is only limited research on “what works” for adolescents, and that research is not well known.

What do we hope to accomplish?

- To engage parents and communities in a conversation about how we can do a better job working together to raise our teenagers.
- To showcase the accomplishments of the Administration, and advance the President’s budget request, in the area of youth development.
- To encourage more effective, integrated services for and by youth at all levels of government and in the private sector.
- To provide parents and communities with tools and information they can use to address the needs of adolescents.

HR-22. FOOD STAMPS

22.1 BACKGROUND

THE NATION'S GOVERNORS BELIEVE THAT THE FOOD STAMP PROGRAM PROVIDES A KEY BENEFIT TO MANY LOW-INCOME INDIVIDUALS AND FAMILIES, INCLUDING THE ELDERLY AND THE DISABLED. FURTHER, GOVERNORS SUPPORT THE NOTION OF PROMOTING FOOD SECURITY FOR ALL CITIZENS. HOWEVER, GOVERNORS BELIEVE THAT REFORM IN THE FOOD STAMP PROGRAM COULD GREATLY IMPROVE THE EFFECTIVENESS OF THE PROGRAM BY REDUCING THE ADMINISTRATIVE BURDEN ON STATE AND FEDERAL GOVERNMENTS, AND MOST IMPORTANTLY, BY IMPROVING ACCESS TO BENEFITS FOR INDIVIDUALS AND FAMILIES IN NEED.

THE FOOD STAMP PROGRAM MEETS DUAL PURPOSES—PROVIDING BOTH NUTRITIONAL ASSISTANCE AND AN INCOME SUPPLEMENT TO LOW-INCOME INDIVIDUALS AND FAMILIES. GOVERNORS RECOGNIZE THAT ORIGINALLY THE FOOD STAMP PROGRAM WAS DESIGNED AS A MEANS TO ALLEVIATE HUNGER. AND WHILE SUPPORTING THE CONTINUATION OF THIS GOAL, GOVERNORS ALSO BELIEVE THAT FOOD STAMP BENEFITS FOR MANY RECIPIENTS SHOULD BE VIEWED IN A BROADER CONTEXT OF MOVING INDIVIDUALS TOWARD SELF-SUFFICIENCY. AS SUCH, FOOD STAMPS SHOULD BE REGARDED AS AN ESSENTIAL INCOME SUPPLEMENT. WITH THE ADVENT OF WELFARE REFORM, MORE LOW-INCOME FAMILIES ARE IMPROVING THEIR ECONOMIC STATUS BY MOVING FROM WELFARE TO WORK. GOVERNORS BELIEVE THE FOOD STAMP PROGRAM IS A KEY COMPONENT IN STATES' EFFORTS TO ASSIST IN INDIVIDUALS' TRANSITION FROM WELFARE TO WORK AND TOWARD SELF-SUFFICIENCY.

AS WITH MANY OTHER HUMAN SERVICE PROGRAMS, SUCCESS IN THE FOOD STAMP PROGRAM RELIES HEAVILY ON A STRONG STATE-FEDERAL PARTNERSHIP. ALTHOUGH FOOD STAMP BENEFITS ARE 100 PERCENT FEDERALLY FUNDED, STATES ADMINISTER THE PROGRAM. FURTHER, THE ADMINISTRATIVE FINANCING IS SHARED 50-50.

- To enable teenagers to speak out about the challenges they face and their role in addressing these problems.
- To issue a call to action to the private sector, media, etc. to take responsibility for their effect on youth, and to use their resources to promote healthy behaviors.

Who is the audience?

- Parents
- Teenagers
- Policymakers
- Youth workers
- Media
- Business
- Foundations

When will the conference occur?

- Date to be scheduled pursuant to the President and First Lady's availability. Preferred date May 22 to take place before school lets out so we can downlink to classrooms.

How will the conference program be organized?

- The program may be organized thematically around "community, opportunity, and responsibility."
- Within this framework, the following issues may be addressed:
 - Health –teen pregnancy, HIV, smoking, drugs and alcohol, and research on obesity, sleep, etc.
 - Education –afterschool programs, smaller high schools, impact of work on education, college preparation and access
 - Enterprise –entrepreneurship programs, school-to-work, technology
 - Crime –violence by youth, youth as victims of violence, gangs
 - Values –citizenship, service, philanthropy, character education, community strengthening, "One America"
 - Integration of services

What are potential deliverables?

- Announce research agenda
- Commission and release parents' guide to recent research on adolescence
- Budget amplification (pull together all pieces of the federal budget related to this agenda)

STAMP SYSTEM, THE FEDERAL PROGRAM REQUIREMENTS NEED TO BE ADJUSTED TO BE MORE RECIPIENT-FRIENDLY. FOR EXAMPLE, CURRENT FOOD STAMP POLICIES REQUIRE FREQUENT IN-PERSON ELIGIBILITY RECERTIFICATION INTERVIEWS, WHICH USUALLY REQUIRE A DAY AWAY FROM WORK. IN ADDITION, CURRENT RULES REQUIRE RECIPIENTS TO REPORT NEARLY EVERY CHANGE IN WAGE AMOUNTS, WHICH ARE LIKELY TO FLUCTUATE OFTEN.

22.2.3 **CONFUSION AMONG IMMIGRANTS REGARDING ELIGIBILITY.** THE 1996 WELFARE REFORM LAW RESTRICTED ACCESS TO FOOD STAMP BENEFITS FOR MANY IMMIGRANTS. HOWEVER, BENEFITS FOR CERTAIN CATEGORIES OF ELIGIBILITY HAVE NOW BEEN RESTORED, AND MANY OF THESE INDIVIDUALS MAY NOT BE AWARE OF THIS RESTORATION.

22.3 **NEED FOR REFORM**

AS WELFARE REFORM HAS PROGRESSED THROUGHOUT THE COUNTRY, POLICIES WITHIN THE FOOD STAMP PROGRAM HAVE PRIMARILY REMAINED STAGNANT. WHILE GOVERNORS BELIEVE THE CURRENT FOOD STAMP SYSTEM PROVIDES A KEY BENEFIT FOR INDIVIDUALS AND FAMILIES, MANY OF THE OUTDATED POLICIES SHOULD BE RECONSIDERED IN LIGHT OF WELFARE REFORM. THE CURRENT FOOD STAMP PROGRAM IS INCREASINGLY COMPLEX TO ADMINISTER, AND THE PROGRAM'S QUALITY CONTROL (QC) SYSTEM LARGELY IGNORES MEASURES TO SUPPORT WORKING FAMILIES. FEDERAL RESTRICTIONS, SUCH AS THE REQUIREMENT THAT STATES MUST CONTINUE TO SPEND 80 PERCENT OF THEIR FOOD STAMP EMPLOYMENT AND TRAINING (E & T) FUNDS ON A DECREASING SEGMENT OF THE POPULATION, DIMINISHES THE EFFECTIVENESS OF THE E & T PROGRAM. THESE INCREASING ADMINISTRATIVE COMPLEXITIES WEAKEN THE ULTIMATE PURPOSE OF THE PROGRAM, WHICH IS TO SERVE LOW-INCOME INDIVIDUALS AND FAMILIES.

GOVERNORS BELIEVE THAT EXPLORING OPTIONS FOR FOOD STAMP REFORM WILL PROVE TO BE BENEFICIAL TO ALL LOW-INCOME CITIZENS IN NEED. IT IS IMPORTANT TO

- Announce upcoming Corporation for National Service youth summit (scheduled for late June in Florida)
- Explore possible grant announcements through agencies and foundations
- Explore possible research report releases through agencies and nonprofit organizations
- Explore possible executive order relating to use of federal facilities, interagency task force, etc.
- Announce year 2000 Leader Schools (Presidential awards for schools with best service-learning programs)

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FACE REDETERMINATIONS OFTEN DISRUPTS AN INDIVIDUAL'S WORKDAY, DECREASING EFFECTIVENESS ON THE JOB. GOVERNORS URGE CONGRESS AND THE ADMINISTRATION TO SIMPLIFY THE CURRENT FOOD STAMP RULES TO REFLECT THE CHANGING FOOD STAMP POPULATION IN LIGHT OF WELFARE REFORM. WHILE GOVERNORS APPRECIATE RECENT CHANGES THAT WERE MADE TO REDUCE THE ADMINISTRATIVE BURDEN ON RECIPIENTS, FURTHER SYSTEM IMPROVEMENTS COULD BE MADE, SUCH AS PROVIDING STATES WITH THE OPTION TO DISREGARD THE VALUE OF A VEHICLE IN DETERMINING FOOD STAMP ELIGIBILITY.

22.4.3 IMPROVE PROGRAM BENEFITS FOR THE ELDERLY AND THE DISABLED. CHANGES IN THE CURRENT FOOD STAMP RULES COULD ALSO BENEFIT THOSE NOT CONNECTED TO TANF, SUCH AS THE ELDERLY AND THE DISABLED. FOR EXAMPLE, THE MINIMUM FOOD STAMP BENEFIT LEVEL IS CURRENTLY SET AT \$10. COMPLEX PAPERWORK FOR A VERY SMALL BENEFIT MAY DISCOURAGE MANY ELDERLY AND DISABLED FROM ACCESSING FOOD STAMP BENEFITS.

22.4.4 STREAMLINE THE QUALITY CONTROL (QC) PROCESS. GOVERNORS BELIEVE THAT THE EXISTING QC SYSTEM FOR FOOD STAMPS IS EXTREMELY BURDENSOME AND CONFLICTS WITH THE BROADER PUBLIC POLICY GOAL OF ENCOURAGING LOW-INCOME INDIVIDUALS TO MAINTAIN STEADY EMPLOYMENT. NOTWITHSTANDING THE NEED FOR ACCOUNTABILITY WITHIN THE FOOD STAMP SYSTEM, THE CURRENT QC REQUIREMENTS DIMINISH THE TIME AND RESOURCES THAT COULD BE MORE APPROPRIATELY DEDICATED TO PROVIDING BENEFITS TO INDIVIDUALS IN NEED. FURTHER, AS MORE FOOD STAMP RECIPIENTS ARE GOING TO WORK, THEIR INCOME LEVELS BEGIN TO MORE FREQUENTLY FLUCTUATE. THESE INCOME FLUCTUATIONS OFTEN LEAD TO THE INCREASED CHANCE FOR A FOOD STAMP WORKER TO "ERROR." STATES ARE ESSENTIALLY PENALIZED, THEREFORE, AS A RESULT OF MORE INDIVIDUALS WORKING. GOVERNORS URGE CONGRESS AND THE ADMINISTRATION TO