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Teen Conference [Folder 1]

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Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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RR. Document will be reviewed upon request.

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- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
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White House Conference on Raising Responsible Teenagers
Giving All Young People the Opportunity and Inspiration to Serve

Theme: Youth as Resources

Much attention is paid to what's wrong with today's children and youth – the problems of isolation, despair, and recklessness. The common response is to look to adults to help children. But much more attention must be given to the role young people themselves can play in fulfilling the promise of America for their peers, for younger children, and for themselves.

Youth service – tapping the talents and energies of young people – is part of the antidote this country needs for our toxic culture of violence, apathy, and alienation. Recent tragedies give ever more reason why we must invest in our young people, why we must ignite their imaginations, why we must engage their minds and bodies in working along side people of different racial, economic, and religious backgrounds to solve problems and achieve common goals. Young people must be seen – and see themselves – as resources and solutions, not as problems and victims. They must be asked to take responsibility, work hard, and become leaders.

Martin Luther King, Jr. said, "Everybody can be great because everybody can serve." Every young person must be challenged and inspired to realize this greatness. We must challenge families, schools, colleges and universities, communities of faith, national service and youth corps, and community organizations to create more high quality opportunities for young people to serve America.

Most importantly, we must **ask**. We must ask **more** of young people – to demonstrate their power to lead, to serve, to fulfill America's promise for their peers and themselves. A Gallup Poll showed that teens were nearly four times more likely to volunteer if they were asked than if they were not. So we must ask **all** young people to become active-duty citizens—and to discover their own potential through service.



Opportunities

The Corporation for National Service recommends the following for consideration as announcements at the Conference:

- **National Youth Summit** to be convened in Orlando, Florida from June 22-25. The Summit – sponsored by 25 national and state organizations – will bring together up to 1,000 young people and their adult partners to provide training and plot strategies for young people to help fulfill the promise of America for other young people.
- Recognizing recipients of the **President's Student Service Awards** and/or **President's Student Service Scholarships** for their outstanding service to their communities.
- Recognizing newly-named **National Service-Learning Leader Schools** for their support for and integration of service into their school communities.
- The recently-signed and growing **Youth Service Compact** brings together twenty of the leading national youth-serving organizations – like Boys & Girls Clubs, Big Brothers Big Sisters of America, Girl Scouts, United Way, YMCA and others – around a commitment to increase the role of young people helping to solve important community problems.

Programs & Services

The Corporation for National Service administers a variety of programs designed to strengthen and expand the reach of youth service and service-learning:

- **AmeriCorps** More than 150,000 Americans – mostly young people – have engaged in intensive, results-driven national service through AmeriCorps, the domestic Peace Corps. Most AmeriCorps members are recruited, selected and administered by local and national organizations like Habitat for Humanity, the American Red Cross, and Boys & Girls Clubs. Others serve in AmeriCorps*VISTA and AmeriCorps*National Civilian Community Corps (NCCC). The NCCC is open to young people 18-24 years old. After their term of service, AmeriCorps members received an education award of \$4,725 to help finance college or pay back student loans.
- **Learn and Serve America** More than 1,000,000 students from kindergarten through college are meeting community needs while improving their academic skills and learning the habits of good citizenship through programs supported by Learn and Serve America.

- **President's Student Service Awards:** (www.student-service-awards.org) The Awards honor youth ages 5 to 25 who perform at least 100 hours of service to the community in a 12-month period, or for those below age 15, at least 50 hours. All award winners receive a gold or silver pin, a presidential certificate, and a letter from the President. More than 20,000 Awards have been distributed thus far.
- **President's Student Service Scholarships:** (www.student-service-awards.org) So long as Corporation for National Service funds are available and matched by local contributors, each high school in the country may select up to two students – preferably one junior and one senior – to receive a \$1,000 President's Student Service Scholarship for outstanding service to the community (\$500 is provided by the Corporation).
- **National Service-Learning Leader Schools:** (www.nationalservice.org) In its inaugural year, seventy high schools located in 41 states were selected through an annual competition and honored by the Corporation for National Service for their exemplary efforts to integrate student service into the curriculum and life of the school. This year the competition was extended to middle schools. Leader schools will play an active role in spreading service-learning to other schools in their districts or states.

Research & Data

- Panetta Institute Study of 800 college students done by the Mellman Group – focus on young people's views on government, politics, and public service
- Public Allies Poll in August 1998 done by Peter Hart Research Associates – focus on youth, leadership, and community service
- Many well-run service-learning programs have demonstrated their double-value –for the education of students and for the community. A 1997 Brandeis University study found that students who participated in service-learning scored significantly higher than students who didn't in four key areas: school engagement, school grades, core grade point average and educational aspirations. The time is ripe to spread this low-cost, high-impact idea to all schools and to all students in a community—and in our country.

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**DEPARTMENT OF HEALTH & HUMAN SERVICES**

Administration for Children and Families
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D. C. 20201

FACSIMILE COVER SHEET

TO: RUBY SHAMIR / ANN O'LEARY

ORGANIZATION: DPC

FROM: JULIE BOSLAND

TELEPHONE #: 401-2887

RECIPIENT'S FAX NUMBER: 456-2878

NUMBER OF PAGES INCLUDING THIS SHEET: 7

REMARKS DHHS MEMO ON YOUTH CONFERENCE

Fax (202) 205-9721

**U.S. Department of Health
and Human Services**

Memo

To: Ann O'Leary, Special Assistant to the President for Domestic Policy
Ruby Shamir, Associate Director for Domestic Policy

Date: 03/14/00

Re: White House Conference on Youth, May 2000

This memorandum represents the first step in the Department of Health and Human Service's contributions to the planned White House conference on youth. As noted in several places below, we will continue to work with various parts of the Department to get additional information, deliverables, etc.

A. SUPPORT FOR WHITE HOUSE CONFERENCE ON YOUTH:

The window of opportunity is open for the creation of a new, more proactive approach to youth development. As DHHS Secretary Donna Shalala pointed out in her testimony of September 14, 1999 before the Senate Appropriations Subcommittee on Labor, HHS, Education, effective youth development programs do more than prevent risky behavior. "They promote such things as the social, emotional, cognitive and moral competence of young people... Most importantly, [a comprehensive strategy] must include adolescents themselves and make them active participants in the strategies that we develop for their successful futures." Positive youth development takes a public health approach, preventing negative outcomes by developing healthful behaviors among young people.

Just as new findings in cognitive development have revolutionized national policy toward young children (from birth to age 3), the same could happen for older children and teens based on our rapidly developing body of knowledge about the public and social health aspects of adolescent maturation. In an article entitled "Key Brain Growth Goes On Into Teens," the March 9, 2000 *Washington Post* reported that: "Scientists have discovered that the brain undergoes surprisingly dramatic anatomical changes between the ages of 3 and 15," with significant cognitive and emotional implications for success and health later in life. This White House conference could build on the earlier White House conferences on early brain development and child care by conveying the message that we need to protect our

investment in our youngest children by fully supporting them as they go through this second period of accelerated change and growth.

Given the context of recent national initiatives for workforce investment, welfare reform, and after-school programs, as well on concurrent activities on youth development in the youth-serving and health fields, DHHS feels that the time is ripe to begin a national dialogue on the policies and practices that will help America protect and empower our young people as they grow from the dependency of childhood into productive, independent adults. **The Department of Health and Human Services (HHS) welcomes this opportunity to focus on positive youth development.**

B. ADDRESSING THE ROLE OF YOUTH, PARENTS AND COMMUNITIES IN POSITIVE YOUTH DEVELOPMENT:

HHS strongly supports the themes of *community, opportunity and responsibility* that are referenced in the 3/3/00 White House draft document. To build on these themes and capture the energy and commitment of youth, along with the families and communities in which they grow up, HHS would recommend modifying the title of the conference to convey the message that youth, families and communities are partners in a positive effort to build strong futures. This approach would connect genuine concern about the risks youth navigate as they grow up with a sense of hope and promise. Possible suggestions include:

- Promoting Opportunity, Responsibility and Community Engagement for Youth in the 21st Century
- Coming of Age: Empowering Youth in the 21st Century
- Communities, Families and Youth -- Building a Better Future
- Building on Strengths: Communities, Families and Youth Working Together
- America and Youth: Responsible, Caring and Creative Partners
- The Nation and its Youth: Building the Future through Positive Youth Development
- Investing in the Future: Supporting Positive Youth Development in the 21st Century
- Developing Youth, Building a Better Future

C. PARTNERS AND RESOURCES:

The following individuals would be valuable contributors to the design, planning and implementation of this event:

- Stewart Smith, Executive Director of Campfire Boys and Girls and Chair of the National Collaboration for Youth (representing dozens of major youth serving organizations)
- Karen Pittman, International Youth Foundation

- David Hamburg, former President, Carnegie Foundation
- Pam Stevens, Edna McConnell Clark Foundation
- Inca Mohamed, Ford Foundation
- Della Hughes, Executive Director of the National Network for Youth
- Michelle Kipke, Chair, Board for Children Youth and Families, National Academy of Sciences
- Andy Hahn, Brandeis University
- Sam Halprin, American Youth Policy Forum

The Administration on Children, Youth and Families (ACYF) has already begun engaging a number of these partners to begin this dialogue on positive youth development. For instance, on February 9, 2000, ACYF organized a half day discussion on the topic of setting a national "Blueprint for Youth." This discussion was planned in conjunction with the National Network for Youth's annual symposium so the audience included over a hundred youth service providers and young people. This session included a federal panel with representatives from DHHS, DOL, DOJ and ED, as well as youth. A second panel included representatives from the Ford Foundation, the National Collaboration for Youth, and the National Academy of Sciences. This forum was well-received and demonstrated how growing federal interest is coinciding with similar efforts by the National Collaboration for Youth, the United Way's Leadership 18 umbrella and America's Promise. ACYF is planning to follow up with these youth development leaders in a meeting in late March.

D. ISSUES/THEMES:

At the March 3 meeting, Departments were requested to identify important issues/themes that could be discussed in the morning or used as break-out sessions and to recommend Cabinet Secretaries, Members of Congress, or other high-level individuals who could function as leads for breakouts. In your follow up email, you requested that we note the 2-3 themes we feel cannot be left out of the conference; these are listed first below.

- **Healthy Habits: Setting the Course for Adulthood** (What are the social dimensions of health and fitness as kids grow into adulthood? How can we work with young people to help them make wise choices about their bodies and their behaviors? Highlight the Healthy People 2010 indicators around adolescent health.) [Sec. Shalala, DHHS]
- **Mental Health and Adolescents** (What do we know about the mental health needs of young people? What do young people say are their main mental health issues/needs? How do we provide supports to help young people develop a positive sense of self and belonging, and help them avoid violence against themselves or others?) [Surgeon General Satcher]
- **Joining a Community: Effective Ways to Engage Youth** (How can we enlist youth as committed partners in building communities and their own futures? [Gen. Colin Powell, America's Promise]

Other suggested topics:

- **Aiming High: Helping Teens Set Goals and Achieve Them** (What motivates young people to aim high? How do we get youth involved in community building, educational and career pursuits, creative expression, athletics, and developmental experiences in and beyond the classroom?) *[Sec. Riley, ED]*
- **Preparing Youth for the World of Work: Concerns and Opportunities** (what opportunities do youth believe they have in terms of education, training and work? What motivates young people to seek a career and take the steps necessary to make it a reality? What concerns youth about inequalities in the labor market?) *[Sec. Herman, DOL]*
- **Building Local Capacity for Community Youth Development** (What is the role of community, faith-based, and volunteer organizations in building up youth's responsibility and commitment? How do we break through bureaucracies to get results for our kids?) *[Sec. Cuomo, HUD]*
- **Conflict Resolution and Alternatives to Violence** (How do young people learn to resolve conflicts? How can parents, mentors and other adults involved with teens build a positive foundation of social skills that will enable youth to deal with anger or conflict productively?) *[Attorney General Reno, DOJ]*
- **Communication: Valuing the Perspectives of Youth** (Are kids ready to talk? Are adults ready to hear them? How can parents and other adults who work with teens learn to speak and listen in ways that allow youth to express themselves and be understood?) *[Member of Congress/Youth Organization Leader/Foundation Leader]*
- **Peer Learning** (What can low-risk and high-risk youth learn from one another? How can young people resist learning negative habits from peers?) *[Member of Congress/Youth Organization Leader/Foundation Leader]*
- **The Values We Teach** (How do young people develop their own values? What values are kids learning today and who is teaching them? How do family values, customs and conversations make a difference in a youth's maturation?) *[Member of Congress/Youth Organization Leader/Foundation Leader]*

E. ANNOUNCEMENTS/DELIVERABLES

We are still in the process of working with DHHS agencies to identify possible announcements, but the following represent some initial ideas:

- Every May, DHHS works with the White House to create an event commemorating teenage pregnancy prevention month. As in past years, CDC will have new state-by-state birth rates broken down by ethnicity to announce. It is expected that this will be the seventh year in a row that teen birth rates will have gone down. Additionally, the Administration has worked with the Campaign to Prevent Teenage Pregnancy to recognize their annual award recipients — national and community leaders from a variety of fields who have made a real difference in helping teens avoid pregnancy. This conference would be a natural venue for these announcements.

- Although the Surgeon General's Report on Youth Violence will not be complete until December 2000, there may be a way to make a preliminary announcement about this project.

Although the following may not be substantial enough to constitute announcements, we would suggest that the White House may want to consider making available for the first time (in either the morning session or an appropriate break-out):

- A pamphlet for adult community members on *Preventing Tragedies Involving Young People: How You Can Help*.
- A handout for youth called *Express Yourself*, which will be available in both English and Spanish.
- A small handout with anecdotes about vulnerable youth who have been helped by youth programs operated through the runaway and homeless youth system.

F. DOWNLINK AUDIENCES

- The National Collaboration for Youth and the HHS Regional ACF youth staff could help coordinate downlink sites around the nation (e.g. Girl Scouts in Atlanta, Campfire in Kansas City, etc.)

G. DHHS SERVICES/PROGRAMS FOR YOUNG PEOPLE AND THEIR FAMILIES

A preliminary survey of DHHS programs/activities in this area follows:

HHS Positive Youth Development/Prevention Programs

- Girl Power! (ASPA/SAMHSA)
- Girl Neighborhood Power! (HRSA/MCHB)
- Safe Schools/Healthy Students (SAMHSA)
- Secretarial Initiative on Youth Substance Abuse Prevention (SAMHSA)
- National Youth Sports (ACF/OCS)
- Project Youth Connect (mentoring/advocates) (SAMHSA or CDC)
- *Your Time – Their Future* National Public Education Program (SAMHSA/CSAP)
- Parenting IS Prevention (SAMHSA/CSAP)
- Division of Adolescent and School Health (DASH) school health/health education programs (CDC)
- Youth Violence Prevention (OPHS)

Intervention Services for Youth in Crisis

- Street Outreach for runaway and homeless youth (ACF/FYSB)
- Basic Center (Shelter with Services) for runaway and homeless youth (ACF/FYSB)

- Transitional Living Program for runaway and homeless youth (ACF/FYSB)
- Child Welfare Services (including child protective services, foster care, family preservation/support/reunification, etc.)
- Independent Living Program (ACF/CB)

Research Activities

- Study of Adolescent Health (Add Health Study) (NICHD)
- Project Youth Connect (SAMHSA)
- Injury Prevention Effects of Violence Interventions (studying curfew laws) (SAMHSA)
- Predictor Variables (on negative behaviors leading to substance abuse) (SAMHSA)
- Family Strengthening (SAMHSA/CSAP)
- High Risk Youth Demonstration Grant Program (SAMHSA/CSAP)
- National Survey on Child and Adolescent Well-Being (ACF)
- Youth Risk Behavior Surveillance and Data (CDC)
- Patterns of Alcohol Use Among Adolescents and Associations with Emotional and Behavioral Problems (SAMHSA)

H. RESEARCH AND OTHER BACKGROUND MATERIALS

- *Translating Youth Development into Action* (1999 issue of The Exchange newsletter) (ACF/FYSB)
- *Best Practices to Prevent Violence by Children and Adolescents: A Sourcebook* (CDC)
- *Things that DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices* (American Youth Policy Forum)
- [Guidelines to managing anger, confrontation and one's own stress – literature to be identified]



U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
THE OFFICE OF THE SECRETARY
WASHINGTON, DC 20410-0001

TO: MaryEllen McGuire, Assistant to the Deputy Chief of Staff
Office of the First Lady

FROM: *J. M. Lowing*
Jacquie Lowing, Acting Chief of Staff

DATE: March 14, 2000

RE: Suggestions for Raising Responsible Teens Conference

In response to the request from the Office of the First Lady regarding the White House Conference on "Raising Responsible Teens" HUD would like to submit the following:

1. Suggested Themes for the conferences could include:
Partnerships in Public Housing (Boys and Girls Clubs, YMCA, Girl Scouts of American, etc.); Providing Safe Environments through Gun Violence Reduction Initiatives; After School Program; Tutoring and Mentoring; Government and Private Partnerships.
2. Possible Deliverables:
HUD issued its Super Notice of Funding Availability (SuperNOFA) on February 24, 2000. The SuperNOFA contains a wide variety of programs relating to children. Contract awards will not be made until later in the year. HUD would be willing to provide training on the SuperNOFA to conference participants..
3. HUD partners with 3,400 housing authorities and CDBG block grant cities through and fund a wide variety of programs for teens and their families. Many of these programs have been recognized for their outstanding work with young people. Provided is a list of programs/services offered to teens through HUD.

Boston, MA - School-to-Career (STC) Program is a national initiative designed to improve teaching and learning and to facilitate students' recognition of the connection between what they learn in school and the skills they need to be productive in the world outside of school. The Empowerment Zone, Boston Public School System, the Private industry Council (PIC), Jobs for the Future (a nonprofit organization), and Jobs and Community Service (a city agency) have created a local partnership to operate the program.

Minneapolis, MN - In September, 2000 residents in Minneapolis's Empowerment Zone (EZ) will have a change to improve their health more conveniently than ever when the Midtown Community and Urban Sports Center is completed. This \$21 million project has been hailed as a model of public and private investment that builds on innovative partnerships between the YMCA, the EZ, the Minneapolis Public School system, and local governmental agencies.

Tech Education Centers, Albany/Schenectady/Troy, New York- The 100 Net Initiative is a family affair. The technology centers will provide education and technology training to entire families, including computer training for seniors. The regional chapter of 100 Black Men, a national organization of professional men whose goal is community enrichment, is developing a regional program with help from the Albany/Schenectady/Troy Enterprise Community, the Nation's only regional governed EC. The chapter will establish a \$1.5 million, regionally directed, community-based technology center in each city.

Maysville, KY- The Orientation to College Program is offered to residents of the Housing Authority of Maysville. Students of all ages take their first semester of college classes on site in the Beechwood Community Center. The Orientation curriculum is designed to prepare students for liberal arts, science, and technical careers. A class of students is invited to begin the program with the summer session. Then formal classes continue at the Maysville Community College in the fall and spring. Students admitted to the program may be eligible for financial aid. The students will take approximately 12 credit hours each session.

Anne Arundel County, MD- Mentors in Alliance for Youth Initiatives (MAYI) is a collaboration of agencies and businesses. Together they formed a coalition to improve services for youth in public housing in Anne Arundel County. MAYI consists of staff from the Anne Arundel Housing Authority. MAYI pulls all financial and personal resources into one coalition that meets monthly to plan weekly calendars, summer day camps, homework help sessions, monthly trips, and special events. Typical daily events start at about 3pm and continue until 7pm and involve completing homework, working on computers, participating in arts and crafts, and much more. Children leave the school bus and go directly to the centrally located Recreation Center to participate in the afterschool activities. As a result of the alliance, agencies participating have used resources more effectively by providing nonduplicative services and combining knowledge, talent, and financial resources to design a program that one entity alone could not achieve.

Kansas City, MO- More than 50 percent of all children in central Kansas City are being raised by grandparents, who often face financial hardships and have problems dealing with their grandchildren's behavior and schoolwork. The Kansas City Community Outreach Partnership Center of the University of Missouri-Kansas City uses a multipronged approach to address these issues, including the Grandparent Needs Assessment, Grandparents Outreach and Grandparents Enhancement programs. The

Grandparents Outreach program, which provides access to social services, has approximately 100 participants. The Grandparents Enhancement program, which includes a summer academy and tutoring/mentoring program. Students progress is being monitored for improvement.

Alexandria, VA - Communities in Schools (CIS), the Nation's largest nonprofit stay-in-school network, uses national and local partnerships to help students learn, stay in school, and prepare for life. The CIS Networking Academy equips high school students with computer information technology skills to prepare them for a work as computer networking engineers. This program demonstrates a unique partnership among the Cisco Foundation, HUD, and schools. All of the partners have expanded the programs to serve public housing, empowerment zones, and communities. By linking the education, business, and community development efforts of these organizations, the network reaches 500,000 youth in more than 1,000 schools in 34 States and the District of Columbia. More than 94 percent of the students participating in the CIS program stay in school and graduate.

Newark, NJ- The Miss Housing Authority pageant began in 1997 as a local event involving four public housing authorities in Essex County. In 1998, it expanded to include housing authorities in four New Jersey counties. The primary purpose of the pageant is to provide young women ages 13-16 who live in public housing with an opportunity to participate in a structured environment of activities and experience cultural enrichment, career exploration, and personal growth. Newark Housing Authority funds the pageant and maintains oversight for its coordination and program operations.

Cohoes, NY- AmeriCorps/VISTA members at the Cohoes Housing Authority work with residents in three areas of concentration: literacy and English as a second language (ESL), youth development, and senior independence. ESL instructors work with 27 immigrant families to increase their language of English and assist families to become U.S. citizens.

Syracuse, NY- "Super Summer" is a 1 month residential camp on two university campuses for teens who live in public housing. While residing in college dormitories, youth from 13-17 years of age experience academic, athletic, cultural and social activities that have been designed with specific goals: Career options are highlighted by speakers who present a wide variety of topics and frequent field trips to other colleges, museums, and parks. Program participation has resulted in a overwhelming interest in attending college and making lifestyle changes that will have a positive impact on their futures.

Fort Worth, TX- The Fort Worth Independent School District's Adopt-a-School Program joins the business community and the public educational system in a partnership serving a student body of nearly 80,000 children. More than 400 Adopt-a-School companies, organizations, and churches including HUD's Fort Worth Field Office, provide tutors and mentors, host career days and offer other services to increase academic achievement. Annually 150 of HUD's 200 field employees volunteer their time to the

Program. Adopt-a-School activities develop a rapport that strengthens the entire community. Business and school partnerships matches are based on the primary needs of the school and the expertise of the business. Together, they give students a chance to step from the classroom into the workplace and to see how academic knowledge increases job performance.

4. HUD can co-sponsor satelliting the broadcast via our satellite broadcast facility as well as our videostreaming capability. The broadcast can be seen round-the-world via the Internet by videostreaming the conference. We can also archive the conference on the Internet making it available to those who want to view it 7 days a week 24 hours per day. The conference can remain on the website until such time as the White House asks us to remove it.

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FROM: *Jacquie Lawing*
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THE OFFICE OF THE SECRETARY
WASHINGTON, DC 20410-0001

TO: MaryEllen McGuire, Assistant to the Deputy Chief of Staff
Office of the First Lady

FROM: Jacquie Lawing, Acting Chief of Staff

DATE: March 14, 2000

RE: Suggestions for Raising Responsible Teens Conference

In response to the request from the Office of the First Lady regarding the White House Conference on "Raising Responsible Teens" HUD would like to submit the following:

1. Suggested Themes for the conferences could include:
Partnerships in Public Housing (Boys and Girls Clubs, YMCA, Girl Scouts of American, etc.); Providing Safe Environments through Gun Violence Reduction Initiatives; After School Program; Tutoring and Mentoring; Government and Private Partnerships.
 2. Possible Deliverables:
HUD issued its Super Notice of Funding Availability (SuperNOFA) on February 24, 2000. The SuperNOFA contains a wide variety of programs relating to children. Contract awards will not be made until later in the year. HUD would be willing to provide training on the SuperNOFA to conference participants..
 3. HUD partners with 3,400 housing authorities and CDBG block grant cities through and fund a wide variety of programs for teens and their families. Many of these programs have been recognized for their outstanding work with young people. Provided is a list of programs/services offered to teens through HUD.
- Boston, MA** - School-to-Career (STC) Program is a national initiative designed to improve teaching and learning and to facilitate students' recognition of the connection between what they learn in school and the skills they need to be productive in the world outside of school The Empowerment Zone, Boston Public School System, the Private industry Council (PIC), Jobs for the Future (a nonprofit organization), and Jobs and Community Service (a city agency) have created a local partnership to operate the program.

Minneapolis, MN - In September, 2000 residents in Minneapolis's Empowerment Zone (EZ) will have a change to improve their health more conveniently than ever when the Midtown Community and Urban Sports Center is completed. This \$21 million project has been hailed as a model of public and private investment that builds on innovative partnerships between the YMCA, the EZ, the Minneapolis Public School system, and local governmental agencies.

Tech Education Centers, Albany/Schenectady/Troy, New York- The 100 Net Initiative is a family affair. The technology centers will provide education and technology training to entire families, including computer training for seniors. The regional chapter of 100 Black Men, a national organization of professional men whose goal is community enrichment, is developing a regional program with help from the Albany/Schenectady/Troy Enterprise Community, the Nation's only regional governed EC. The chapter will establish a \$1.5 million, regionally directed, community-based technology center in each city.

Maysville, KY- The Orientation to College Program is offered to residents of the Housing Authority of Maysville. Students of all ages take their first semester of college classes on site in the Beechwood Community Center. The Orientation curriculum is designed to prepare students for liberal arts, science, and technical careers. A class of students is invited to begin the program with the summer session. Then formal classes continue at the Maysville Community College in the fall and spring. Students admitted to the program may be eligible for financial aid. The students will take approximately 12 credit hours each session.

Anne Arundel County, MD- Mentors in Alliance for Youth Initiatives (MAYI) is a collaboration of agencies and businesses. Together they formed a coalition to improve services for youth in public housing in Anne Arundel County. MAYI consists of staff from the Anne Arundel Housing Authority. MAYI pulls all financial and personal resources into one coalition that meets monthly to plan weekly calendars, summer day camps, homework help sessions, monthly trips, and special events. Typical daily events start at about 3pm and continue until 7pm and involve completing homework, working on computers, participating in arts and crafts, and much more. Children leave the school bus and go directly to the centrally located Recreation Center to participate in the afterschool activities. As a result of the alliance, agencies participating have used resources more effectively by providing nonduplicative services and combining knowledge, talent, and financial resources to design a program that one entity alone could not achieve.

Kansas City, MO- More than 50 percent of all children in central Kansas City are being raised by grandparents, who often face financial hardships and have problems dealing with their grandchildren's behavior and schoolwork. The Kansas City Community Outreach Partnership Center of the University of Missouri-Kansas City uses a multipronged approach to address these issues, including the Grandparent Needs Assessment, Grandparents Outreach and Grandparents Enhancement programs. The

Grandparents Outreach program, which provides access to social services, has approximately 100 participants. The Grandparents Enhancement program, which includes a summer academy and tutoring/mentoring program. Students progress is being monitored for improvement.

Alexandria, VA - Communities in Schools (CIS), the Nation's largest nonprofit stay-in-school network, uses national and local partnerships to help students learn, stay in school, and prepare for life. The CIS Networking Academy equips high school students with computer information technology skills to prepare them for a work as computer networking engineers. This program demonstrates a unique partnership among the Cisco Foundation, HUD, and schools. All of the partners have expanded the programs to serve public housing, empowerment zones, and communities. By linking the education, business, and community development efforts of these organizations, the network reaches 500,000 youth in more than 1,000 schools in 34 States and the District of Columbia. More than 94 percent of the students participating in the CIS program stay in school and graduate.

Newark, NJ- The Miss Housing Authority pageant began in 1997 as a local event involving four public housing authorities in Essex County. In 1998, it expanded to include housing authorities in four New Jersey counties. The primary purpose of the pageant is to provide young women ages 13-16 who live in public housing with an opportunity to participate in a structured environment of activities and experience cultural enrichment, career exploration, and personal growth. Newark Housing Authority funds the pageant and maintains oversight for its coordination and program operations.

Cohoes, NY- AmeriCorps/VISTA members at the Cohoes Housing Authority work with residents in three areas of concentration: literacy and English as a second language (ESL), youth development, and senior independence. ESL instructors work with 27 immigrant families to increase their language of English and assist families to become U.S. citizens.

Syracuse, NY- "Super Summer" is a 1 month residential camp on two university campuses for teens who live in public housing. While residing in college dormitories, youth from 13-17 years of age experience academic, athletic, cultural and social activities that have been designed with specific goals: Career options are highlighted by speakers who present a wide variety of topics and frequent field trips to other colleges, museums, and parks. Program participation has resulted in a overwhelming interest in attending college and making lifestyle changes that will have a positive impact on their futures.

Fort Worth, TX- The Fort Worth Independent School District's Adopt-a-School Program joins the business community and the public educational system in a partnership serving a student body of nearly 80,000 children. More than 400 Adopt-a-School companies, organizations, and churches including HUD's Fort Worth Field Office, provide tutors and mentors, host career days and offer other services to increase academic achievement. Annually 150 of HUD's 200 field employees volunteer their time to the

Program. Adopt-a-School activities develop a rapport that strengthens the entire community. Business and school partnerships matches are based on the primary needs of the school and the expertise of the business. Together, they give students a chance to step from the classroom into the workplace and to see how academic knowledge increases job performance.

4. HUD can co-sponsor satelliting the broadcast via our satellite broadcast facility as well as our videostreaming capability. The broadcast can be seen round-the-world via the Internet by videostreaming the conference. We can also archive the conference on the Internet making it available to those who want to view it 7 days a week 24 hours per day. The conference can remain on the website until such time as the White House asks us to remove it.

5. Would HUD be interested in being a co-sponsor for the conference? HUD would be interested in assisting the administration to help ensure that the conference was a success. Upon a specific request, HUD would then determine if an available source of funding was available.

6. Does HUD have an off-site location to host the conference (200 participants). Depending on the time and date, HUD's cafeteria at 451 7th Street, SW will seat 700 theater style. The cafeteria has a stage as well as audio and video capability. The Blue Room located off the cafeteria will seat 200.

7. Potential participant list:

Bill Miliken, President, Communities In Schools. He was instrumental in developing the White House Summit on Education. Leads the largest stay in school program in the Country. CIS is a HUD grantee. He knows the First Lady and the President.

Tyrone Parker, President, Alliance for Concerned Men

This group coordinated the rival gang cease-fire following the execution style killing of Darrel Hall, a 12 year old Benning Terrace (DC) resident. They have brought the male and female gangs of DC together, working to clean-up the community and recently celebrated the 3rd year of the cease-fire. They work directly with low-income, high-risk youth in DC. They have been nationally recognized for their efforts by Reader's Digest and the Washington Post. Mr. Parker has been featured on a Connie Chung Special in Dec. 98 (which was broadcast at the DC Storefront with a Townhall style meeting). They also have support voiced by Rep. John Conyers, Rep. Rangle, DC's David Gibson and Actor Patrick Stewart (Captain Picard on Star Trek: The Next Generation).

Eden Durbin Fisher, Policy Director, YMCA of America
David Mercer, President, YMCA of America

Edward Thiebe, Director of Youth Programs, National Collegiate Athletic Association (NCAA)

Katherine Philbun, Director Community Relations, Major League Soccer

Beth Colleton, Director Community Relations, National Football League

Steve Martin, Director Corporate Relations, National Basketball Association

Eve Barth, Director Community Relations, NBA

Tom Braswell, Community Relations, Major League Baseball

Willie O'Ree, Director Youth Development, NHL (1st African-American to break race barrier)

Richard Bowers, VP Community Affairs, PGA Tour

Brad Hart, Associate Director, Police Athletic League

John Butler, Pop Warner Little Scholars (supports gun curbs)

Sally Cunningham, National Council of Youth Sports (umbrella organizations representing 40 million kids)

Robert Kannaby, The National High School Federation (supports school safety)

Memo

To: Ann O'Leary, Special Assistant to the President for Domestic Policy
Ruby Shamir, Associate Director for Domestic Policy

Date: 03/15/00

Re: White House Conference on Youth, May 2000

This memorandum represents the first step in the Department of Health and Human Service's contributions to the planned White House conference on youth. As noted in several places below, we will continue to work with various parts of the Department to get additional information, deliverables, etc.

A. SUPPORT FOR WHITE HOUSE CONFERENCE ON YOUTH:

The window of opportunity is open for the creation of a new, more proactive approach to youth development. As DHHS Secretary Donna Shalala pointed out in her testimony of September 14, 1999 before the Senate Appropriations Subcommittee on Labor, HHS, Education, effective youth development programs do more than prevent risky behavior. "They promote such things as the social, emotional, cognitive and moral competence of young people... Most importantly, [a comprehensive strategy] must include adolescents themselves and make them active participants in the strategies that we develop for their successful futures." Positive youth development takes a public health approach, preventing negative outcomes by developing healthful behaviors among young people.

Just as new findings in cognitive development have revolutionized national policy toward young children (from birth to age 3), the same could happen for older children and teens based on our rapidly developing body of knowledge about the public and social health aspects of adolescent maturation. In an article entitled "Key Brain Growth Goes On Into Teens," the March 9, 2000 *Washington Post* reported that: "Scientists have discovered that the brain undergoes surprisingly dramatic anatomical changes between the ages of 3 and 15," with significant cognitive and emotional implications for success and health later in life. This White House conference could build on the earlier White House conferences on early brain development and child care by conveying the message that we need to protect our

investment in our youngest children by fully supporting them as they go through this second period of accelerated change and growth.

Given the context of recent national initiatives for workforce investment, welfare reform, and after-school programs, as well on concurrent activities on youth development in the youth-serving and health fields, DHHS feels that the time is ripe to begin a national dialogue on the policies and practices that will help America protect and empower our young people as they grow from the dependency of childhood into productive, independent adults. **The Department of Health and Human Services (HHS) welcomes this opportunity to focus on positive youth development.**

B. ADDRESSING THE ROLE OF YOUTH, PARENTS AND COMMUNITIES IN POSITIVE YOUTH DEVELOPMENT:

HHS strongly supports the themes of *community, opportunity and responsibility* that are referenced in the 3/3/00 White House draft document. To build on these themes and capture the energy and commitment of youth, along with the families and communities in which they grow up, HHS would recommend modifying the title of the conference to convey the message that youth, families and communities are partners in a positive effort to build strong futures. This approach would connect genuine concern about the risks youth navigate as they grow up with a sense of hope and promise. Possible suggestions include:

- Promoting Opportunity, Responsibility and Community Engagement for Youth in the 21st Century
- Coming of Age: Empowering Youth in the 21st Century
- Communities, Families and Youth -- Building a Better Future
- Building on Strengths: Communities, Families and Youth Working Together
- America and Youth: Responsible, Caring and Creative Partners
- The Nation and its Youth: Building the Future through Positive Youth Development
- Investing in the Future: Supporting Positive Youth Development in the 21st Century
- Developing Youth, Building a Better Future

C. PARTNERS AND RESOURCES:

The following individuals would be valuable contributors to the design, planning and implementation of this event:

- Stewart Smith, Executive Director of Campfire Boys and Girls and Chair of the National Collaboration for Youth (representing dozens of major youth serving organizations)
- Karen Pittman, International Youth Foundation

- David Hamburg, former President, Carnegie Foundation
- Pam Stevens, Edna McConnell Clark Foundation
- Inca Mohamed, Ford Foundation
- Della Hughes, Executive Director of the National Network for Youth
- Michelle Kipke, Chair, Board for Children Youth and Families, National Academy of Sciences
- Andy Hahn, Brandeis University
- Sam Halprin, American Youth Policy Forum

The Administration on Children, Youth and Families (ACYF) has already begun engaging a number of these partners to begin this dialogue on positive youth development. For instance, on February 9, 2000, ACYF organized a half day discussion on the topic of setting a national "Blueprint for Youth." This discussion was planned in conjunction with the National Network for Youth's annual symposium so the audience included over a hundred youth service providers and young people. This session included a federal panel with representatives from DHHS, DOL, DOJ and ED, as well as youth. A second panel included representatives from the Ford Foundation, the National Collaboration for Youth, and the National Academy of Sciences. This forum was well-received and demonstrated how growing federal interest is coinciding with similar efforts by the National Collaboration for Youth, the United Way's Leadership 18 umbrella and America's Promise. ACYF is planning to follow up with these youth development leaders in a meeting in late March.

D. ISSUES/THEMES:

At the March 3 meeting, Departments were requested to identify important issues/themes that could be discussed in the morning or used as break-out sessions and to recommend Cabinet Secretaries, Members of Congress, or other high-level individuals who could function as leads for breakouts. In your follow up email, you requested that we note the 2-3 themes we feel cannot be left out of the conference; these are listed first below.

- **Healthy Habits: Setting the Course for Adulthood** (What are the social dimensions of health and fitness as kids grow into adulthood? How can we work with young people to help them make wise choices about their bodies and their behaviors? Highlight the Healthy People 2010 indicators around adolescent health.) [Sec. Shalala, DHHS]
- **Mental Health and Adolescents** (What do we know about the mental health needs of young people? What do young people say are their main mental health issues/needs? How do we provide supports to help young people develop a positive sense of self and belonging, and help them avoid violence against themselves or others?) [Surgeon General Satcher]
- **Joining a Community: Effective Ways to Engage Youth** (How can we enlist youth as committed partners in building communities and their own futures? [Gen. Colin Powell, America's Promise]

Other suggested topics:

- **Aiming High: Helping Teens Set Goals and Achieve Them** (What motivates young people to aim high? How do we get youth involved in community building, educational and career pursuits, creative expression, athletics, and developmental experiences in and beyond the classroom?) [Sec. Riley, ED]
- **Preparing Youth for the World of Work: Concerns and Opportunities** (what opportunities do youth believe they have in terms of education, training and work? What motivates young people to seek a career and take the steps necessary to make it a reality? What concerns youth about inequalities in the labor market?) [Sec. Herman, DOL]
- **Building Local Capacity for Community Youth Development** (What is the role of community, faith-based, and volunteer organizations in building up youth's responsibility and commitment? How do we break through bureaucracies to get results for our kids?) [Sec. Cuomo, HUD]
- **Conflict Resolution and Alternatives to Violence** (How do young people learn to resolve conflicts? How can parents, mentors and other adults involved with teens build a positive foundation of social skills that will enable youth to deal with anger or conflict productively?) [Attorney General Reno, DOJ]
- **Communication: Valuing the Perspectives of Youth** (Are kids ready to talk? Are adults ready to hear them? How can parents and other adults who work with teens learn to speak and listen in ways that allow youth to express themselves and be understood?) [Member of Congress/Youth Organization Leader/Foundation Leader]
- **Peer Learning** (What can low-risk and high-risk youth learn from one another? How can young people resist learning negative habits from peers?) [Member of Congress/Youth Organization Leader/Foundation Leader]
- **The Values We Teach** (How do young people develop their own values? What values are kids learning today and who is teaching them? How do family values, customs and conversations make a difference in a youth's maturation?) [Member of Congress/Youth Organization Leader/Foundation Leader]

E. ANNOUNCEMENTS/DELIVERABLES

We are still in the process of working with DHHS agencies to identify possible announcements, but the following represent some initial ideas:

- Every May, DHHS works with the White House to create an event commemorating teenage pregnancy prevention month. As in past years, CDC will have new state-by-state birth rates broken down by ethnicity to announce. It is expected that this will be the seventh year in a row that teen birth rates will have gone down. Additionally, the Administration has worked with the Campaign to Prevent Teenage Pregnancy to recognize their annual award recipients --- national and community leaders from a variety of fields who have made a real difference in helping teens avoid pregnancy. This conference would be a natural venue for these announcements.

- Although the Surgeon General's Report on Youth Violence will not be complete until December 2000, there may be a way to make a preliminary announcement about this project.

Although the following may not be substantial enough to constitute announcements, we would suggest that the White House may want to consider making available for the first time (in either the morning session or an appropriate break-out):

- A pamphlet for adult community members on *Preventing Tragedies Involving Young People: How You Can Help*.
- A handout for youth called *Express Yourself*, which will be available in both English and Spanish.
- A small handout with anecdotes about vulnerable youth who have been helped by youth programs operated through the runaway and homeless youth system.

F. DOWNLINK AUDIENCES

- The National Collaboration for Youth and the HHS Regional ACF youth staff could help coordinate downlink sites around the nation (e.g. Girl Scouts in Atlanta, Campfire in Kansas City, etc.)

G. DHHS SERVICES/PROGRAMS FOR YOUNG PEOPLE AND THEIR FAMILIES

A preliminary survey of DHHS programs/activities in this area follows:

HHS Positive Youth Development/Prevention Programs

- Girl Power! (ASPA/SAMHSA)
- Girl Neighborhood Power! (HRSA/MCHB)
- Safe Schools/Healthy Students (SAMHSA)
- Secretarial Initiative on Youth Substance Abuse Prevention (SAMHSA)
- National Youth Sports (ACF/OCS)
- Project Youth Connect (mentoring/advocates) (SAMHSA or CDC)
- *Your Time – Their Future* National Public Education Program (SAMHSA/CSAP)
- Parenting IS Prevention (SAMHSA/CSAP)
- Division of Adolescent and School Health (DASH) school health/health education programs (CDC)
- Youth Violence Prevention (OPHS)

Intervention Services for Youth in Crisis

- Street Outreach for runaway and homeless youth (ACF/FYSB)
- Basic Center (Shelter with Services) for runaway and homeless youth (ACF/FYSB)

- Transitional Living Program for runaway and homeless youth (ACF/FYSB)
- Child Welfare Services (including child protective services, foster care, family preservation/support/reunification, etc.)
- Independent Living Program (ACF/CB)

Research Activities

- Study of Adolescent Health (Add Health Study) (NICHD)
- Project Youth Connect (SAMHSA)
- Injury Prevention Effects of Violence Interventions (studying curfew laws) (SAMHSA)
- Predictor Variables (on negative behaviors leading to substance abuse) (SAMHSA)
- Family Strengthening (SAMHSA/CSAP)
- High Risk Youth Demonstration Grant Program (SAMHSA/CSAP)
- National Survey on Child and Adolescent Well-Being (ACF)
- Youth Risk Behavior Surveillance and Data (CDC)
- Patterns of Alcohol Use Among Adolescents and Associations with Emotional and Behavioral Problems (SAMHSA)

H. RESEARCH AND OTHER BACKGROUND MATERIALS

- *Translating Youth Development into Action* (1999 issue of The Exchange newsletter) (ACF/FYSB)
- *Best Practices to Prevent Violence by Children and Adolescents: A Sourcebook* (CDC)
- *Things that DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices* (American Youth Policy Forum)
- [Guidelines to managing anger, confrontation and one's own stress – literature to be identified]



"Newcomer, Susan (NICHD)" <newcomes@exchange.nih.gov>
03/10/2000 04:30:25 PM

Record Type: Record

To: Ruby Shamir/OPD/EOP

cc: "Alexander, Duane (NICHD)" <alexandd@exchange.nih.gov>, "Bachrach, Chris" <cbachrach@nih.gov>

Subject: NICHD Memo for White House Conference on Raising Responsible Teenagers

To Ruby Shamir, Office of the First Lady
From Susan Newcomer, NICHD
10 March 2000

Information requested in preparation for the White House Conference on Raising Responsible Teenagers

1. Top 2-3 issues and themes to be addressed at the conference

One particular aspect of adolescence which has received much attention in the past two decades is that of adolescent sexual behavior. While the initiation of risky behavior -particularly sexual behavior -- is related to hormonal changes, it is also very much related to the young person's sense of connection to friends, family and community. AddHEALTH, a comprehensive and nationally representative study of the complex interactions of individual, familial and social-structural influences on adolescent health behavior has recently been completed, and the Conference should include a presentation based on the findings from this study. There is strong evidence that connections count, and that working parents need not worry unnecessarily that they are somehow "shorting" their children. There is strong evidence that young people really do listen to their parents and other trusted adults, and that parental advice is heeded. It is important that intervention programming be based on research findings, no matter how powerful a single testimony can be. No single voice can speak for all.

Youth violence is much in the news these days. Different interest groups point to different possible causes of the seeming increase in such violence. The NIH has recently set aside several million dollars of funding and issued a call for research on this topic. To date, over 150 researchers have submitted letters saying they intend to apply for this funding. Peer review of these applications and funding decisions will be made over the summer.

A third important theme is to understand and implement the most effective and powerful ways to help young people grow both roots and wings. That is, to see that the teens are grounded in their families and homes, but are able to move on into the adult world. A continued investment in research-based, theoretically grounded and culturally appropriate intervention studies designed to help youth avoid risky behaviors and maintain healthy ones, with appropriate evaluation and long term follow-up will provide guidance to parents, schools, churches and other community organizations. A variety of interventions will be necessary, as

one size does not fit all.

2. Deliverables [grants, announcements, reports] for the Conference

Ann Siegal at DHHS/ASPE has a number of copies of the booklet produced from the early findings of the AddHEALTH Study. "Reducing the risk: Connections that make a difference in the lives of youth." This is an appropriate, interesting and useful contribution from NIH-funded research.

3. List of services provided to youth and families

The NIH does not provide direct services to youth and families, except insofar as research is translated into stories in the press, interventions or best practices for health care providers. However, NIH has a long-standing commitment to address issues in adolescent health. Research has and will continue to involve studies not only of health, but of cognitive development, adaptation, relationship with significant others, as well as studies of the broader physical and social contexts of adolescent development and behavior. Adolescence, after infancy, is a time of maximum physical change. Young people and those they live with and around experience great diversity in their responses to the extent and timing of these physical changes. In addition to these significant physical changes, adolescence is a period of major cognitive and intellectual growth. An adolescent's ability to think, reason, evaluate and make choices is closely related to the avoidance of high-risk behaviors, the maintenance of health, and the ability to prepare for adulthood as a productive member of society. Morbidity and mortality during adolescence are primarily the result of behaviors rather than specific disease. Some of these behaviors are grounded in earlier childhood, some are new.

4. Research, data and other materials that the organizers should look at and that supports the themes suggested above.

It might be possible to provide a print-out of all the studies ongoing at NIH that deal with adolescent issues. Given the time frame, this may not be useful. At the first planning meeting for this conference, I gave Sonia Chesson, who is now in the First Lady's office, a list of NICHD-funded researchers on these issues. We will be glad to provide names and contacts for researchers on a wide-range of youth-relevant studies.

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U.S. Department of Justice

Office of Justice Programs

Office of Juvenile Justice and
Delinquency Prevention

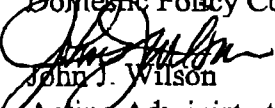
Office of the Administrator

Washington, D.C. 20531

MEMORANDUM

DATE: March 10, 2000

TO: Ruby Shamir
Assistant Director for Domestic Policy
Domestic Policy Council

THROUGH: 
John J. Wilson
Acting Administrator

FROM: Kimberly J. Budnick 
Director, Concentration of Federal Efforts Program

SUBJECT: Follow-up Information for the "White House Conference on Raising Teenagers in the 21st Century"

At the meeting you convened with Federal agencies on March 3, 2000, to discuss the upcoming "White House Conference on Raising Teenagers in the 21st Century", you requested that each of the represented Federal agencies provide a summary of: 1) our recommended conference issues/themes; 2) programs that our agency supports for young people and their families; 3) research, data and other materials available; and 4) deliverables that we recommend for announcement at the conference. Provided below is the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) review of these items.

1. Recommended Issues and Themes for the Conference

Developing Positive Youth/Adult Partnerships. It is important to focus on the development of positive communication skills between youth and adults, parents and children. For your information, two promising youth/adult partnership curriculums have been developed: one by the National 4-H Council and another by the National Boys and Girls Clubs.

Recognizing What Parents Do Right. Though the conference needs to highlight the difficulties that parents face, it will also be important to focus on how parents are successful.

Highlighting Effective Programming. The conference should be utilized as a vehicle to educate parents, practitioner and other conference attendees about the availability of effective programming which strengthens families.

2. Programming

The Strengthening American Families Initiative. In 1988 OJJDP launched a major parenting initiative entitled *Effective Parenting Strategies for Families of High Risk Youth*. Dr. Carol Kumpfer and her associates at the University of Utah conducted a national search for effective family strengthening programs. During that search, 25 programs were selected from the more than 500 that had been nominated. The project culminated in a national conference in December 1991.

Currently, the University of Utah, with collaborative funding from OJJDP and the Center for Substance Abuse Prevention, is working to further enhance the dissemination of model family-based programs and to examine the process of program selection and implementation. Dr. Rose Alvarado from the University of Utah recently presented to the Coordinating Council on Juvenile Justice and Delinquency Prevention examples of promising program approaches to parent training and family strengthening.

Parental and Early Childhood Nurse Home Visitation. For over twenty years Dr. David Olds, Professor of Pediatrics, Psychiatry, and Preventive Medicine at the University of Colorado Health Sciences Center has been developing and testing a program that helps low-income, first-time mothers deliver healthy babies, give them proper care and avoid substance abuse and criminal behavior. Evidence shows that nurse home visitation reduces juvenile offending. By promoting healthy maternal and child functioning early in life, we can reduce the likelihood that children will develop serious antisocial behavior, including criminal offending. Adolescents whose mothers received nurse home visitation services over a decade earlier were 60 percent less likely than adolescents whose mothers had not received a nurse home visitor to have run away, 55 percent less likely to have been arrested, and 80 percent less likely to have been convicted of a crime, including violation of probation. Three components of the US Department of Justice's Office of Justice Programs - OJJDP, BJA and the Executive Office of Weed and Seed - are supporting implementation of this program in six high-crime, urban areas as part of its Weed and Seed Safe Futures initiatives. This program is also one of 10 "Blueprints" programs supported by OJJDP as programs which, after a rigorous evaluation, have demonstrated effectiveness in preventing violence and success in replication across sites.

Parents Anonymous. Parents Anonymous leads a network of affiliated community-based groups that hold weekly meetings led by parents and professionally trained facilitators. The organization works to strengthen families by promoting parent leadership, mutual support, shared leadership and personal growth. Programs that support positive development are also offered for children. OJJDP has partnered with Parents Anonymous since 1994 to promote shared leadership and mutual support in ethnically and culturally diverse settings across the US.

The Families and Schools Together (FAST) Program. The FAST Program focuses upon building and enhancing youth's relationships with their families, peers, teachers, school staff, and other members of the community. FAST works to:

- Enhance family functioning by strengthening the parent-child relationship and empowering parents to become primary prevention agents for their children.
- Prevent school failure by improving the child's behavior and performance in school, empowering the parents in their role as partners in the educational process, and strengthening the child's and family's affiliation with the school.
- Prevent alcohol and other drug abuse in the family by increasing the family's awareness and knowledge of substance abuse and its impact on child development and linking the family with appropriate assessment and treatment as needed.
- Reduce the stress that families experience from daily life by developing ongoing support groups for parents of at-risk children, linking the family with appropriate community resources, and building the self-esteem of each family member.

Team H.O.P.E. (Help Offering Parents Empowerment): A Parent Support Network for Families of Missing Children. This national network supports families with missing children who have been abducted by a family member or a stranger. Team H.O.P.E. parent volunteers speak from experience and represent families of children in each of these circumstances either internationally or domestically. The program assists law enforcement and other agencies in tending to the needs of families of missing children. The program operates a hotline for referrals: 1-800-306-6311.

The National Center On Education, Disability, and Juvenile Justice (EDJJ). EDJJ is jointly funded by the US Department of Education, Office of Special Education Programs, and the US Department of Justice, OJJDP. The Center is a 5-year project that has been structured as a collaborative research, training, technical assistance, and information dissemination program designed to understand and develop effective responses to the needs of youth with disabilities who are currently in the juvenile justice system or who are at high-risk for future involvement. The Center also focuses on addressing the needs of the parents of these youth.

3. Research, Data and Other Materials Available

Research

OJJDP's *Research on the Causes and Correlates of Delinquency* demonstrates that adolescents whose parents display problem behaviors are almost twice as likely to be involved in serious delinquency as compared with adolescents whose parents do not exhibit problem behaviors. Adolescents with delinquent peers are nearly ten times more likely to be involved in serious delinquency than are adolescents who have fewer delinquent friends. Moreover, for adolescents who are exposed to both risk factors --

parents and peers who engage in problem behaviors -- serious delinquency is 17 times as likely to occur. There is a synergizing, multiplier effect on youth that strongly and negatively impacts these children's lives. We are challenged to do our work better at earlier points in time, as well as in our juvenile correctional systems.

Composition of families is an aspect of family life that is consistently associated with delinquency. Children who live in homes with only one parent or in which parental relationships have been disrupted by divorce or separation are more likely to display a range of emotional and behavioral problems, including delinquency. As part of OJJDP's *Program of Research on the Causes and Correlates of Delinquency: the Rochester Youth Development Study, the Denver Youth Survey, and the Pittsburgh Youth Study*, research teams interviewed 4,000 youth and their caretakers to analyze the prevalence of delinquent behaviors, drug use and the number of family transitions the youth had experienced. The researchers found that youth who had faced a substantial number of family transitions, experienced decreased financial security and increased stress and conflict. In Rochester, NY, and Denver, CO, the number of transitions had a significant effect on delinquency and drug use, with the Pittsburgh data showing the same trend, although not at a statistically significant level.

While many research studies have found that negative peer influence is a major reason to initiate drug use or delinquency, parental disapproval has also been shown to be a major deterrent not to engage in delinquent acts or to use drugs. Family variables are a consistently strong predictor of antisocial and delinquent behaviors. According to Bry and colleagues, in their research entitled *Family-Focused Preventions of Drug Abuse: Research and Interventions*, there are direct paths from inadequate parental supervision and peer deviance to problem behaviors. Many research studies suggest that parenting and family interventions that decrease family conflict and improve family involvement and parental monitoring should reduce problem behavior.

A new study of family by researcher Ellen Galinsky, president of the Families and Work Institute, produced a recent report and book entitled: **"Ask the Children: What America's Children Really Think About Working Parents"**. The study demonstrates that an estimated two-thirds of America's children worry about what they perceive as work-related stress and fatigue suffered by their parents. Though children in the study gave their parents high marks in parenting, they wished their parents were under less stress. Most notably, children reported that they did not want more time with their parents, but instead want better communication and more focused time, with parents being less strained and tired.

Publications

OJJDP has developed many publications and resources which may be useful as tools for parents and others who will be attending the conference. Provided below are some

examples of publications available through OJJDP:

- "Adolescent Motherhood: Implications for the Juvenile Justice System", Fact Sheet #50, January 1997.
- "Responsible Fatherhood", Fact Sheet #73, December 1997.
- "When Your Child Is Missing: A Family Survival Guide", OJJDP, Report, May 1998
- "A Safety Net for the Internet: Protecting Our Children", Juvenile Justice Journal, Volume V, Number 1, May 1998
- Keeping Children Safe: Rhetoric and Reality", Juvenile Justice Journal, Volume V, Number 1, May 1998
- "Effective Family Strengthening Interventions", OJJDP Bulletin, Family Strengthening Series, November 1998.
- "Prenatal And Early Childhood Nurse Home Visitation", OJJDP Bulletin, November 1998
- "Treatment Foster Care", OJJDP Bulletin, Family Strengthening Series, December 1998
- "Parents Anonymous: Strengthening Families", OJJDP Bulletin, Family Strengthening Series, April 1999
- "Preventing Violence the Problem-Solving Way", OJJDP Bulletin, Family Strengthening Series, April 1999
- "Preparing for the Drug Free Years", OJJDP Bulletin, Family Strengthening Series, July 1999
- "Family Disruption and Delinquency", OJJDP Bulletin, Youth Development Series, September 1999
- "Families and Schools Together", OJJDP Bulletin, Family Strengthening Series, November 1999
- "Parental Responsibility Laws", Juvenile Justice Reform Initiatives in the States: 1994-1996.

Websites

Children with Disabilities. OJJDP, through the Coordinating Council on Juvenile Justice and Delinquency Prevention, has created a website for parents, teachers, youth and others who have an interest in learning about assistance for youth with disabilities. Located at "www.childrenwithdisabilities.ncjrs.org" the website provides information from and website links to all the Federal agencies as well as private foundations, covering a vast array of information. This website is particularly useful for parents who are working to meet the needs (emotional, physical, mental and behavioral) of their children. A flyer which provides a description of this website is available.

CD-Roms

Reducing Youth Violence: A Comprehensive Approach. This multimedia CD is organized around a range of strategies, including strengthening families, that offer a comprehensive approach to addressing youth violence and juvenile justice issues. Parents might find this CD-Rom useful in that much of OJJDP's reference material, such as Family Strengthening Series publications published before April 1999, are available directly in the CD. The CD also highlights other resources, training and technical assistance.

Fight For Your Rights: Take a Stand Against Youth Violence. In 1999, OJJDP, in conjunction with MTV, Bureau of Justice Assistance, US Department of Justice, and the Safe and Drug-Free Schools Program Office of Elementary and Secondary Education, US Department of Education, has developed a CD-Rom package entitled: "Fight For Your Rights: Take A Stand Against Youth Violence." The target audience for this CD package is teenagers. The package includes an action guide which highlights youth violence issues, non-violent conflict resolution, mentoring, artistic responses to violence, youth crime prevention, and advocacy. The inter-active CD-Rom includes music and messages from current artists (Lauryn Hill, Dave Mathews Band, Everclear and others) as well as inter-active programming to go along with the action guide.

4. Deliverables For the Conference

Parenting Website. OJJDP and the Coordinating Council on Juvenile Justice and Delinquency Prevention are developing a national website for parents. Similar to the children with disabilities website, the parenting website will provide a catalog of information currently available for parents through the Internet and will provide links to all the major Federal agencies for accessing this information. This website will also provide Internet links to various foundations, private and public organizations, and other groups which provide information for parents through the Internet.

This website is under production. It will not be fully available by the date of the conference (early May). However, the development of the website and its pending availability could be announced at the conference.

Juvenile Justice Journal. OJJDP produces a publication entitled the "Juvenile Justice Journal". OJJDP would like to offer the September edition for focusing on issues related to parenting. As a lead article for the September edition, we propose to highlight the conference and its proceedings, perhaps with an article lead-in from the First Lady or the President.

CC: Charles Simon, Deputy Associate Attorney General

Willis, Joyce

From: WFrench671@aol.com
Sent: Friday, March 10, 2000 7:30 AM
To: Joyce.Willis@fns.usda.gov
Cc: Donna.Hines@fns.usda.gov Clara.French@fns.usda.gov; WFrench671@aol.com
Subject: White House Conference on Teens



White House Teen Conf

Joyce.FNS@fns.usda.gov

Joyce --

Attached is a draft of FNS' preliminary input that White House staff would like by COB today. Hopefully there will be no format problems coming from my computer to yours. As you indicated, you will meet with Shirley this morning to discuss this preliminary input and clear it with Shirley prior to transmission to the White House.

Dorothy Caldwell wanted to make sure that Shirley decided whether or not we should use this Conference to announce the upcoming "Joint Statement of Medical Associations on the Role of School in the Promotion of Health Eating Behaviors." Dorothy indicated this announcement could be ready in time for this Conference..

After Shirley clears, the input should be sent to Ruby Shamir at the White House. It can be emailed to her at: Ruby_Shamir@opd.eop.gov or faxed to her at (202) 456-2878. Ruby's phone number is: (202) 456-5696.

Please cc me a copy of what you send Ruby. I am out of the office today, but If you need assistance from SFPD staff, please contact Donna Hines.

Thanks.

Clara

WHITE HOUSE CONFERENCE – RAISING RESPONSIBLE TEENAGERS
USDA – Food and Nutrition Service
Preliminary Information

Top Issues/Themes

- Healthy Eating Patterns for Teens/Families
- Childhood Obesity and Overweight issues
- Educating Teens/Families About Important Nutrition Issues and Available Services
- Teen Pregnancy-Low Birth Weight and Infant Mortality

Agency Grants, Announcements, Reports That Could Be Announced at the Conference

- Joint Statement of Medical Associations on the Role of School in the Promotion of Healthy Eating Behaviors

List of Services/Programs FNS Provides to Young People And Their Families

- Special Supplemental Nutrition Program for Women, Infants and Children (WIC) -- WIC's goal is to improve the health of low-income pregnant, breastfeeding and non-breastfeeding postpartum women, and infants and children up to 5 years old. WIC provides supplemental foods, nutrition education, and access to health services.
- WIC Farmers' Market Nutrition Program (FMNP)-- The FMNP provides WIC participants with increased access to fresh fruits and vegetables at local farmers' markets.
- Food Stamp Program – Food Stamps serves as the first line of defense against hunger for millions of families. Food Stamps provides benefits monthly for eligible participants to purchase approved food items at approved food stores. The Food Stamp Program enables low-income families to buy nutritious food. Over half of all participants are children.
- National School Lunch Program – The National School Lunch Program provides cash reimbursements and commodity foods to help support non-profit food services in elementary and secondary schools, and in residential child care institutions. Every school day, more than 26 million children in 94,000 schools across the country eat a lunch provided through the National School Lunch Program. More than half of these children receive the meal free or at a reduced price. Regulations require school meals to meet nutritional standards and to comply with the Dietary Guidelines for Americans, the Federal policy on what constitutes a healthful diet.
- School Breakfast Program -- As in the school lunch program, low-income children may qualify to receive school breakfast free or at a reduced price, and States are reimbursed according to the number of meals served in each category. Meals must meet nutritional standards similar to those in the National School Lunch Program.

- **Child and Adult Care Food Program** -- This program provides cash reimbursements and commodity foods for meals served in child and adult day care centers, and family and group day care homes for children.
- **Summer Food Service Program** -- More than 2 million low-income children receive meals during school vacation periods through the Summer Food Service Program. All SFSP meals are served free, and the Federal government reimburses local sponsoring organizations for meals served.
- **Special Milk Program** -- Children in schools, summer camps and child care institutions that have no Federally supported meal program receive milk through the Special Milk Program.
- **Commodity Supplemental Food Program (CSFP)** -- CSFP distributes food directly to pregnant, postpartum and breastfeeding women, infants and children up to 6 years of age and the elderly.
- **Emergency Food Assistance Program** -- Provides commodity foods to States for distribution to supplement food stocks of households, soup kitchens, and food banks.
- **Food Assistance for Disaster Relief** -- Tens of thousands of survivors of natural disasters are fed by FNS and its partners every year through this program. Food assistance is provided by FNS to State relief agencies and organizations like the Red Cross and Salvation Army in times of emergency such as hurricanes, earthquakes, floods and winter storms. Depending on the nature and severity of the crisis, FNS may provide commodity foods for distribution to shelters and mass feeding sites; or commodity food packages for distribution directly to families in needs; or approve issuance of emergency food stamps.
- **Food Distribution Program on Indian Reservations (FDPIR)** -- FDPIR provides commodity foods to low-income families who live on Indian reservations and to Native Americans living near reservations.
- **Nutrition Assistance Programs in Puerto Rico, American Samoa, and the Commonwealth of the Northern Mariana Islands** -- The territories provide block grant cash and coupons to participants rather than food stamps or food distribution.
- **Team Nutrition** -- Team Nutrition is a nutrition education program that provides schools with nutrition education materials for children and families, and technical assistance materials for school nutrition service directors, managers and staff, and educational materials to programs like WIC and Food Stamps.

Research/Data to Support Conference Themes

Research shows that teenagers and other students do not have healthy eating patterns. For example, data reflects the following:

- Only one percent of youth meets all the recommendations of the Food Guide Pyramid; 16 percent do not meet any of the recommendations. (8)
- Teenagers today drink twice as much carbonated soda as milk (2) and only 19 percent of girls age 9 to 19 meet their Recommended Dietary Allowance for calcium. (3,6)
- About 12 percent of students report skipping breakfast and only 11 percent report eating a breakfast that contains foods from three of the five major food groups and one-fourth of the RDA for food energy. (3,4) The likelihood of eating breakfast declines with the age of the student. (4)

Without nutrition intervention, pregnant teens are at greater risk of giving birth to low birthweight infants and infants with other health problems.

References for the Statistics Noted Above and Other References

1. Excerpts of the Report of the Dietary Guidelines Advisory Committee on the Dietary Guidelines for Americans, 2000, available at <http://www.ars.usda.gov/dgac/>.
2. U.S. Department of Agriculture, Agricultural Research Service. 1999. *Food and Nutrient Intakes by Children 1994-1996, 1998*. Online. ARS Food Surveys Research Group, available at <http://www.barc.usda.gov/bhnrc/foodsurvey/home.htm>.
3. Burghardt, John and Devaney, Barbara, "The School Nutrition Dietary Assessment Study," U.S. Department of Agriculture, FNS, October 1993.
4. Devaney, Barbara and Stuart, Elizabeth, "Eating Breakfast: Effects of the School Breakfast Program," U.S. Department of Agriculture, FNS, August 1998, pp. 10-11.
5. U.S. Department of Health and Human Services, *Healthy People 2010: Understanding and Improving Health*, Conference Edition, or <http://www.health.gov/healthypeople/>.
6. National Center for Health Statistics. *The Third National Health and Nutrition Examination Survey 1988-1994*. U.S. Department of Health and Human Services, National Center for Health Statistics, 1994.
7. "Guidelines for School Health Programs to Promote Lifelong Healthy Eating," *Morbidity and Mortality Weekly Report Recommendations and Reports*, Vol. 45, No. RR-9, June 14, 1996, U.S. Department of Health and Human Services.

8. Munoz, Kathryn A., PhD, MPH, Krebs-Smith, Susan, PhD, MPH, RD, Ballard-Barbash, Rachel, MD, MPH, and Cleveland, Linda E., MS, RD, "Food Intakes of U.S. Children and Adolescents Compared With Recommendations," *Pediatrics*, Vol. 100, No. 3, September 1997, pp. 323-329.
9. Troiano, Richard, PhD, RD, Glegal, Katherine M., PHD, Kuczmarski, Robert J., Dr PH, RD, Campbell, Stephen M., MHS, Johnson, Clifford L., MSPH, "Overweight Prevalence and Trends for Children and Adolescents," *Archives of Pediatrics and Adolescent Medicine*, Vol. 149, October 1995, pp. 1085-1091.
10. Meyers, Alan F., MD, MPH, Sampson, Amy E., PHD, Weitzman, Michael, MD, Rogers, Beatrice L., PhD, Kayne, Herb, PhD, "School Breakfast Program and School Performance," *American Journal of Diseases of Children*, Vol. 143, October 1989, pp. 1234-1239.



Kamela William <kamela-william@dol.gov>

03/13/2000 07:27:09 PM

Record Type: Record

To: Ruby Shamir/OPD/EOP

cc:

Subject: FW: First Lady Conference on Raising Responsible Teens

> MEMORANDUM

>

> From: Kamela William

>

> To: Ruby Shamir

>

> RE: Responsible Teens Conference

>

> DATE: 3/13/00

>

>

> o Two- three top issues essential to cover at the conference:

>

> 1. At-risk youth

>

> 2. Partnerships, i.e. DOL/DOJ on youth offender

>

> 3. Coordination of resources

>

> o Deliverables/Announcements:

>

> 1. At-Risk Youth Grant competition announcement of winners (\$9 million total)

>

> 2. Numbers day on youth (5/5)

>

> 3. Herman/Reno day together around the issues of youth

> violence/reentry/job training

>

> o List of services/programs:

>

> 1. DOL spends approximately \$2.7 billion on programs that serve youth,

> primarily by providing remedial education and training opportunities

> through the following programs:

>

> A. Youth Formula block grant -- \$1 billion for year round and summer

> youth employment programs in over 600 communities around the country

>

> B. Job Corps -- \$1.4 billion for 119 residential Job Corps Centers

> around the country, providing some 60,000 young people between the ages

- > of 16--24 with a second chance to secure a high school diploma and
- > acquire a vocational skill

>

- > C. Youth Opportunity -- \$250 million in competitive grants recently
- > awarded (February 25 with POTUS) to 36 communities around the
- > country (urban, rural and Native American, most in EZ's or EC's)

>

- > D. School to Work -- \$55 million this year for this Presidential
- > initiative, jointly administered with the Department of Education;
- > provides students with contextual learning through business partnerships

>

> Research:

>

- > o DOL/ETA and its' Policy and Research office has some recent research
- > papers which help to support program effectiveness and the need for
- > services. We will supply titles and summaries to the First Lady's office
- > this week.

>

> DOL/ETA contribution:

>

- > o Assuming the total cost of the conference will be around \$50,000;
- > DOL/ETA suggested contribution (\$5,000-10,000) given that a number of
- > departments/agencies will be involved in the development of the program
- > and given that the focus is largely in-school kids, with an education
- > bent.

>

>

>



- att1.htm

Second Chance Homes

Fact Sheet

1/25/00 DRAFT – INTERNAL USE ONLY

Although research on second chance homes is limited, early findings show that they can be effective in reducing repeat pregnancies, increasing self-sufficiency, and improving children's lives. An evaluation of the Massachusetts Teen Living Program (TLP), the most well developed state-run second chance home program in the nation, has demonstrated success.¹

- Fewer Repeat Pregnancies: Teen mothers in Massachusetts second chance homes are half as likely to have another child as other teen mothers. [About 50 percent of all teen mothers have another child. In comparison, only 28 percent of teen mothers in second chance homes became pregnant after leaving, and only 2 percent became pregnant while living in a second chance home.]
- Increased Self-Sufficiency: Nationwide, nearly 80 percent of single teen mothers end up on welfare.² But once they leave the second chance program, about 44 percent find jobs and nearly 30 percent no longer receive welfare.
- More Likely to Complete High School: Nationwide, only one-third of teen mothers receive a high school diploma.³ But many second chance homes require teen mothers to have or be working toward completion of a GED or high school diploma. In Massachusetts, 65 percent of teen mothers leaving their second chance homes were continuing education and training activities.
- Healthier Babies: In general, the children of teen mothers have lower birth weights⁴ and are at greater risk of abuse and neglect.⁵ But teen mothers in the Massachusetts program had their children's immunizations up to date, knew how to prevent pregnancy, used appropriate parenting techniques, and could manage a personal budget.

The Massachusetts Teen Living Program

- The Massachusetts Teen Living Program (TLP) provides supportive, adult-supervised living arrangements for teen (age 13 to 20) mothers and their children on welfare who have no other housing alternatives.
- Mothers and their children can reside in a TLP until they reach age 20.
- Mothers pay 30% of their welfare check to "rent".
- Mothers must have or be working toward a GED or HS diploma.

¹ Evaluation of the Massachusetts Teen Living Programs; Boston University School of Social Work, June 1998.

² Calculations based on the National Longitudinal Survey of Youth (1979-1985) in Congressional Budget Office. (1990, September). Sources of Support for Adolescent Mothers. Washington, DC: Author.

³ Maynard, R.A., (Ed.). (1996). Kids Having Kids: A Robin Hood Foundation Special Report on the Costs of Adolescent Childbearing. New York: Robin Hood Foundation.

⁴ Wolfe, B., & Perozek, M. (1997). Teen Children's Health and Health Care Use. In R.A. Maynard (Ed.), Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy, (pp. 181-203). Washington, DC: The Urban Institute Press.

⁵ George, R.M., & Lee, B.J. (1997). Abuse and Neglect of Children. In R.A. Maynard (Ed.), Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy (pp. 205-230). Washington, DC: The Urban Institute Press.

- All homes are staffed 24 hours a day.
- 3 programs have onsite child care, others have links to child care.
- Teen parents receive life skills instruction, case management, and follow-up services.
- The residents are required to attend high school or GED classes.
- Teen parents receive assistance securing counseling and mental and physical health services.
- Former residents receive follow-up services for up to 2 years after they leave.

Background

- In 1995, as part of its welfare reform law, Massachusetts makes custodial parents under 18 who did not live with adult relatives or in an adult-supervised setting ineligible for welfare.
- Teen Living Program Network was established in November 1995, recognizing that many teen parents would need help finding adult supervised living arrangements.
- The Department of Social Services currently operates the Teen Living Program Network of 23 homes across the state with 110 beds and 10 emergency beds.
- The homes are run by nonprofits under contract with the DSS, including Lutheran Social Services, Catholic Charities, the Salvation Army, Family Services of Greater Boston and others.
- State allocated \$5.3 million in FY 1999 funds for the TLP Network. 92% of these funds went to the homes, 5% went to evaluation and outreach, and 3% for administrative costs.

The Lutheran Social Services Teen Living Program, The Ruth House

Contact: Lauren Payne, Program Director – Very articulate.

Work (508) 580-5773

Home (781) 826-3070

553 North Main Street

Brockton, MA 02401

- Abstinence only?
- Lutheran Social Services is part of a network of MA's 23 state programs Teen Living Program. TLP is like second chance home. LSS of New England – 45 cites doing diff't svc (disabled, elderly, refugee, etc) LSS is a faith-based org. but don't hire or work with only Lutheran.
- Mission – Help mothers to become self-sufficient adults and positive models for their children.
- History – started with private fundraising. Sept 1995 -- Got bldg, filled program with 10 moms and 14 kids (under 10) – 24 beds total. Moms could self-refer or thru shelter system. Req'd to be homeless. 80% were teen, though open to all. Then got state grant to run TLP – have 2 programs in state – Ruth House is one (group home), Worcester is other (3 apts).
- Program structure – state agency IDs as homeless, and assessed. Open to ages 13 to 20 – can stay until 20. Avg age 17. Req'd to be on welfare – pay 30% of welfare check for rent (for 2, \$134 of \$446), keep own FS and program van to go shopping, 5 cmtly meals per week. Must be on HS or GED program, then work or educational activity – most go to college.
- Services – local HS school program w/ day care & counseling; parenting and life skills training (early intervention); job search/employment services; case manager/family advocate; 24 hour staff with 2 house managers to supervise case staff who come in daily.
- Cmtly svc – local agencies do group sessions with themes such as child development, domestic violence, STDs; state college provides interns who tutor or case mgrs in training; churches (not just Lutheran) support for recreational activities like landscaping; lots of cmtly support.
- Funding – State Dept of Transitional Assistance, DSS is contracted by DTA, donations, HUD grantee to renovate, Reebok, toy company.

Brigid's Crossing

Merrimack Valley Catholic Charities Bureau

Contact: Juleen Chiaradonna, Social Worker, and Director Suzanne Whiting (haven't spoken to her yet)

(978) 454-0081

221 Pawtucket Blvd

Lowell, MA 01854

- Part of a network of MA's 23 state programs Teen Living Program. Second chance home. 7 beds – most are filled. Age 14-20 – can stay until 20 (up to 6 years). Avg age – 19. Opened 1997. Req'd to be on TANF, and 30% of benefit go to "rent" -- FS pooled and groceries are bought together.
- Services – link with daycare, GED programs, individual therapist, health.

- Cmty-building – Catholic Charities role – one of state grantees to run program -- funding and staffing. Can't talk about birth control or premarital sex, abortion.
- Referrals by state – young homeless mothers. Assess their home, and refer to
- Funding – DSS, D transitional assistance, church donations (clothing, furniture and toys)
- Not sure about willingness to be highlighted – need to check

St Elizabeth's Regional Maternity Center

Contact: Keith Stormes, Director of Center – Very articulate.

Home (812) 284-4076

(812) 949-7305 www.stelizabeths1.org

621 E. Market St.

New Albany, IN 47150

- 4 programs, one is Transitional housing – new moms can stay up to 2 years learning parenting skills. 18 and above. Regs prohibit teen moms – can't mix minors with adults residents.
- Maternity home – Broader than 2nd Chance Home, not just teens but open to any age. Residents are referred to from other states, but primarily from throughout the state (25 counties in IN and 16 in KY). Goal for single mothers to become self-sufficient. Caseworker makes life plan for success. Also to reconcile with family, so when baby is born, they can return home. Not often case, so moms go to transitional. Reqmt – have already or work toward GED or HS degree.
- Avg age is 16. Max occupancy of 10 beds, avg about 8. About 40 residents per year.
- Avg length of stay – varies, but usually 6 mos. Stay is lmted to when give birth.
- Services – pre and post natal care, health svc, life skills, parenting skills, child care, educational assistance.
- Outcomes -- 90% qualify for FS, MA, WIC – 77% work their way off welfare.
- Cmty bldg – work with UPS for scholarships, support of 100 diff churches and civics orgs, for example, volunteers, gardening, labor coaches, mentor for lamaz, weekly dinners or movies or recreational atmosphere, tutors.
- Funding – charities and companies, federal funding -- HUD for transitional, state – emergency shelter, local – for maternity.



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 eighth 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

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Kentucky

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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.

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Graves County

Knox County, Rockland

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Branch County

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Ingham County

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.

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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 Race 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/CYFAR 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.



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

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Ingham County

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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.

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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

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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

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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 363 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/CYFAR 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.



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 Amphi 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 eighth 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.

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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/CYFAR 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.

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