

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	Rocky Nichols to Gary Blumenthal [partial] (2 pages)	06/10/1996	P6/b(6)

COLLECTION:

Clinton Presidential Records
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FOLDER TITLE:

Demonstrations- Community Programs

2010-1083-S

rc118

RESTRICTION CODES

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

Freedom of Information Act - [5 U.S.C. 552(b)]

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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RR. Document will be reviewed upon request.



A NATIONAL CAMPAIGN TO PREVENT TEEN PREGNANCY

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Director

TOTAL PAGES:
(including this one)

MESSAGE:

- ① Here's some summary material on the ~~teen~~ Teen Outreach Program. Follow up with Sharon Edwards [713-272 6556]
- ② Just talked to David Saltzman. He's pushing Carrera as the program person - reminding us that this program is one of the biggest investments of the Robin Hood Foundation

THE TEEN OUTREACH PROGRAM (TOP) A YOUTH DEVELOPMENT APPROACH THROUGH SERVICE & LEARNING

The Teen Outreach Program (TOP) is an exciting comprehensive program aimed at fostering positive youth development. In a non-threatening environment under the guidance of a caring adult, young people thrive and develop positive self-image, learn valuable life skills and establish future goals. The Teen Outreach approach has proven to be highly effective for preventing teen pregnancy and helping young people make consistent progress in school.

The Teen Outreach Program is one of the few youth development initiatives with more than a decade of experience and evidence of significant outcomes. In a recent ten-year evaluation of the program conducted by Philliber Research Associates, TOP students when compared with non-students in a comparison sample demonstrate:

- 8% lower rate of course failure;
- 18% lower rate of suspension;
- 33% lower rate of pregnancy;
- 60% lower school dropout rate.

Generally implemented as a school-based program, Teen Outreach is designed for young people between the ages of 12-17. Teen Outreach is not an "add-on" program. TOP is highly adaptive and can be easily integrated into the school day schedule or offered in a variety of out-of-school settings where young people routinely meet.

Teen Outreach is a nationally replicated program that gives communities a framework for cultivating a variety of strategies for local implementation. The framework guide posts are TOP goals, principles/elements and program components.

TEEN OUTREACH GOALS

- ◆ Promote young people's healthy behavior for successful achievement in school and attainment of their life-long goals.
- ◆ Help young people acquire life skills to develop the necessary competencies and capacities to grow into the healthy, self-sustaining adults we all want them to be.
- ◆ Give young people a real sense of purpose through authentic opportunities that allow them to contribute in meaningful ways to their communities.

TEEN OUTREACH PRINCIPLES/ELEMENTS

- ◆ The Teen Outreach Program employs the youth development approach in that young people are valued as assets and resources. Teen Outreach does not seek to "fix" what is wrong with young people, but rather to help young people discover their own strengths and potential.

(More)

- ◆ The Teen Outreach Program can be the impetus for broad-based **community involvement**. A successful Teen Outreach Program requires strong community-wide partnerships to design, implement and monitor program success. Programs are designed to enhance current local youth development efforts, strategies and initiatives.
- ◆ The Teen Outreach Program offers a **learner-centered education** approach to respond to the different needs, developmental stages, interest, learning styles and life situations of young people. Activities in the classroom and out in the community are experiential, age-appropriate, affective and adaptable.
- ◆ The Teen Outreach Program connects learning gained through service experiences to classroom academics and vice versa. Adults in Teen Outreach utilize **academic extensions** strategies to help young people reap the benefits of being able to apply learning to life.

TEEN OUTREACH PROGRAM COMPONENTS

- ◆ **Community Service** offers young people an opportunity to help others as they help themselves. Service work helps young people develop new skills, learn about new people and places and reconnects them to their communities through the age-old arts of helping and caring.
- ◆ **Classroom-based Activities** consist primarily of small group activities and discussion on topics of special interest to young people. *Changing Scenes*, the TOP curriculum, is the educational tool used in the classroom to guide student discussions. Classroom learning focuses on helping young people develop the skills and competencies they need as they move from dependence to independence.
- ◆ **Service-learning** is the learning strategy through which young people begin to connect the community service experience to classroom learning, and ultimately to their lives. Through the service-learning concept, young people prepare for volunteer work, they think about what they have experienced in their work, and reflect on that experience in related discussions, writings, research activities, or creative presentations.

The foundation of the Teen Outreach Program framework is **Program Continuity**. Local program operators must demonstrate capacity for: 1) supporting the growth and development of well-trained and committed staff, 2) establishing stable and consistent funding options to support program-related cost, and 3) creating a system of communications and accountability to ensure open and honest dialogue between staff and sponsoring partners.

To learn more about the TOP replication and dissemination project, contact Cornerstone Consulting Group, P.O. Box 710082, Houston, Texas 77271-0082, (215) 572-9463.

NEW TOP

JANUARY 1996

TEEN OUTREACH PROGRAM



A National Replication Project managed By
The Cornerstone Consulting Group

CORNERSTONE CONSULTING GROUP TO GUIDE TOP

1996 is a year of great promise for the **Teen Outreach Program (TOP)**, a youth development program designed to reduce teen risk taking and ensure school success. In late 1995, the Cornerstone Consulting Group (CCG) assumed responsibility for all management, standard-setting, program/policy development and fiscal oversight of a replication and dissemination process designed to greatly expand the number of youth participating in TOP. CCG has spent the first few months of its TOP stewardship exploring opportunities we believe will significantly contribute to the growth and stability of TOP.

First, we have updated TOP—a new logo, a distinctive brochure providing information about the program, and a major revision, reformatting, and repackaging of the TOP curriculum. The new Teen Outreach curriculum, **Changing Scenes**, integrates the latest youth development principles into the previous curriculum in a user-friendly format we believe will increase use. **Changing Scenes** will be available in late February.

Second, we have scheduled a number of training and local capacity-building events we think will contribute to the sustainability of TOP. Planned in 1996 are a spring train-the-trainer event where 30 selected staff from TOP sites nationally will be trained to train others to use the new **Changing Scenes** curriculum. With trained local trainers, Teen Outreach Programs will be able to manage staff changes and start new TOP groups or classrooms as needed.

Two regional training events are planned—one on the east coast, one in California—where classroom teachers and

youth group facilitators can learn how to effectively use the curriculum. Cornerstone will also offer a technical assistance workshop to potential and existing TOP implementors in California to assist them in responding to the state's new 10 million dollar teen pregnancy prevention grant program.

Cornerstone staff have responded to interest in TOP by presenting the program to a number of audiences. *The Community Coalition Partnership Program for the Prevention of Teen Pregnancy* is designed to encourage the development and implementation of community-wide, comprehensive, and sustainable teen pregnancy prevention programs in selected communities. Thirteen Partnership Program communities have entered into cooperative agreements with the Centers for Disease Control and Prevention (CDC) for a two year planning effort. At a recent technical assistance workshop held by CDC, the Teen Outreach Program was featured as a successful program strategy available to these communities, several of which have expressed interest in implementing TOP. In addition, TOP is one of the model programs selected for replication in the Georgia Campaign for Adolescent Pregnancy Prevention. The Turner Foundation is sponsoring the effort in four communities in Georgia. TOP will be featured at a January conference where representatives will discuss regional strategies and refine advocacy skills.

Finally, we are very excited about the relationship Cornerstone Consulting Group is establishing with Advocates for Youth, a national organization concerned with providing help to adolescents. Advocates has agreed to act as the national training resource for TOP. In this role, Advocates will offer TOP training as part of its national training institute, and its staff will be available to arrange training on a site specific basis. TOP sites will benefit from

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Advocates' extensive clearinghouse services, with the latest information on youth development and teenage pregnancy prevention. We are still working out the details of this relationship but we believe that with offices in Washington, DC, and Los Angeles, CA, Advocates is uniquely positioned to respond to TOP sites around the country.

In the coming months we will continue to share news with you about our efforts to establish relationships with other national youth serving organizations that may want to implement TOP. Our staff plans to actively promote the Teen Outreach Program this year in a number of venues. We also intend to establish stronger relationships with existing Teen Outreach Programs around the country.

TOP NEWS is designed to answer many of your questions about changes in TOP and opportunities to initiate or expand TOP sites. In this issue we discuss a number of the challenges Teen Outreach Program sites face as they expand to reach more youth and become a permanent component of community institutions—going to scale. We describe important changes to the TOP curriculum, raise a number of issues to consider in positioning TOP as a school system-wide strategy, discuss the importance of building a local funding base, and explain current TOP evaluation strategies.

The TOP National Replication Project is designed to make TOP available to a greatly expanded number of youth by institutionalizing the strategy within a variety of youth serving organizations and settings. By all means let us hear from you if you need further information, if you would like to receive our mailings, or if you just want to tell us how your program is doing.



CHANGING SCENES-- THE **NEW** TOP CURRICULUM

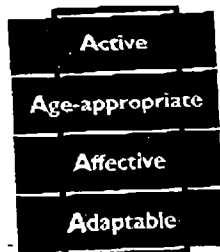
The Teen Outreach Program involves teenagers in curriculum-guided group discussions linked to volunteer service in their communities. The Teen Outreach Life Skills Curriculum is the centerpiece of TOP's classroom component. As part of its management responsibilities, CCG is directing a revision of the original TOP curriculum and repackaging it under a new name—**Changing Scenes**. Through the use of age appropriate content, current educational "best practices," and activities and materials that encourage hands-on learning, Changing Scenes helps students navigate the difficult and sometimes threatening journey from adolescence to young adulthood. Changing Scenes is designed to:

 incorporate current research and theory on youth developmental needs;

 sustain young people through institutional, physical and social transitions; and

 support the TOP framework.

Changing Scenes employs four types of instructional methodology—Active, Age-appropriate, Affective, and Adaptable—what we call the "quad A" approach to youth development.



THE "QUAD A" APPROACH TO YOUTH DEVELOPMENT

Active, or experiential, education means that students are actively involved in their own learning. Participation is a key element not just in discussions, but in exercises that require physical and creative activity. In active learning young people do most of the talking. Students often work in small groups, benefiting from cooperative learning.

Age-appropriate education means that both content and format reflect the needs, concerns and developmental competencies of the respective age groups. Teaching and learning strategies include role plays, guided-imagery, team competition, collage building, clustering, free writing, videos, guest speakers and field experiences. The curriculum utilizes authentic assessment tools such as student journals and portfolios.

Affective education means that young people are encouraged to learn about themselves through an exploration of their feelings, values and attitudes under the guidance of a supportive and caring adult. Research has shown that it is the facilitator-student relationship that results in a young person's long-term commitment to healthy behaviors, such as completing school and avoiding early sexual activity.

Changing Scenes is **Adaptable** to a variety of educational settings and audiences. The curriculum can be used to supplement and enhance core subjects in middle and high schools, applied in after school programs as a sexuality curriculum, and used in teen clubs to give older teens the life skills they need to successfully make the transition to young adulthood. Activities and materials are aimed at reaching the broad spectrum of youth regardless of life style, learning style or geographic location.

THE FULL CURRICULUM PACKAGE INCLUDES SEVERAL ELEMENTS:

Welcome To The Teen Outreach Program

- **Handbook** The Handbook offers a history of the Teen Outreach Program and an overview of the curriculum, instructional methodology, techniques, and lesson design. The "Facilitators Helpful Hints" section features tips, techniques and strategies on group facilitation, classroom management, creating a nurturing environment, reaching the "non-participant," facilitator self-assessment and cultural competency. A brief description of TOP implementation processes provides information on the operational issues involved in a successful program. The Handbook is mandatory reading for facilitators of the Changing Scenes curriculum.

Changing SCENES

A Curriculum of the Teen Outreach Program

- To accommodate the considerable variability in youth between the ages of 12 and 17 in terms of maturity, ability, interests and life circumstances, the curriculum is divided into four distinct levels, each presented in an attractive spiral-bound booklet.

- **Level I** is designed for adolescents ages 12 to 13, who are experiencing changes in their physical, emotional, intellectual and social development. Curriculum content at this level focuses on adolescent growth and development, relationships with family and friends, building self-esteem and the influences that affect the lives of this population.

- **Level II** is aimed at 14-year olds who are often experiencing their first love, searching for their own identity or confronting new peer pressures. This level emphasizes self-identity, dealing with emotions, accepting responsibility and decision-making.

- **Level III** reflects the needs of teens 15 to 16, who are struggling for independence and need to have a sense of self initiated learning in content areas they can apply to their lives. Curriculum content and activities promote healthy attitudes and behavior in romantic relationships, help young people establish values that are in line with societal norms, and teach valuable life skills such as goal setting and assertiveness.

- **Level IV** addresses the needs of 17-year-olds, who are in their last year of high school. This population must prepare to meet new challenges as they approach the much anticipated yet frightening reality of finally being in control of their own lives. To prepare them for the necessary transitions as they leave school and move into the next phases of their lives, Level IV concentrates on helping students tune into their skills and capacities.

- The Changing Scenes curriculum has been carefully balanced to offer both structure and flexibility. Lessons are designed for 40-50 minute class periods or group sessions. Initial lessons for all levels introduce students to TOP, promote team building and cooperation, and allow students to assume ownership for the program and their own learning by establishing ground rules and personal and program goals. Core Lessons in all levels are tailored as a collection of activities that address topics such as values, relationships.

- growth and development, sexuality, goal-setting, communication, assertiveness and decision-making. Core lessons may be used in any sequence. Closing Activities help bring closure to the program year and allow both adults and students to reflect on the TOP experience. The curriculum also offers introductory Supplementary Lessons on site specific issues such as diversity, violence, and drugs. Facilitators are referred to other research based curricula designed to address these issues in-depth.

- **Student Handout Envelope** Student handouts for all levels are separately packaged to allow easy access for copying.

- **The Service-Learning Supplement** This supplement is a "tool box" of classroom-based activities, strategies, and hands-on materials to guide students as they reflect on their community service activities. Materials in the Service-Learning Supplement are adaptable across all levels and can be used to process a variety of volunteer experiences. The supplement is designed to be used by both the facilitator as a classroom tool and the service activity coordinator as a site-based strategy for creatively transforming any service work into a valuable learning experience. It also provides background information on research and the concept of service learning strategy.

**THE CHANGING SCENES
CURRICULUM WILL BE
AVAILABLE IN LATE
FEBRUARY 1996**

Changing Scenes supports TOP through design, structure and content. The curriculum bolsters the classroom component by providing a "script" through which caring adults can engage young people in dialogue that explores health, sexuality, self-esteem, family and peer relationships, life skills and community related issues. Activities engage students in group, team and individual learning experiences inside the classroom and out in the community.

Community service is at the heart of the Teen Outreach Program. Changing Scenes is structured to sustain this vital programmatic feature. Lessons throughout each level help students understand the significance of civic commitment, plan volunteer placements and service projects,

and guide the process of group and individual reflection on service work. Students are able to make connections between learning in the work place, in school and in their daily lives.

GOING TO SCALE

Youth who have already had the opportunity to participate in TOP know firsthand the benefits of the program. Teachers who are currently TOP facilitators have experienced the excitement of an interactive classroom and curriculum. Community partners who have hosted young people in community service know they have played an active role in developing a natural community resource—youth. Everyone who has been directly involved in TOP knows what a positive experience the program provides. More than a decade of research supports the evidence of experience.

THE TOP NATIONAL REPLICATION PROJECT IS DESIGNED TO ANSWER ONE QUESTION—HOW CAN MORE YOUNG PEOPLE HAVE ACCESS TO THIS OPPORTUNITY?

GOING TO SCALE: SYSTEM WIDE REPLICATION STRATEGIES

Over the last ten years TOP has been implemented as a demonstration program. Most often the strategy employed has been to add TOP to existing school district programming and to implement TOP one class, youth group or school at a time. The hope was that TOP's success in individual classes would lead to expansion throughout the school and school district. This approach, however, has been highly dependent upon strong individual local leadership, often by volunteers, and has only successfully led to program expansion in a few instances.

Yet the core principles of good program development and expansion are the same for TOP as for any other program:

- community commitment,
- sustainable funding,
- and accountability for outcomes.

In order for more youth to have access to TOP, Cornerstone is prepared to help communities shift their approach from bottom-up, class by class demonstration to top-down systemic replication.

The extent to which TOP can be replicated in a community or expanded to serve growing numbers of students depends on the local climate:

- the school system and community organizations,
- available resources,
- local priorities,
- and other programs currently being offered.

For communities where TOP is operational, the challenge is to help school districts see how TOP can enhance many of their current program priorities, such as service learning, school-to-career education, interdisciplinary teaching, community service requirements, prevention programming (teen pregnancy, drop-out, substance abuse), and school reform. Most school districts and teachers are already overwhelmed with new mandates and programs. If positioned strategically, TOP can help a school district integrate many fragmented programs. This would allow local implementors to tap into existing resources, to sustain the program over time as a core educational component, and to reach more students.

A strategic TOP implementation can add value to existing school-based program efforts. It can also help to provide resources and supports that are often difficult for school districts to access, including staff development, training, community service expertise and placement resources, and evaluation data.

A shift in focus from demonstration strategy to a broad institutionalization strategy requires broader "buy-in" from top level policy makers within each community. It will not be sufficient to interest only teachers and principals and expect that they can gain superintendent and school board commitment. While teachers can act as spokespersons, offering testimonials about their positive experiences with TOP, they cannot be expected to secure support for system-wide expansion by themselves.

Institutionalization of TOP requires the integration of the program in a school system as either a stand-alone elective course or as a component of a core subject such as health, English or civics. It requires that individuals in the system, including teachers, principals, and administrators, commit to the program and see it as an enhancement of their current efforts. For TOP to be institutionalized broadly throughout a community, a local community organization or the school district must

buy in to the program model,

assume responsibility for leading the implementation,

dedicate staff and core operational funding on a long-term basis and

commit to working with the leadership of the community's institutions and its public and private agencies to fully implement the core elements of the TOP framework.

Local implementors also need to recognize that TOP will not bring maximum benefits or achieve long-term stability if it is cast as a stand alone and isolated program within their organization. Many coordinating agencies already have program expertise in community service, youth programming, marketing, training, and staff development. This organizational expertise should be applied to TOP as it would be to any other program that the organization operates. Solid organizational support for TOP from all partners is essential for program stability and expansion. The program needs to be owned by all levels within the organization. If TOP and the TOP "staff" are considered adjunct employees who are not integral to the organization's operation, then the likelihood that the program will be sustained over time is diminished.

Reaching more students by going to scale is not only a worthy goal, it is achievable. The capacity to develop and sustain quality programs already exists in many communities. Teen Outreach can

maximize this local expertise by providing the infrastructure for program implementation: a program model, curriculum, and outcome data.

We challenge and invite all existing and new TOP sites to step out of the program pilot and demonstration box and take TOP to scale: to more schools, more grades, more classes, more communities and more organizations. The capacity exists; let's tap into the political will.

GOING TO SCALE: FINANCING TEEN OUTREACH

To initiate, sustain or expand the Teen Outreach Program requires financial and other resources: TOP takes space, materials, and personnel, as well as consistent and predictable financial support. Too often new programs fail to develop and existing programs are thwarted because their staff must spend considerable time in a sometimes fruitless search for funds.

The good news is that TOP is a relatively inexpensive program. Around the country creative TOP sponsors have found many ways to generate community support for programs in the form of cash, in-kind, and donated resources.

TOP'S PRIMARY COSTS ARE FOR

- facilitators, usually full or part-time teachers whose costs are most often absorbed by school districts,
- TOP program coordinators, usually paid part-time staff from sponsoring community based organizations,
- program space, most often donated, and
- transportation and materials, expenses vary greatly depending on community geography and expectations.

It is clear that the ability of a community or a school district to support a new or expanded TOP program often depends on whether those developing a local plan are proposing a free standing add-on to existing programming or whether they are able to discover creative ways to fashion a TOP implementation strategy using:

existing staff,

existing program resources,

and existing funding.

In the past our best advice to communities might have been to apply for this or that federal or state grant or to try to design the program so that parts or all of it might qualify for Medicaid or other entitlement financing. At this time, however, while we would not rule out such funding streams, the most likely source of support for TOP will be local public or private funding, or perhaps a blending of both. In the long run, we believe, the best sources of financing will be from funders who understand what TOP is, appreciate its benefits, and are close enough to the program to be able to see and feel its impact. Out of town grants are not only increasingly scarce but can often work against the development of local ownership and pride in an effective, well operated program.

In most communities TOP remains a relatively small program serving only a portion of the youth who might benefit from it. One of Cornerstone's primary goals is to work with communities to establish stable financing for long-term TOP

programming, at a level that will serve many more young people. Over the next several months we will be examining a number of potential funding opportunities for TOP, including the rapidly shifting mosaic of state, federal and private sources. We expect to offer advice to sites currently operating a TOP program and to those considering starting one.

NEW TEEN PREGNANCY PREVENTION INITIATIVE FOR CALIFORNIA

With bi-partisan support from both houses of the legislature and the statehouse, California established the Teen Pregnancy Prevention Grant Program in August of 1995. The initiative is a response to the devastating effects of unintended teen pregnancies among young people and society as a whole in California, which has one of the highest teen pregnancy rates in the nation and spends an estimated \$5 to \$7 billion per year supporting families begun by teenagers.

The Teen Pregnancy Prevention Grant Program supports programs that target youth before they become sexually active, helping K-12 students succeed in school and overcome other challenges that place them at-risk of unintended teen pregnancy. The program, to be administered through the California Department of Education, will provide \$10 million annually for up to five years to local education agencies.

Funded programs must be modeled after "existing strategies that have been proven effective in delaying the onset of sexual activity and reducing the incidence of pregnancy among school-age youth. These strategies should include age-appropriate health education, including abstinence education, increasing the sense of a positive future, raising self-esteem, and providing opportunity for improving decision-making and goal setting skills." The only restrictions in the grant are the prohibition of religious instruction and condom distribution.

The Teen Outreach Program was featured as a model teen pregnancy prevention program during the legislative process that

resulted in the initiative. Consequently, local TOP programs should be well positioned to receive funding under the new grant program. There are currently 15 California school districts implementing TOP in 65 classrooms. Cornerstone Consulting Group will offer technical assistance workshops on developing proposals for existing sites and selected new sites once the California Department of Education releases the request for application in March, 1996.



A National Evaluation Project awarded by
The Governor's Council on Crime

TOP News is an occasional publication of the Cornerstone Consulting Group. Inquiries may be sent to:

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THE EVALUATION OF TEEN OUTREACH: PREPARING FOR THE NEXT PHASE OF PROGRAM GROWTH AND CHANGE

The Teen Outreach Program is perhaps the most thoroughly evaluated teen pregnancy prevention program in the country. For 11 years data have been gathered from program sites all over the nation. These data have repeatedly demonstrated TOP's positive impact on rates of teen pregnancy, school failure, school suspension, and school dropout. In addition, analysis of the data has revealed the conditions under which TOP works best. It is clear that Teen Outreach has its most dramatic impact among high school students, and it appears equally successful with boys and girls and among youth of various racial groups. The community service component of TOP is crucial to its success, as is giving youth a chance to choose their assignments and to feel that they are doing most of the talking.

Teen Outreach, its facilitators, its sites, and even its evaluation have changed over time. And all of these things will continue to change in the coming year as Cornerstone revises the curriculum and moves to disseminate and replicate the program widely. Each change requires assessment to make sure that the outcomes of TOP are still positive and that replications of TOP achieve the positive outcomes found in the original program.

In addition, continually evaluating TOP creates a large and extensive data set that can be used in ways that a one-time evaluation data set could not. Perhaps the most important reason to continue evaluation is that every facilitator should know, every year, that his or her students really were better off for the experience of Teen Outreach. This knowledge keeps us going, and it keeps us honest.

DURING THE COMING YEAR, THE CURRENT PHASE OF TOP EVALUATION WILL INCLUDE 5 MAJOR ACTIVITIES:

First, during the fall of 1995, we gathered data, including the characteristics of the sites, their enrollment, and their special

features, from all known TOP sites in order to create a program data base. We are now adding community characteristics to the data base in order to more accurately describe the contexts in which TOP exists. When data collection is complete, we will be able to report, for the first time, exactly where program sites exist and what their characteristics are.

Second, two additional sets of information were collected in 1995 in order to begin to answer questions about the successful replication of TOP. The first data set was gathered from principals, superintendents, community coordinators and facilitators on their perceptions of the program and the conditions under which they were prepared to support its creation and survival in their communities. The second set identifies the costs of Teen Outreach. Analyses will be performed on these data in order to describe

the costs of TOP and the factors that seem to produce variation in costs,

the conditions that facilitate the replication of TOP, and

the varying perceptions of the program held by facilitators, community coordinators, principals and superintendents.

Third, the accumulated data of the past 11 years has much to reveal about the optimal conditions for the operation of TOP. For example, while we know that the program is equally successful for both white and black young people, we have not examined the conditions under which the program is optimally successful for each group. We have not yet discovered the conditions under which the program can be successful for younger teens. These and many other questions can be answered from a data set of the kind now available to TOP.

Fourth, now that the Cornerstone Consulting Group is disseminating TOP and making it available to a variety of organizations, evaluation is unlikely to remain centralized. During 1996 the evaluation team will create new evaluation materials that can be used by sites either on their own or in cooperation with an evaluator. These "self-directing" materials will empower organizations and sites to gather needed evaluation data and to analyze these data in order to measure

whether the positive outcomes of the program persist under new guidance and in new venues.

Finally, the evaluation team for TOP has always coordinated its work with those who see the growth and development of the program. This year, we will work closely with CCG and with other organizations that come to play a role in Teen Outreach. In particular, we will attempt to provide and to collect the kind of information that these organizations need to document their own work, to manage the program, and to tell the TOP story to those who are interested.

Philliber Research Associates, in partnership with Dr. Joseph Allen of the University of Virginia, will continue to provide evaluation services for the Teen Outreach Program. Data processing occurs at the offices of PRA; Dr. Allen has taken the lead on the important process analysis and in producing articles for peer-reviewed publications. For more information about the evaluation, call Scott Herling or Susan Philliber at 914/626-2126, or call Dr. Allen at 804/982-4727.

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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]

C. Closed in accordance with restrictions contained in donor's deed of gift.

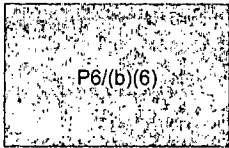
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

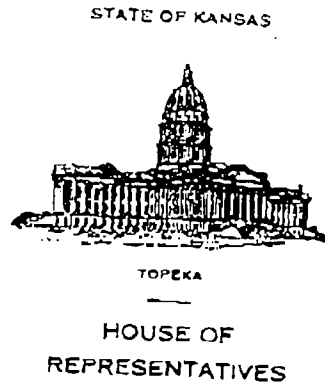
Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

ROCKY NICHOLS
STATE REPRESENTATIVE
58TH DISTRICT
SHAWNEE COUNTY



00017



Lyn

COMMITTEE ASSIGNMENTS
MEMBER, APPROPRIATIONS COMMITTEE
SUBCOMMITTEE ON TAX,
COMMERCE AND TRANSPORTATION
SUBCOMMITTEE ON KPERS AND
RETIREMENT ISSUES
KANSAS FILM COMMISSION

OFFICE
STATEHOUSE-284 W
TOPEKA, KANSAS 66612-1504
(913) 298-7673

June 10, 1996

Gary Blumenthal
Developmental Disabilities Council
Washington D.C.

Dear Mr. Blumenthal:

Please consider this letter a formal request for obtaining a letter of commendation or other official recognition from President Bill Clinton for an innovative and highly successful teen pregnancy prevention program that has been implemented in Kansas. I am Representative Rocky Nichols (Democrat-Topeka) and I represent the 58th District in the Kansas House of Representatives.

Teen pregnancy is a serious problem in the state of Kansas. Although the rate at which teenagers became pregnant dropped in most states in 1992, Kansas was one of the two states that reported significant increases. The only other state that reported an increase was New York. From 1991-1992 the pregnancy rate for 15 to 19 year olds increased by 8.7% in the state of Kansas. Additionally, in 1994 teen pregnancy cost Kansas taxpayers over \$342 million.

The State of Kansas has responded by establishing effective, comprehensive teen pregnancy prevention programs, under the Kansas Department of Health and Environment. In 1991 two pilot projects were established in Shawnee and Cowley County. Those projects were followed by Sedgwick County in July 1992 and Saline County in 1994. These sites replicated the South Carolina Model which showed a significant reduction in teen pregnancy. Other teen pregnancy prevention initiatives that were created to address the problem in Kansas include:

1994 - Initiated the Teen Pregnancy Case Management Program. This phase created five new Case Management Projects in Douglas, Wyandotte, Montgomery, Sedgwick, and Geary Counties. This Teen Pregnancy Case Management Program helps prevent teen mothers from having a second pregnancy. This program is important because 80% of teen parents that have a second birth become long-term welfare dependent. Currently, there are 365 teen mothers on Medicaid assistance enrolled in this program.;

1994 - Three more Teen Peer Education/Counseling Projects where established in Seward, Finney and Sedgwick. This program provides peer-to-peer education and counseling to both

female and male youth.;

1995 - Completed the Kansas Adolescent Health Profile to state legislators. This assisted in bringing greater focus to teen pregnancy and other high-risk behaviors that Kansas youth engage in.;

1995 - Completed the Teen Pregnancy Prevention Resource Directory. The directory listed services available to prevent teens births as well as referral services for youth who were currently pregnant or parenting. This directory was distributed state wide in order to link service providers throughout the state.;

1995 - Governor's Proclamation declaring October as Kansas Family Sexuality Month.

The result of these efforts is that teen pregnancy is now a recognized problem and it is being addressed in a comprehensive manner by lawmakers, state and local government and the private sector in Kansas. Of course, any time a state undertakes a new initiative like teen pregnancy prevention it can take years before positive results are obtained. However, one Kansas project has already created a remarkable success stories. For example, the Shawnee County project showed a 15% decrease in teen pregnancy rates during the first three years of the project (1992 to 1995). United States Senator Nancy Kassebaum (R-KS) praised this project during a Senate hearing in 1995.

As you can see our teen pregnancy prevention project is both comprehensive and achieving positive results. I am a firm believer in giving recognition for government programs that are successful. That is why I am writing you today. Your assistance in obtaining a letter of commendation, or some other sort of official recognition, from the President would be greatly appreciated by myself and the hard working people involved with the teen pregnancy prevention projects in Kansas. I am aware that reducing teenage pregnancy rates is a top priority of the President. I am personally appreciative of the advocacy and leadership that both the President and First Lady Hillary Rodham Clinton have shown in support of teen pregnancy prevention programs.

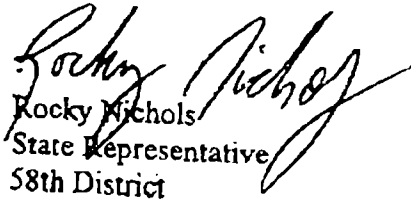
Regardless of the type of recognition, the official recognition should be addressed and sent to Lore Naylor, Kansas Department of Health and Environment, Landon State Office Building, 900 SW Jackson, Topeka KS 66612-1290. If at all possible, the date I would hope to have the official recognition sent by is six weeks (July 22, 1996). I do not wish to inform Kansas Department of Health and Environment or those working on the teen pregnancy prevention project of my involvement in this recognition. I think it would make a greater impact if the recognition was given to this innovative project without the appearance of solicitation from myself or other elected officials.

This is the first time I have made a request like this to the White House. I look forward to working with you to make this request a reality. This recognition will mean a lot to those that are diligently working to reduce teen pregnancy in Kansas. They are performing a thankless job. I hope we can change that with recognition from the President and the White House.

Thank you for your time and attention to my request. If you have any questions or need any clarification please call me at [REDACTED] (day), and [REDACTED] (night).

Sincerely,

[601]


Rocky Nichols
State Representative
58th District

**President's Committee on Mental Retardation**

330 Independence Ave. S.W.
Wilbur J. Cohen Building, Rm 5325
Washington, D.C. 20001-0001

FAX**To:****From:****Date:****Fax:***Bill White**Gary Green***Number of Pages:**
(including cover)*5***Phone:** 202-819-0634**Fax:** 202-205-9519**Remarks:***Bill -**Thank for taking a
look at this**John Hager*

FAX TRANSMISSION

FAMILY SERVICE AND GUIDANCE CENTER

325 SW FRAZIER
TOPEKA, KS 66608
(913) 232-5005
FAX: (913) 232-0160

To: Gary Blumenthal
Fax #: (202) 205-9519
From: Rocky Nichols
Subject: Letter we discussed

Date: June 10, 1996
Pages: 4, including this cover sheet.

COMMENTS:

Gary, here is the info on the teen pregnancy prevention program we talked about.

I really appreciate your help in obtaining this recognition from the President and the White House. This will really mean a lot to those working to prevent teen pregnancies in Kansas. This is the first time I have ever asked for anything like this before, so I hope I did it right. If you need any more information please contact me. Thank you again for all your help!

TEENAGE PREGNANCY PREVENTION: SUPPORT FOR COMMUNITIES

President Clinton is seeking an additional \$30 million in his FY 1997 budget to help communities prevent teenage pregnancy.

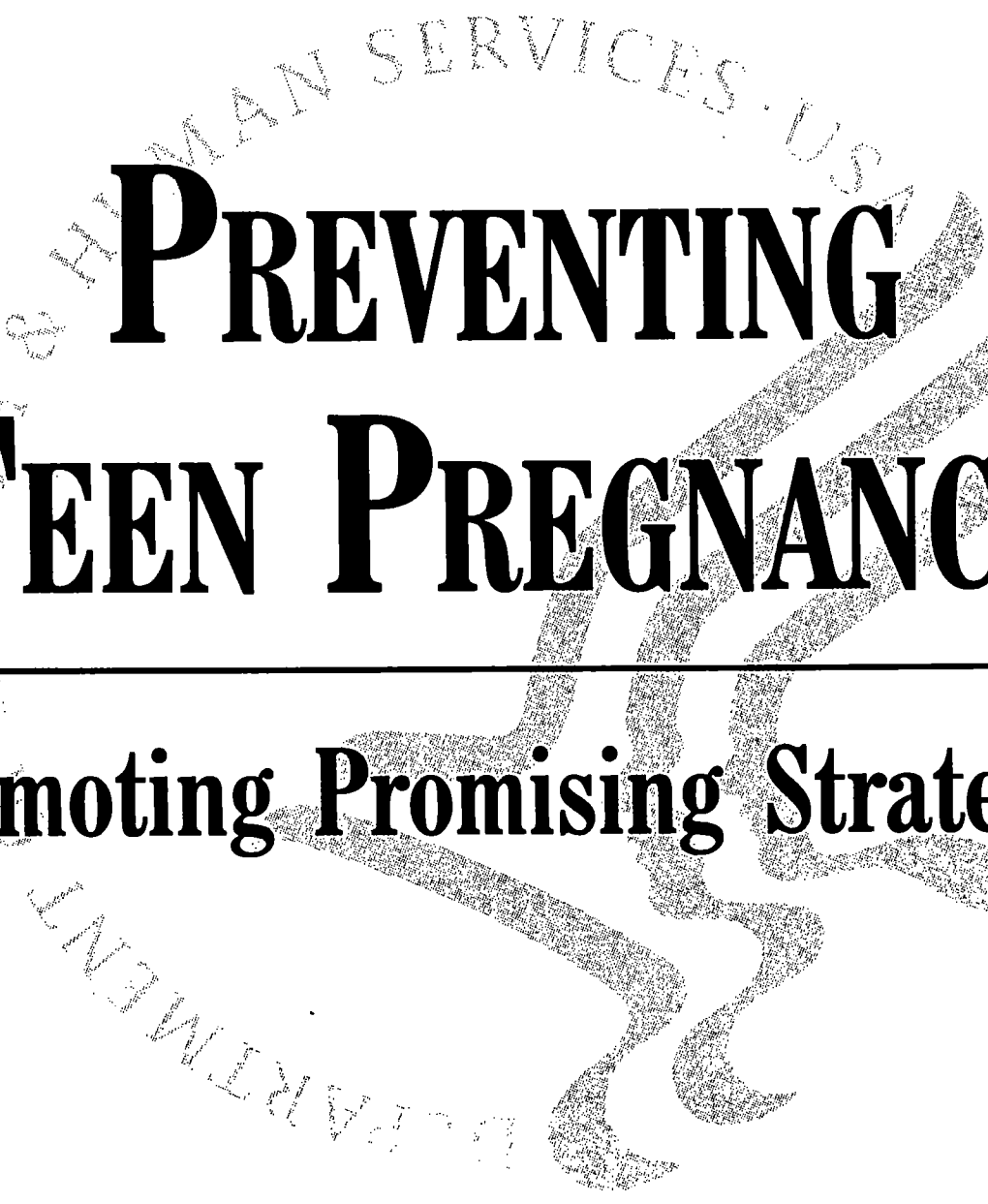
By providing \$1 million in new resources to each of approximately 25 communities with high teenage pregnancy rates, HHS anticipates being able to expand significantly the knowledge about what works and what does not work.

The new resources will be used to build on the Department of Health and Human Service's on-going partnership with local communities, focusing especially on those that have a solid infrastructure to launch new strategies. While other Departmental programs are making significant contributions in the area of teenage pregnancy prevention, these additional dollars will be concentrated on comprehensive pregnancy prevention interventions and on evaluation. The funds will help communities with their plans to provide opportunities for young people to take responsibility, increase their life skills, and become contributing members of adult society.

The funding will support a wide variety of community-initiated approaches to preventing teenage pregnancy that incorporate the five principles of promising strategies. These approaches include abstinence-based activities, school health, family planning, alcohol and drug use prevention and referral for treatment, academic tutoring, literacy training, drop-out prevention programs, career and college counseling, mentoring, job skills training, apprenticeships, part-time paid work, community service programs, and local media campaigns. The funding can also be used to ensure coordination of services and fill gaps in services.

Funded communities will involve many sectors of the community, including parents, schools, businesses, voluntary organizations, media, law enforcement, and religious organizations, as well as the health and social services sectors.

Because assessment and learning are key goals for the additional dollars, \$5 million will be set aside for evaluation and technical assistance. This will allow further refinement of the principles of promising strategies so that communities can make decisions based on as much knowledge as possible.



PREVENTING TEEN PREGNANCY:

Promoting Promising Strategies

A Guide for Communities

PRINCIPLES OF PROMISING STRATEGIES TO PREVENT TEEN PREGNANCY

Teenage pregnancy remains a profound problem, and President Bill Clinton has called for a national campaign to reduce it. Real solutions lie at the grassroots level, with families, communities, and young people themselves. Communities must develop tailored approaches to meet their own needs, resources, and values.

Since 1993, the Department of Health and Human Services has supported a variety of approaches to help communities develop comprehensive strategies. Based on research and experience, we believe that successful community efforts incorporate the following five key principles:

**Parental and Adult
Involvement**

Parents and other adult mentors must play key roles in encouraging young people to avoid early pregnancy and to stay in school.

Abstinence

Abstinence and personal responsibility must be primary messages of prevention programs.

Clear Strategies for the Future

Young people must be given clear connections and pathways to college or jobs that give them hope and a reason to stay in school and avoid pregnancy.

Community Involvement

Public and private sector partners throughout communities, including parents, schools, businesses, media, health and human services providers, and religious organizations, must work together to develop comprehensive strategies.

Sustained Commitment

Real success requires a sustained commitment to the young person over a long period of time.

These principles are reflected in teen pregnancy prevention programs the Department supports, including the demonstration programs of the Centers for Disease Control and Prevention and the Office of Population Affairs. They will be the basis for funding decisions of the new \$30 million teenage pregnancy prevention initiative proposed by President Clinton in the 1997 budget.

PROMISING STRATEGIES

CHILDREN'S AID SOCIETY'S ADOLESCENT PREGNANCY PREVENTION PROGRAMS

Approach: Comprehensive, Multi-Faceted

Short Description: This program looks beyond sex education to the whole child, offering youngsters a variety of opportunities and a broad-spectrum of services as well as positive role models. The seven major components of the program include: career awareness; family and sex education; medical and health services; mental health services; academic assessment and homework help; self-esteem through the performing arts; and fostering lifetime participation in individual sports activities. The Children's Aid Society has another program in Harlem which, in addition to the above, guarantees youth in the program who graduate from high school or get a General Equivalency Diploma admission to New York City's Hunter College.

Goals of the Program: The primary goal of the program is to assist youth in avoiding unintended pregnancy and making responsible sexual decisions.

Location: 10 New York communities and 17 cities across the country

Population Served: Youth ages 10 through 20

Early Findings: For the six New York City sites employing this model, early data show--

- ▶ Participants have educational aspirations that are higher than those reported in national samples of high school students.
- ▶ Participants have better outcomes four years after entering high school when compared to the New York City public school Class of 1994.
- ▶ Participants have substantially lower rates of alcohol use when compared to national samples of adolescents in the same age group.
- ▶ Participants are less likely to be sexually active, and those who eventually do become sexually active are more likely to have used contraception when compared to national samples.

TEEN OUTREACH PROGRAM

Approach: Life Options

Short Description: The Teen Outreach Program, sponsored by the Association of Junior Leagues and the American Association of School Administrators, combines curriculum-based, facilitator-guided, small group discussions with volunteer service in the community. Issues addressed in the small group discussions include: self-understanding, communication skills, human growth and development, parenting issues, and family interaction. Some health and sex education is included. Facilitators serve as mentors and link youth to volunteer activities.

Goals of the Program: The program seeks to prevent early pregnancy and encourage school achievement.

Location: Nationwide and in Canada, mostly located in schools

Population Served: Youth ages 11 through 19

Early Findings: Early data show a reduction in teenage pregnancy as well as in school suspension and drop-out rates. The volunteering and classroom curriculum appear to be working although greater site volunteer hours and older students were associated with more positive outcomes.

POSTPONING SEXUAL INVOLVEMENT

Approach: Abstinence and Delayed Sexual Initiation

Short Description: The Postponing Sexual Involvement Curriculum, developed by the Emory University School of Medicine and Grady Memorial Hospital Teen Services Program, provides teens with the skills they need to resist peer pressure and early sexual involvement. The curriculum offers a clear message that favors abstinence and postponing sexual involvement, but also provides information about contraception. Skill-building exercises conducted by slightly older peer educators are key elements of the program.

Goals of the Program: The program provides youth with basic factual information and decision-making skills related to reproductive health. Teenagers in the program gain skills to deal with social and peer pressures that lead them into early sexual involvement.

Location: Atlanta, GA and other sites nation-wide.

Population Served: Youth ages 13 to 14

Early Findings: Compared to non-participants, a significantly smaller proportion of youth participating in the program reported being sexually active by both the 12- and 18-month follow-up periods, even though a slightly higher proportion of the participants had been sexually active before receiving the program's curriculum. The effect on delayed first sexual activity was true for both male and female participants. The impact on delayed sexual activity among females was particularly strong. In addition, the evaluation also found higher contraceptive use among those program participants who were sexually active.

I HAVE A FUTURE

Approach: Life Options and Opportunity Development

Short Description: “I Have A Future” is a community-based intervention that uses a comprehensive set of activities to expand life options for high-risk youth living in public housing projects. The focus of the program is on abstinence, community, and self-esteem. The three parts of the program include: equipping adolescents with the basic information they need about health, human sexuality, and drug and alcohol use; providing a comprehensive array of adolescent health services, with a focus on abstinence and a very strong emphasis on parental and community involvement; and assisting young people to enhance their life-options through activities that improve their job skills, self-reliance, values, and self-esteem.

Goals of the Program:

- ▶ developing a replicable community-based, life-enhancement program that promotes a significant reduction in the incidence of early pregnancy and child bearing among high-risk adolescents;
- ▶ improving knowledge, attitudes and behaviors related to personal health and human sexuality; and,
- ▶ enhancing the ability of high-risk adolescents to overcome environmental barriers to attaining the skills necessary to pursue meaningful employment and educational opportunities with the promise of upward mobility.

Location: Public housing projects in Nashville, TN

Population Served: Youth ages 10 through 17

Early Findings: Those who participated in the program had fewer pregnancies, higher self esteem, fewer self-reports of delinquent behaviors, and a greater sense of a promising future. Preliminary analyses of the I Have A Future Program have also found positive effects on intermediate outcomes such as pro-social attitudes, sexual and contraceptive knowledge, self-esteem, perceived life options, and psychosocial maturity, when comparing the active participants to the comparison group of youth from two other public housing projects.

QUANTUM OPPORTUNITIES PROGRAM

Approach: Life Options and Opportunity Development

Short Description: The Quantum Opportunities Program (QOP), a four-year demonstration program launched in 1989 was designed to test the ability of community-based organizations to improve the lives of low-income high school students. The project used Opportunities Industrial Centers in five communities to deliver an intensive package of services to youth during the four years of high school. Services included educational activities, community service activities, and development activities to help youth learn more about health issues, arts, careers and college planning.

QOP was a relatively small national demonstration program. At each site, there were 50 students--25 randomly assigned to the project and 25 to a control group. The young people received small stipends for participating in and completing approved activities. The program also established accrual accounts to collect matching funds that youth could use for additional training or education after they graduated from high school. Staff members were also given financial incentives to meet the program's participation goals.

The Ford Foundation and the Department of Labor are currently funding replications of the program.

Goals of the Program: To test the ability of community-based organizations to “foster achievement of academics and social competence among high school students from families receiving public assistance.”

Location: Philadelphia, PA; Oklahoma City, OK; San Antonio, TX; Saginaw, MI; and Milwaukee, WI. (Milwaukee was later dropped from the study)

Population Served: Students entering the 9th grade

Early Findings: QOP made significant improvements in the lives of participating youth over a two-year period. Results compiled one year after the program was completed show significant differences between QOP participants and control group members. Specifically, QOP members were more likely to be high school graduates, more likely to be enrolled in secondary schools, less likely to be high school dropouts, and less likely to have children. They were also more likely to be involved in community service, to be more hopeful about the future, and more likely to consider their lives a success.

ADDITIONAL RECENTLY AVAILABLE RESOURCES

Beginning Too Soon: Adolescent Sexual Behavior, Pregnancy, and Parenthood.

A 1995 two volume report reviewing recent research and describing interventions and evaluations written by Kristin Moore, Brent Miller, Barbara Sugland, Donna Ruanne Morrison, Connie Blumenthal, Dana Gleib, and Nancy Snyder of Child Trends, Inc. for the Office of the Assistant Secretary for Planning and Evaluation (ASPE) in the U.S. Department of Health and Human Services. Copies available from Child Trends at 202-362-5533 or from ASPE at 202-690-6461. Also available at the Internet address <http://aspe.os.dhhs.gov>

The Best Intentions: Unintended Pregnancy and the Well-Being of Children and Families.

A 1995 report by the Institute of Medicine. Copies available from the National Academy Press at 800-624-6242.

Great Transitions. The 1995 concluding report of the Carnegie Council on Adolescent Development funded by the Carnegie Corporation of New York. Copies available from the Carnegie Council on Adolescent Development at 202-429-7979.

Sex and America's Teenagers. A 1994 report by the Alan Guttmacher Institute. Contact the Alan Guttmacher Institute at 202-296-4012.

Trends in the Well-Being of America's Children and Youth. A 1996 report written by Child Trends, Inc. for the Office of the Assistant Secretary for Planning and Evaluation (ASPE) in the U.S. Department of Health and Human Services. Copies available from Child Trends at 202-362-5533 or from ASPE at 202-690-6461. Also available at the Internet address: <http://aspe.os.dhhs.gov>

The National Campaign to Prevent Teen Pregnancy. The National Campaign to Prevent Teen Pregnancy is a private, nonpartisan organization newly established to support and stimulate actions to reduce teen pregnancy. To contact the Campaign, write to The National Campaign to Prevent Teen Pregnancy, 2100 M St., N.W., Suite 500, Washington, DC 20037.

HHS Programs That Fund Community-Based, Comprehensive Teen Pregnancy Prevention Strategies

- Community Partnership Programs for the Prevention of Teen Pregnancy
Centers for Disease Control and Prevention
For information call: 770-488-5136
- Adolescent Family Life Program
Office of Population Affairs
301-594-4004