

SBA -
Long Term
Teen Pregnancy
Project

Men•tor (men'tôr', -tər) *n.*
A wise and trusted friend and guide.

Gail Manza

National Executive Director



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Pledge to Kids Campaign:

2 million young people in mentoring relationships
by the turn of the century

Supported By

Sponsored By The One to One Partnership, Inc.*

***One to One Pledges to the Kids of America:**

We will do whatever it takes to connect you
with caring and committed adult mentors who will
listen to you, stand by you, and help you
develop to your fullest potential.

Mentoring Works!

Mentoring directly impacts a range of problems facing youth --
teenage pregnancy, truancy, violence, dropping out of school, substance abuse.
It helps young people bond with caring adults which in turn helps them to stay in school,
avoid risky behaviors and navigate the bumpy road to adulthood.

Consider that:

**"The number one indicator of success for a child
is a good relationship with a caring adult."**

Fortune Magazine

- ▶ In a study of 900 children, researchers Terry Williams and William Kornblum (*Growing Up Poor*) found that
 - "the probabilities that teenagers will end up on the corner or in a stable job are conditioned by a great many features of life in their communities. Of these, we believe the most significant is the presence or absence of adult mentors."

- ▶ In its concluding report on adolescent development, *Great Transitions*, The Carnegie Council ...
 - states good programs give youth what they want: mentoring relationships;
 - reports that mentors can "rewrite the future of youth;"
 - calls on community organizations to connect youth with reliable adults who can offer them opportunities to " ... learn about the world of work, earn money, build a sense of worth, and make durable friendships."

- ▶ A Procter & Gamble study on their mentoring programs in Cincinnati schools shows that the 133 young people with mentors were more likely to:
 - stay in school. Not one student with a mentor dropped out of school; average daily attendance was higher.
 - achieve and aspire to better grades. Grade point average was almost a half a unit higher for young people with mentors.
 - go onto college. Eighty-six percent, or 24 of the students from the senior class went on to college. Typically only 25-30 percent of students from these schools goes onto college.

- ▶ A Public/Private Ventures study of Big Brothers/Big Sisters one-to-one mentoring, found that Little Brothers and Sisters who met with their "Bigs" regularly for about a year were:
 - Forty-six percent less likely than their peers to start using illegal drugs and 27 percent less likely to start drinking;
 - Fifty-two percent less likely than their peers to skip a day of school and 37 percent less likely to skip a class;
 - More trusting of their parents or guardians, less likely to lie to them, and felt more supported and less criticized by their peers and friends.

- ▶ A Prison Fellowship study maintains that mentoring reduces recidivism up to 80 percent.

- ▶ In their new book, *Beating the Odds* researchers from Columbia University and University of Massachusetts found that:

"those who overcome poverty to reach college often share a common bond: a mentor, or perhaps several, who shepherds students across unfamiliar terrain."

Too Few Youth Are Receiving the Benefits of Mentoring

The One to One Partnership, Inc. estimates that less than 3 percent of our nation's 13.6 million most vulnerable adolescents are receiving the benefits of mentoring.

Consider that:

- ▶ Greater Boston One to One surveyed mentoring agencies in the community and found that there were 1,500 young people on waiting lists for mentors.
- ▶ A 1991 study in Atlanta found that the average waiting period for girls (black or white) is less than three months; for white boys, about six months; black boys, 18-24 months.
- ▶ Market research in Boston indicated that young people liked the idea of a mentor, but they did not know where to turn to find one.
- ▶ The largest, oldest, and most well-respected mentoring program in the nation, Big Brothers/Big Sisters of America, through 512 local agencies, serves fewer than 100,000 per annum. In New York City, the Big Brothers/Big Sisters agency serves approximately 300 young people per year, out of a public school population of more than one million students.

***13.6 million in need. Less than 3 percent served.
What Can Be Done?***

The One to One Partnership, Inc. has made a pledge to the kids of America
to meet their mentoring needs.
See below.

The One to One Partnership has pledged to the kids of America:

*We will do whatever it takes
to connect you with caring and committed adult mentors
who will
listen to you,
stand by you, and
help you develop to your fullest potential.*

To fulfill our Pledge to Kids, One to One is focusing its energy and resources on the following:

- ▶ Forging new partnerships with communities, schools, businesses and communities of worship.
- ▶ Educating adults about becoming a mentor and children about how to find mentors.
- ▶ Advocating on behalf of mentoring with policy makers, funding organizations, public opinion leaders, and the media.
- ▶ Developing, promoting and disseminating value-added products and programs that will help bring more mentoring to where children live, go to school, worship and hang out.

Since its inception in 1989, One to One has:

- ▶ Rallied community leaders in ten major metropolitan communities -- Boston, Los Angeles, Long Island, Minneapolis/St. Paul, New York, Omaha, Philadelphia, Pittsburgh, Richmond, and Tampa. Two new affiliates will open their doors in 1996 -- One to One Baltimore and One to One Jackson (MS).
- ▶ Formed partnerships with more than 1,000 business and community groups to help them play a part in bringing more mentoring to more children.
- ▶ Secured commitments from business and community leaders to recruit over 200,000 new mentors for children across the country.
- ▶ Pioneered new approaches to bringing mentoring to schools (Los Angeles Team Mentoring Program) and to communities of worship (Philadelphia Church Mentoring Network); and training mentors (Mentor Training Institutes and WorldVIEW).
- ▶ Built a coalition of mentoring and youth development experts to keep mentoring a central issue for Congress.

One to One has just completed a strong first mile in a marathon race to support children. Key results thus far are:

- ▶ Extended mentoring to 10,000 more young people. We know we can, and must, do more and believe we have the building blocks -- mission, vision, leadership, delivery system, and experience -- in place to make it happen for more children.
- ▶ Created a national synergy that did not exist before for mentoring, youth economic empowerment, and the blending of the two.

**In January 1996, One to One's Board of Directors committed to
forging 2 million additional mentoring relationships
between children and adults
by the year 2000.**

Youth Well-Being

Our nation's foremost researchers, experts and advocates are consistent on what young people need for positive development.

They need:

- ▶ Loving parents.
- ▶ They must be fed, sheltered, protected from harm.
- ▶ Their basic health and nutritional needs must be met.
- ▶ They must learn to trust early on.
- ▶ They must possess a secure and positive sense of their own identity and their place in the world.
- ▶ They must acquire moral values and standards that enable them to live in harmony with their families and larger communities.
- ▶ They need to become socially competent.
- ▶ They must learn to be literate, thinking individuals who can solve problems and communicate with one another.

From *Beyond Rhetoric: A New American Agenda for Children and Families*

Step one in maximizing positive youth development -- whether at the national level or at the level of a single community -- is to articulate a vision of what we want for our children. As a reasonable starting point, such a vision would have these five elements.

- ▶ To surround all children with networks of care, support and control.
- ▶ To nurture within children the kinds of positive commitments, values, and social competencies needed for positive development.
- ▶ To insulate young people from abuse, neglect, indifference, poverty and hunger
- ▶ To promote a prosocial disposition through encouraging and regarding personal involvement in helping others.
- ▶ To prevent health-compromising, future jeopardizing behavior choices.

From *The Troubled Journey: A Portrait of 6th-12th Grade Youth*

Youth Well-Being

Our nation's children are clear about what they want and need. They want:

- ▶ More regular contact with adults who care about and respect them.
- ▶ More opportunities to contribute to their communities.
- ▶ Protection from the hazards of drugs, violence and gangs.
- ▶ Greater access to constructive and attractive alternatives to the loneliness that so many now experience.

From Carnegie Council on Adolescent Development, *A Matter of Time: Risk and Opportunity in Nonschool Hours*

Youth In Crisis

Our nation's young people face myriad health and educational risks.
Consider that:

- ▶ The firearm homicide rate for 10 to 14 year olds more than doubled between 1985 and 1992 from 0.8 to 1.9 per 100,00. For black males, the rate increased from 3.0 to 8.4 per 100,000 during the same period. (Source: *Carnegie Corporation of New York, Great Transitions: Preparing Adolescents for a New Century.*)
- ▶ Two-thirds of eighth graders report that they have already tried alcohol, and a quarter say that they are current drinkers. Twenty-eight percent of eighth graders say that they have been drunk at least once. (Source: *Ibid.*)
- ▶ Marijuana use among eighth graders more than doubled between 1991 and 1994 from 6.2 to 13.0 percent. (Source: *Ibid.*)
- ▶ In 1988, 27 percent of girls and 33 percent of boys had intercourse by their fifteenth birthday. (Source: *Ibid.*)
- ▶ Only 28 percent of eighth graders scored at or above the proficiency level in reading in 1994. Two percent read at or above an advanced level. (Source: *Ibid.*)
- ▶ In 1990, 7 percent of the eighth grade class were dropouts. By their senior year (1992), 12 percent of the class were dropouts. (Source: *Ibid.*)

Youth In Crisis

Our nation's young people have lost their natural proximity
to caring, mature adults.

Consider that:

- ▶ Most children in America today are raised by a single parent or in a two-parent household where both parents work and are away from home during the workday. (Source: Carnegie Corporation of New York, *A Matter of Time: Risk and Opportunity in the Nonschool Hours*.)

- ▶ In many cities, next door neighbors barely know each other, much less provide friendship and assistance on an ongoing basis. (Source: *Ibid.*)

- ▶ About 40 percent of adolescents' waking hours are discretionary -- not committed to other activities. For many adolescents, virtually all of this time is without companionship or supervision from responsible adults. They spend time alone, with peers, or in some cases with adults who may exert negative influences over them to exploit them.
 - Just 63 percent of families with children eat dinner together frequently.

 - Almost one in five surveyed teenagers report that they had not had a 10-minute conversation with one of their parents within the previous month.

(Source: *Ibid.*)

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MENTORING: ELEMENTS *of* EFFECTIVE PRACTICE

A product of the
National Mentoring Working Group
convened by
United Way of America
and
One to One

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"She listens to me."

"He has taken me places and shown me things I never knew were out there."

"She helps me find ways to make a bad situation better."

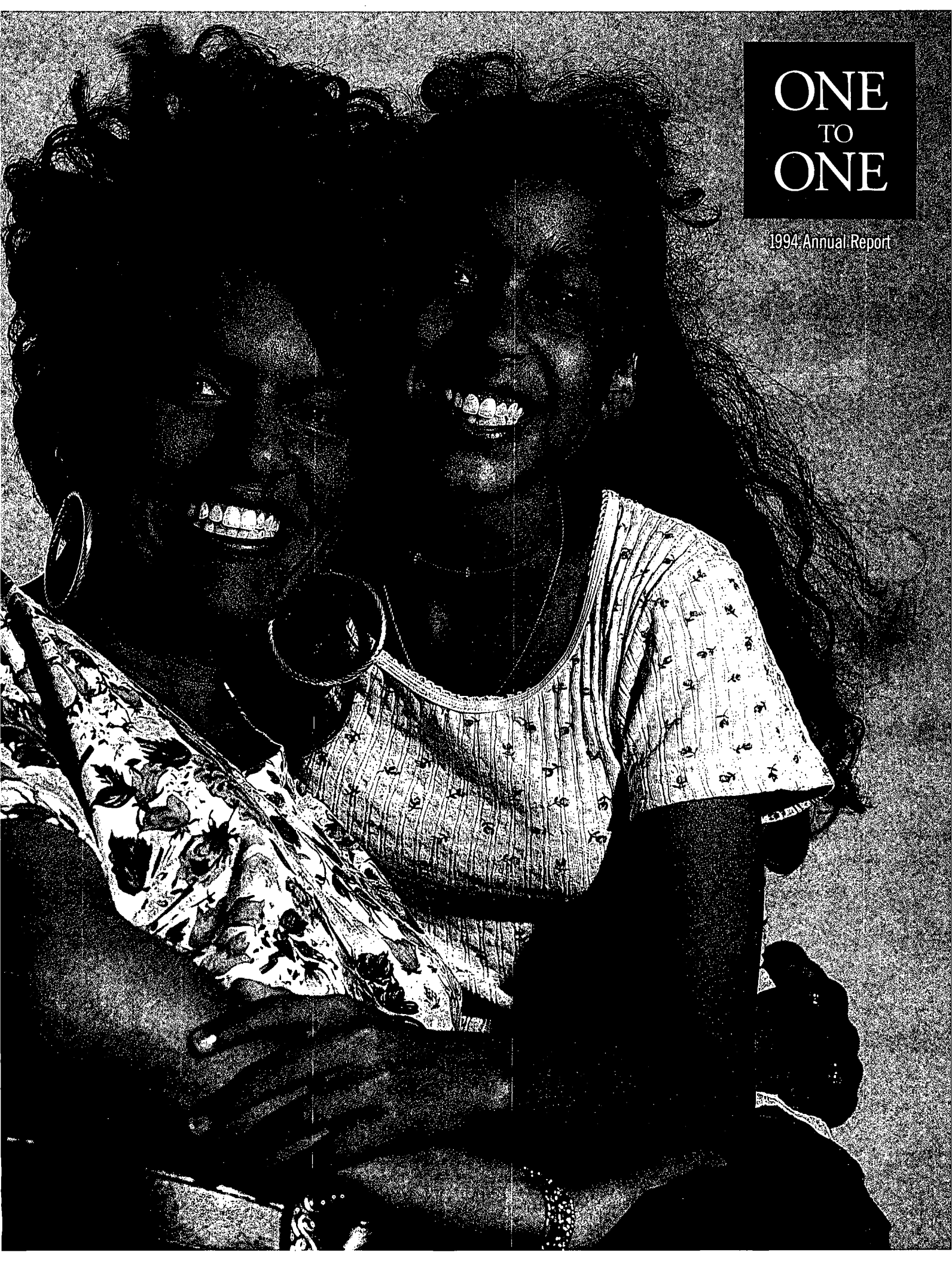
"How do I ask someone to be my mentor?"

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ONE TO ONE

1994 Annual Report

What's Hot

Carnegie Council Cites Mentoring as Essential for Healthy Adolescent Development

After nine years of research, The Carnegie Council on Adolescent Development has issued its final report, *Great Transitions — Preparing Adolescents for a New Century*. The report concludes that early adolescence -- ages 10 to 14 — is the period in which children are beginning to engage in risky behaviors but are still susceptible to positive influences that will enable them to become competent, productive members of society.

The Council acknowledges that “a crucial need of adolescents is for an enduring, stable, supportive bond with a caring adult.” The report goes on to say that “mentoring can be a powerful way to provide adult involvement with adolescents who are largely isolated from the world of adults.”

The report also asserts that “young people from extremely disadvantaged situations [in a Ford Foundation Funded mentoring program] can **rewrite their futures** (emphasis added) with the help of a caring adult mentor from the community.”

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The Big Story

➡Continued from page 1

What students gain.

Felton Booker, a student at Horace Mann, was so inspired by his experience in the program that he created a list of 26 benefits derived from the Los Angeles Team Mentoring program. Felton feels that, among other things, the program, “lifted my self-esteem; increased my ability to trust; made me more aware of the problems of my community, and the possible solutions; taught me the importance of teamwork; made me more aware of the need for a quality education; and increased my desire to be a positive role model for my community and a successful career person.”

Darell Krasnoff knows that in team mentoring, the students gain as much from each other as they do from the mentors. “One of the quietest kids on my team the second year was a great artist,” he recalls. “He sat and drew things during a lot of the sessions. Eventually, the team was planning a community service event, a beach clean-up, and the kids turned to this boy and asked him to design a T-shirt to wear for the big day. I will never forget the look on his face, when I drove up the morning of the event with a pile of T-shirts with his drawing on them. He was grinning from ear to ear and all of his friends on the team were just as proud of the T-shirt as he was. I saw that this was a gift they could give to each other, this pride in each other. It was a powerful

moment.” The kids and mentors all wore the T-shirts to the end-of-year team mentoring assembly.

Results are encouraging.

Horace Mann Middle School as a whole serves as an example of how participating schools have gained much from team mentoring. Parental involvement in the school has increased; children feel that their leadership abilities and self-confidence have increased; and teachers, who were at first hesitant and skeptical about the program, are now its chief advocates and are using their mentoring skills to strengthen their

“Goldman, Sachs and Eastman Kodak have provided not only mentors, but also financial and in-kind resources.”

classroom techniques. Horace Mann Principal Rose Ollie remains committed to the program. “Today, schools and educators are asked to take on so many responsibilities in nurturing and developing young people,” she explains. “We cannot do it all by ourselves. Team mentoring fills a critical need, and helps us make a profound difference in young people’s lives.”

The success of the pilot program of Los Angeles Team Mentoring has encouraged One to One to replicate the program in communities throughout the country. For more information, contact Tonya Thomas at (202) 338-3844.



The Big Story

School-Based Team Mentoring

“You don’t know in advance how rewarding it’s going to be, so you’re worried about the responsibility of giving your time consistently. The irony is that once I started doing it, I didn’t want to miss a session.” Darell Krasnoff, chairman of the board, Los Angeles Team Mentoring and vice president, Goldman, Sachs & Co.

“Well, it is great because you get to communicate with different people. People you never seen or known. You get to communicate with different races. You get to help people. It’s fun!” Student participant in Los Angeles Team Mentoring

...

How can an organization that has pledged to help America’s 13.6 million most vulnerable youth connect with adult mentors make good on that pledge? How is an organization that calls itself a catalyst able to pioneer new approaches to mentoring without reinventing the wheel? The trick is to expand mentoring methods that already work without sacrificing the training and support necessary to ensure successful relationships. One to One has piloted an approach that fits the bill: school-based team mentoring.

School-based team mentoring — matching a group of three adults with a group of 10-12 middle school students — is becoming one of the best hopes for helping more children connect with caring adults mentors. Near the end of its pilot phase, the program is now in six Los Angeles schools and one school in Glendale, California, and reaches approximately 900 students.

It started out, appropriately enough, as the brainchild of two high school students, Nichelle Holder and Tanai Sanders, who saw the value in mentoring but felt that kids relate better in groups.

One to One California resolved to test their theory, and the program was officially launched at the beginning of the 1992-93 academic year at Horace Mann Middle School in South Central Los Angeles.

How team mentoring works.

To form the teams, faculty members nominate students who demonstrate leadership ability in a positive or negative direction and those who would benefit from a mentoring relationship. Mentors are recruited through presentations to local businesses, colleges, and secondary schools. Goldman, Sachs & Co. and Eastman Kodak have provided not only mentors, but also financial support and in-kind resources for the program.

Team Mentoring provides a two-day training seminar for mentors, and ongoing support for the duration of the program. The teams meet on the school campus weekly or bi-weekly and get together for field trips and special activity days. The activity-based curriculum, designed by the Princeton Center for Leadership Training and The Amelior Foundation, focuses on three objectives for participating students: team building, leadership development, and community service.

FALL 1995



Participants in the 1994-95 Los Angeles Team Mentoring program test a powerful new approach to expanding the reach of mentoring.

What mentors gain.

Darell Krasnoff, a vice president at Goldman, Sachs & Co. is a founding member of the board of directors of Los Angeles Team Mentoring. Despite his early fears that his demanding schedule would preclude him from being an effective mentor (which were allayed when he realized that having two other mentors on the team meant that perfect attendance was not required of anyone), he relished the opportunity to volunteer in a hands-on kind of program.

As he become more involved in team mentoring, his focus shifted. He realized that at first, he was drawn to team mentoring by his notion of good citizenship. The hook that kept him in the program, however, was much more tangible and compelling: the kids. “They really touch your heart. You really want to wrap them up and take care of them when you realize what they’re going through. I learned that if you’re willing to take risks, to open up, you’ll get it all back. The kids weren’t willing to open up until I showed I had an attitude of caring, which is not the same thing as wanting to help. Helping is empty without caring.”

Continued on back page ➡

○ "Always Kids" Features One to One Omaha in Documentary.

One to One Omaha was recently featured in a documentary produced by The Children's Miracle Network and Always Kids, a national media campaign devoted to raising awareness about youth issues. Jeff Russell, a PATHWAYS participant, and his mentor Dave Vana, both of whom were honored at One to One's 1995 National Recognition Event, appear in the film, as does Mike Yanney, chairman of One to One Omaha's Leadership Council. The program will be aired by at least 51 television stations nationally some time between November 1995 and February 1996.

○ One to One Philadelphia Hosts City-Wide Shadowing Day.

Local businesses hosted more than 1,500 ninth-graders in One to One Philadelphia's second annual Shadowing Day on November 9.

Students were paired with a mentor whom they accompanied throughout the day to get a glimpse of the working world. Mentors showed their "shadows" the ropes at more than 120 workplaces, including hospitals, advertising firms, hotels, accounting firms, and even the U.S. Coast Guard.

○ Twin Cities One to One Hosts Forum on Mentoring.

Mentoring professionals; funders; government, education, and corporate leaders; and potential mentors in the Twin Cities area gathered in Minneapolis on October 31 to develop strategies for "Moving Mentoring Forward." Keynote speaker Dr. Peter L. Benson, president of Search Institute and renowned child advocate and researcher, recounted the

News Front



The Third Annual Back to the Bull Market Party attracted a record number of Wall Street's young financiers, thanks to the sponsorship of Bear, Stearns & Co. Inc.; Goldman, Sachs & Co., Merrill Lynch & Co., Inc; and Morgan Stanley & Co., Inc. Pictured from left to right are Kathy Mnuchin, Steve Duncker, Steve Mnuchin, and Kevin Ingram.

Institute's recommendations for building assets in youth and asserted that mentoring "is the cornerstone of these strategies."

○ One to One Richmond Workshop Attracts People of Different Faiths

More than 20 different religious faiths were represented at One to One Richmond's Congregation-Based Mentoring Network Workshop this past summer. Based on the Church Mentoring Network developed by One to One Philadelphia, the Network aims to engage more mentors and reach more youth in Richmond by targeting interested places of worship. The workshop focused on program development, technical assistance, and individual mentor training.

Leveraging Resources



Local Leader

Rosalie Levine is one of the pioneers leading One to One's efforts to blend personal mentoring with economic mentoring. Ms. Levine directed the curriculum development process for the Institute for Youth Entrepreneurship (IYE) in Harlem. The IYE was launched last year to nurture young people's business awareness and skills.

A former professor of economics and academic vice president at C.W. Post College at Long Island University, Ms. Levine finds her work in youth entrepreneurship a good match with her background and interests.

The value of the program at the IYE goes well beyond the mechanics of finance and business. "Not everyone who passes through the IYE will become an entrepreneur," Ms. Levine is quick to point out, "but all of these students will become better informed consumers, better informed citizens."

"My hope is that these students will learn what's out there and learn some of the tools--the knowledge, but also the right attitude, the ability to seek and learn -- to become better equipped to do whatever they want to do."



National Leader

As president of Education Commission of the States, Dr. Frank Newman spends a great deal of time assisting political, education, and business leaders to make education policies that will better serve America's youth. And although he already serves on numerous advisory boards and commissions, he makes time to serve as a member of the board of directors of One to One, for which he is currently spearheading work on the strategic plan.

Dr. Newman explains that he is committed to advancing mentoring for several reasons. "The world has changed. It's an internationally competitive place." Gone are the days when everyone in our society could get a job, regardless of his or her educational background. In addition, conditions for some of the young people in our society are much more difficult than they were 50 years ago. "Now, it's much more difficult to grow up in poor neighborhoods and [kids'] life chances are much worse."

"These two changes mean that we have a powerful need to find a way to help the least advantaged young people succeed in our society. If we can't do that it means giving up on something really fundamental and that is that

everyone can make it."

Mentoring is one of several fundamental solutions to improving the "life chances" for children, according to Dr. Newman. The others -- giving kids early stimulation in the form of excellent preschool; turning schools into centers of exciting, interesting, active learning; and getting parents involved -- all have a big influence on children's quality of life. "And the answer isn't to do one of these.

It is to try and do all of them because this is a hard battle."

"The thing that One to One adds is the ability not just to be another program dealing with 50 kids but to be an agent of helping these good ideas spread and get the support they need to move to scale."

"How can we help all the small, individual efforts total up to something more? That's the One to One task."

Pathways Profile

Roland Reed, a 16-year-old high school sophomore, has a better idea of where he's headed in life, thanks in large part to his participation in PATHWAYS and the guidance he's received from his mentor of five years, Dave Gesmondi, an audit senior at Ernst & Young. "I'm planning on going to college, and then on to my future career," he says. His career choice? A drum teacher, for which he already has ten years of playing experience.

College is definitely within the realm of possibility, now that Roland has more focus and discipline, traits that Dave attributes to Roland's experience in PATHWAYS. The program has taught Roland about personal finance and the

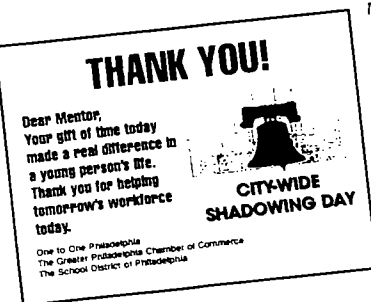
importance of saving money. He now saves his paychecks from his part-time job at the Massachusetts Water Resources Authority at the Charlestown Naval Yard, where he helps with supplies every Friday after school. Even more important

than lessons in finance, according to Dave, is "the difference PATHWAYS has made in Roland's attitude."

"PATHWAYS is a great place for me," Roland enthuses. "It's better for me to be there than to be on the streets."



Roland Reed and his mentor, Dave Gesmondi



The day after Shadowing Day, One to One Philadelphia sent out a card to thank volunteers and to encourage them to consider ongoing mentoring opportunities.

Pioneering New Approaches

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December 1971

General Services Administration
FPMR (41 CFR) 101-11.6

U.S. Government Messenger Envelope

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Robert Clayton R00 RM 5012	STOP		
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Joe Collantoni FB10 RM 2164	STOP		
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used. Your mail room has STOP information.

Clinton Library Transfer Form

Case #, if applicable		Accession #	
Collection/Record Group	Clinton Presidential Records	Series/Staff Name	Lyn Hogan
Subgroup/Office of Origin	Domestic Policy Council	Subseries	
Folder Title	Youth Project Long Term	OA Number	11027
		Box Number	
Description of Item(s)	Three 3.5" computer disks. Two of the disks are labeled, "Teen Pregnancy".		

Donor Information

Last Name:		First Name:		Middle Name:		Title:	
Affiliation:		Phone (Wk):		Phone (Hm):			
Street:		City:		State (or Country):		Zip:	

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Other (Specify):	AV Location: 13-1-5-1

Transferred by:	Nicole Topich
Transfer Point	During Processing

Date of Tranfer	7/17/2009
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GREG EVERTS

Jeremy -
Attached, per our
discussion, is a list
of Federal or Federally
funded clearinghouses
relating to juvenile justice,
drugs, and children,
youth, and families.

CC: DEBBIE F
- JANE
- GARY

Friday, August 25, 1995

Electronic Information Services

Name	Abbrev.	BBS Name	AC	Modem		Help	Telnet	Gopher	Notes
National Clearinghouse on Child Abuse and Neglect Information	NCCANI	AOL							The Parents' Information Network is an electronic bulletin board to which NCCANI posts documents and information on child maltreatment. [e.g. the monograph, "Child Abuse and neglect: A Shared Community Concern"] PIN is operated by America OnLine, a commercial information service. AOL offers extensive, free customer support, but charges a subscription fee for accessing/searching the database.
National Clearinghouse on Child Abuse and Neglect Information	NCCANI	CANnet	800	877-8800	800	394-3366			28.8 kbs maximum speed
National Agriculture Library	NAL	CYFERNet					gopher-cyfernet.mes.umn.edu	gopher-cyfernet.mes.umn.edu42	additional help from jkane@nalusda.gov or cyf@esusda.gov
National Clearinghouse on Child Abuse and Neglect Information	NCCANI	HandsNet			408	257-4500			Privately run computer network, requiring proprietary software. Numerous local access numbers. Funding from the Federal Government and various foundations.
National Criminal Justice Reference Service	NCJRS	NCJRS BBS	301	738-8895			ncjrsbbs.asepnys.com	ncjrs.asepnys.com71	9600 Baud speeds only. Documents in ASCII text and Acrobat Reader (available from ftp.adobe.com). GUI available (use guizip.exe found on the ftp site).
National Center for Education in Maternal & Child Health	NCEMCH	MCHNET BBS			904	392-5904	mchnet.ichp.ufl.edu	url gopher://mchnet.ichp.ufl.edu/1	Run by the Institute of Child Health Policy at the University of Florida.
National Center for Education in Maternal & Child Health	NCEMCH	DIRLINE			800	638-8480	medlars.nlm.nih.gov		Run by the National Library of Medicine, one of the National Institutes of Health
National Center for Missing and Exploited Children	NCMEC	CompuServe							
National Criminal Justice Reference Service	NCJRS	PAVNET	800	851-3420				pavnet.esusda.gov	
National Clearinghouse for Alcohol and Drug Abuse Information	NCADI	PREVLine	301	770-0850			ncadi.health.org [user id: new]		
National Clearinghouse on Families and Youth	NCFY	YouthNet			202	783-7949			Requires subscription. Run by the National Network of Runaway and Youth Services
National Information Center for Children and Youth with Disabilities	NICHCY	SpecialNet			800	927-3000			

Friday, August 25, 1995

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National Agriculture Library	NAL	CYFERNet					gopher-cyfernet.mes.umn.edu	gopher-cyfernet.mes.umn.edu42	additiional help from jkane@nalusda.gov or cyf@esusda.gov
National Clearinghouse on Child Abuse and Neglect Information	NCCANI	HandsNet			408	257-4500			Privately run computer network, requiring proprietary software. Numerous local access numbers. Funding from the Federal Government and various foundations.
National Criminal Justice Reference Service	NCJRS	NCJRS BBS	301	738-8895			ncjrsbbs.asepnsys.com	ncjrs.asepnsys.com71	9600 Baud speeds only. Documents in ASCII text and Acrobat Reader (available from ftp.adobe.com). GUI available (use guizip.exe found on the ftp site).
National Center for Education in Maternal & Child Health	NCEMCH	MCHNET BBS			904	392-5904	mchnet.ichp.ufl.edu	url gopher://mchnet.ichp.ufl.edu/1	Run by the Institute of Child Health Policy at the University of Florida.
National Center for Education in Maternal & Child Health	NCEMCH	DIRLINE			800	638-8480	medlars.nlm.nih.gov		Run by the National Library of Medicine, one of the National Institutes of Health
National Center for Missing and Exploited Children	NCMEC	CompuServe							
National Criminal Justice Reference Service	NCJRS	PAVNET	800	851-3420				pavnet.esusda.gov	
National Clearinghouse for Alcohol and Drug Abuse Information	NCADI	PREVLine	301	770-0850			ncadi.health.org [user id: new]		
National Clearinghouse on Families and Youth	NCFY	YouthNet			202	783-7949			Requires subscription. Run by the National Network of Runaway and Youth Services
National Information Center for Children and Youth with Disabilities	NICHCY	SpecialNet			800	927-3000			

ACCESS ERIC (Education Resources Information Center) ERIC P.O. Box 6000 Rockville MD 20849 301 251-5767 Local Phone Fax 1 (800) 538-3742 acceric@inet.ed.gov Gateway to the Educational Resources Information Center (ERIC), which comprises 16 subject specific clearinghouses of education-related information, a reproduction service, and a publishing division. More than 600,000 citations of documents and journal articles on education research and practice. Produces a monthly abstract journal that provides listings from the database. Some directories are available on CD-ROM and/or on-line. Staff answers basic questions and will refer clients to the more specific clearinghouses as necessary. ED:	Bureau of Justice Assistance Clearinghouse BJAC Local Phone Fax 1 (800) 688-4252 DOJ: Bureau of Justice Administration:
Center on Education and Training for Employment CETE 1900 Kenny Rd. Ohio State University Columbus OH 43210-1090 614 292-4353 292-1260 Local Phone Fax 1 (800) Provides resources on vocational and technical education. Conducts human resource development in the private sector. Promotes adult literacy and numeracy. Conducts research and development in entrepreneurship for private small businesses. ED:	Clearinghouse on Family Violence Information CFV P.O. Box 1182 Washington DC 20013-1182 703 385-7565 Fax Local Phone 1 (800) 394-3366 Database searches, publications, pamphlets, brochures, grant profiles, and bibliographies. HHS: National Clearinghouse on Child Abuse and Neglect:
Drug Abuse Information and Treatment Referral Line DAIRL Local Phone Fax 1 (800) 662-4357 Provides information related to drug use, treatment, support groups, and services. Spanish speaking referrals: (800) 662-9832 NIH: Center for Substance Abuse Treatment	Drug Court Resource Center DCRC 633 Indiana Ave, NW Washington DC 20531 202 514-5947 307-0036 Local Phone Fax 1 (800) Collects, identifies, and analyzes information on guiding principles and operational approaches for the Drug Court model. Develops and disseminates key information, including evaluations and case studies. DOJ: Bureau of Justice Assistance:

Military Family Clearinghouse MFC 4015 Wilson Blvd., Suite 903 Arlington VA 22203-5190 703 696-5806 696-1703 <i>Local Phone Fax</i> 1 (800) Supports the professional community that helps families cope with the unique challenges of military life. Information available on subjects including child abuse and neglect, family separations, family reunions, occupational hazards, downsizing of the Armed Forces, and other issues related to aspects of military life. DOD <i>Military Family Resource Center</i>	Military Family Resource Center MFRC 4015 Wilson Blvd., Suite 903 Arlington VA 22203-3007 703 696-5806 696-1703 <i>Local Phone Fax</i> 1 (800) DOD <i>Military Family Resource Center</i>
National AIDS Clearinghouse NAC P.O. Box 6003 Rockville MD 20849-6003 1 (800) 458-5231 A centralized source of information about AIDS and HIV primarily for health care and human services professionals. They also have information about clinical trials [call (800) 874-2572]. HHS <i>Centers for Disease Control</i>	National Adoption Information Clearinghouse NAIC 11426 Rockville Pike, Suite 410 Rockville MD 20852-3007 301 231-6512 981-8527 <i>Local Phone Fax</i> 1 (800) Maintains a comprehensive library of adoption materials, offering a broad array of information on the general subject of adoption. Also offers information relating to special needs adoptions, especially of children who have been previously abused or neglected. HHS <i>Children's Bureau</i>
National Agriculture Library NAL 10301 Baltimore Blvd. Beltsville MD 20705-2351 301 504-5248 <i>Local Phone Fax</i> 1 (800) Provides information services over a broad range of agricultural interests to a wide cross-section of users. Specialized topics include those more directly involving agriculture and youth development. Information is particularly made available to Federal personnel, land-grant universities, and the U.S. and international agricultural community, as well as other interested parties. John Kane # 301-504-6813 USDA <i>Office of Science and Education</i>	National Center for Education in Maternal & Child Health NCEMCH 2000 15th St., Suite 701 Arlington VA 22201-2617 703 524-7802 524-9335 <i>Local Phone Fax</i> 1 (800) Provides information, education, and technical assistance on maternal and child health issues. HHS <i>Maternal and Child Health Bureau</i>

National Clearinghouse on Child Abuse and Neglect Information NCCANI P.O. Box 1182 Washington DC 20013-1182 703 385-7565 385-3206 Local Phone Fax 1 (800) 394-3366 Used by practioners and other professionals, policy makers; Federal, State, and Local officials, grantees, and researchers.	National Clearinghouse on Families and Youth NCFY P.O. Box 13505 Silver Spring MD 20911-3505 301 608-8098 608-8721 Local Phone Fax 1 (800) [] Formerly the National Clearinghouse on Runaway and Homeless Youth. Provides information on effective strategies for dealing with the causes and consequences of runaway episodes and homelessness among young people.
HHS National Center on Child Abuse and Neglect	HHS Family and Youth Service Bureau
National Clearinghouse for Primary Care Information NCPCI 2070 Chain Bridge Rd. Vienna VA 22182 703 821-8955 821-2098 Local Phone Fax 1 (800) []	National Clearinghouse on Runaway and Homeless Youth Local Phone Fax 1 (800) [] Name has changed to: National Clearinghouse on Families and Youth
HHS Maternal and Child Health Bureau	HHS Family and Youth Services Bureau
National Criminal Justice Reference Service NCJRS P.O. Box 6000 Rockville MD 20849-6000 Local Phone Fax 1 (800) 851-3420 The most complete source of criminal justice information, this international criminal justice clearinghouse fosters an exchange of information among professionals in law enforcement, the courts, corrections, crime prevention, and victim/witness services.	National Information Center for Children and Youth with Disabilities NICHCY P.O. Box 1492 Washington DC 20013-1492 202 884-8200 Local Phone Fax 1 (800) 695-0285 Provides specialized information about children and youth (ages birth to 22) with disabilities. Responds to requests from families of children with disabilities and professionals.
DOJ National Institute of Justice	

National Women's Resource Center for the Prevention and Treatment of Alcohol, Tobacco, and Other Drug Abuse and Mental Illness NWRC 684-6048 Fax 515 King St., Suite 420 Alexandria VA 22314 703 836-8761 Local Phone 1 (800) 354-8824 Stimulates policy, disseminates new research findings, and provides information, training, and technical assistance to the field. DOI: Office for Victims of Crimes	Office for Victims of Crime Resource Center OVCRC P.O. Box 6000 Rockville MD 20849-6000 301 251-5212 Local Phone Fax 1 (800) 627-6872 Primary source of victim-related information for policymakers, researchers, legislators, and victim service providers. One of the five major components of the National Criminal Justice Reference Service. DOI: Office for Victims of Crimes
Regional Education Laboratories 555 New Jersey Av., NW Room National Library of Education 202 219-1696 Local Phone Fax Washington DC 20208-5721 1 (800) 424-1616 10 laboratories across the country serve regional educators and policymakers. The laboratories conduct research, provide training to teachers and administrators, and furnish research results and publications. ED: Office of Educational Research and Improvement	Research & Development Centers (Sponsored by the U.S. Dept. of Education) 555 New Jersey Av., NW Room National Library of Education 202 219-1696 Local Phone Washington DC 20208-5721 1 (800) 424-1616 University-based national educational research and development centers.
Resident Initiatives Clearinghouse P.O. Box 6424 Rockville MD 20849-6424 301 251-5312 251-5767 Local Phone Fax 1 (800) 955-2232 HUD: Office of Resident Initiatives	Women's Bureau Clearinghouse WBC 200 Constitution Av., NW Room U.S. Department of Labor 202 219-4486 219-5529 Local Phone Fax Washington DC 20210-0002 1 (800) 827-5335 A computerized database and resource center responsive to dependent care and women's issues. Services help employers and employees make informed decisions about which employment programs and services DOL: Women's Bureau