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THE SECRETARY OF DEFENSE
WASHINGTON, THE DISTRICT OF COLUMBIA



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MEMORANDUM FOR MR. BRUCE REED, ASSISTANT TO THE PRESIDENT FOR
DOMESTIC POLICY

SUBJECT: Presidents' Summit for America's Future

On January 24, 1997, President Bill Clinton and former President George Bush, joined by Vice President Al Gore, announced "The Presidents' Summit for America's Future" aimed at bringing America to a new level of commitment to volunteer service, especially targeting the nation's young people. The men and women of our military, along with their families and the hundreds of thousands of DoD civilian personnel, represent the embodiment of service to country and community. The hundreds of DoD installations around the country are "communities", like the over 100 communities that have been invited to attend the Presidents' Summit.

The focus of the Presidents' Summit is building an agenda around the needs of children. With approximately 1.3 million youth in military families, we in DoD confront challenges and seek solutions regarding youth similar to any community of our country. With approximately 811 child development centers, 448 youth facilities, and 284 family service centers, we reach out to our military youth to provide them resources to live healthy, fulfilling and productive lives. At the same time, DoD families and installations are an integral part of the fabric of hundreds of American communities off military installations. As such, DoD is committed to responding to shared needs that build stronger communities and greater connection between our military and our citizens.

I welcome this opportunity to present the Department of Defense's current and future commitments in support of the five fundamental resources identified by the Presidents' Summit - a caring adult; safe places and structured activities; a healthy start; marketable skills through education; and an opportunity to serve. Attached at Tab A are specific declarations by DoD and the Military Services that reflect measurable enhancements of program effort and impact by the year 2000. At Tab B are descriptions of current DoD and Military Service programs that already support the fundamental resources for youth.

DoD will continue to explore opportunities for partnership or collaboration with other organizations that are responding to this call to action in an effort to fully leverage the spectrum of creativity and impact on communities.

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A

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1

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ARMY COMMITMENT

America's Army recognizes the importance of community coalitions and the role they play in responding to the needs of our nation's youth. We participate as a partner in a variety of these coalition efforts. There are many individual programs designed to: keep kids off of drugs and out of gangs, mentor young minds, clean our neighborhoods of destructive graffiti and provide worthwhile apprenticeships with local businesses. However, these programs are far more effective when they are part of a coalition effort focused on a specific location. We believe that community coalitions are designed to provide the five fundamental resource goals described in the President's Summit. To this end, America's Army is committed to enhancing our association with these community based coalitions.

Our dedication in this endeavor is best exemplified by our efforts in drafting a Memorandum of Understanding with **Community Anti-Drug Coalition of America (CADCA)**. We will strive to identify through **Junior Reserve Officers Training Corps (JROTC)** student leaders who will assist in the **CADCA National Youth Academies** whose goal it is to train and build youth coalitions in more than 100 cities in the United States, involving more than 200,000 youth by the year 2000.

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DEPARTMENT OF THE NAVY: "SERVING AMERICA TWICE"

COMMITMENT STATEMENT: The Department of the Navy is committed to increasing our efforts in voluntary youth tutoring and mentoring, focusing on literacy and drug education. The Navy and Marine Corps programs combined will establish partnerships reaching over 600,000 youths through the year 2000.

Department of the Navy personnel have an extensive history of performing community service in the communities where they are stationed and as ambassadors of good will while deployed. Community outreach is not a new concept for the men and women of this Department. Community outreach efforts promote character development and leadership in America's youth while increasing awareness of our own Core Values of Honor, Courage and Commitment in our own personnel. The Navy and Marine Corps involvement in community service has always been a "grass roots," command initiated process. Our Sailors, Marines and civilians work with communities, which have existing collaborative structures, procedures, strategies, and activities in place to support their needs and goals. This includes our midshipmen at the Naval Academy, who provided more than 15,000 hours of community service in the past year. And while we do not formally track our volunteer efforts, a conservative estimate of those lives we touch throughout the nation each year is two million. These alliances enable a pooling of resources to assist schools and youth groups to meet the specific needs of the community. Outreach enhances our self worth as we give something back to society.

In 1985, the Chief of Naval Operations, alarmed by the growing numbers of American youth falling short of their full potential, convened a CNO Task Force on Personal Excellence and National Security. They examined this issue, in light of existing command partnerships with local schools. The Task Force called for a comprehensive approach to youth excellence, promoting education, health and citizenship, especially those

"at risk." It recommended that Navy join with public and private sector organizations to pool resources for a unified national youth excellence effort. The recommendations provided a framework for implementation in California for a pilot program in 1986. The Navy's Personal Excellence Partnership Program was established as a unique "whole child" approach, linking intellectual skills, a healthy lifestyle and civic actions. Throughout this period, school partnerships involved Navy volunteers in tutoring, mentoring, job shadowing, fitness, health fairs, citizenship, community service and character building activities. The second unique feature of this program is the collaborative relationships that Navy commands have established with other military services, and public and private sector organizations. Commands were encouraged to go beyond traditional linkages with corporations, pooling valuable resources to achieve youth excellence. Additionally, the Navy has a well established formal awards program which recognizes the "best of the best" command community service efforts each year in several categories. The Marine Corps is in the process of developing a similar awards program.

It should also be noted, the Navy Recruiting Command has produced a series of Public Service Announcements (PSA) entitled "Serving America Twice." These PSAs highlight Navy community service initiatives as a means of providing a positive image to the public of the naval service, as well as fostering a pro-active community service environment within the Department of the Navy. Enhancement of our recruiting effort may be a side benefit of the PSAs.

DEPARTMENT OF THE NAVY

COMMUNITY OUTREACH:

DRUG DEMAND REDUCTION TASK FORCE PROGRAMS

Drug demand reduction has been an important formal focus of the Department of the Navy since 1992. The Drug Demand Reduction Task Force (DDRTF) was established to develop strategies to address the growing problem of drug use in the civilian community. The Defense Authorization Act of 1993 directed DOD and the services to develop pilot outreach programs to reduce the demand for illegal drugs, focusing primarily on youth in general and inner city youths in particular. During the authorization period, fiscal years 1993 through 1995, the DDRTF developed and piloted state of the art drug demand reduction programs and a national media campaign that features drug awareness and resistance efforts in the larger context of promoting positive lifestyles and life choices, targeting various age groups.

Drug Education for Youth (DEFY):

As one element of its drug demand reduction strategy, the DDRTF created the DEFY program concept. The DEFY program influences positive life choices in 9-12 year olds through a content-rich, activity-filled, and comprehensive curriculum. This exportable program features an eight day non-residential or five day residential summer camp run by volunteers. It also includes a follow-on school-year mentoring program, video presentations, and unique and memorable special events. The program is styled to accommodate local needs.

DEFY is a highly successful program that has been adopted by a number of communities nationwide, and has been the subject of positive evaluation comments, including those made by the Rand Corporation, Old Dominion University, and most recently, the Pennsylvania State University (PSU). Following a successful pilot period, DOD's authorization to operate in the civilian community was repealed. DDRTF reacted to that change in statutory circumstance by altering its program delivery strategy. By establishing a creative collaboration with the Department of Justice (DOJ), which adopted DEFY as part of its

"Weed & Seed" strategy, the DDRTF was able to export its program expertise and withdraw from community outreach. At the same time, it shifted its focus to military dependents worldwide. The popularity of the program is evidenced by over 5,600 youths having participated since the inception of the program, and that 35 DON and 33 DOJ sites are currently registered for the next iteration of the program accommodating an estimated 4,500 children. Adult participation in the program has included military and civilian personnel from all Services, including the Reserve components. Other noteworthy support has come from the National Guard and the American Legion, which has publicly committed its support for DEFY by way of a national proclamation and pledge to assist in the delivery of the program through volunteers.

Seaborne Conservation Corps (SCC):

SCC is a 32 week co-ed, residential, education, and training program designed to prepare 17-20 year old high school dropouts for meaningful careers in the maritime and other industries. This program is based at Texas A&M University in Galveston (TAMUG) and is managed by a partnership between the Department of the Navy and TAMUG. Supporting partners include the Department of Defense and AmeriCorps. In-kind and other support is provided by the Texas National Guard. Although DON participation ends in FY-97, the program is expected to continue under State of Texas auspices in FY-98.

SCC graduates earn a GED, receive professional maritime training qualifying them for a Basic Seaman's license, and also perform 900 hours of community service during their training period. Effective April 1997, all SCC graduates will earn one semester of college credit. There is a zero tolerance for illegal drug use, with random urinalysis mandated. All participants are guaranteed jobs in the maritime industry upon successful completion of the program.

As of 12 April 1997, SCC will have graduated 209 corps members who have performed 178,000 hours of community service. About 7% of these graduates have entered military service, with the balance approximately evenly split between the maritime industry, other employment, or further educational or technical training.

National Media Campaign:

As part of the DON's strategy for drug demand reduction, the DDRTF conceived and produced a national media campaign made up of television and radio public service announcements (PSAs) targeting youth ages 10-18 and 18-24 respectively. These PSA's utilize national sports and military personalities to present our "It's a Life or Drugs Situation" message to America. The television PSA's have played over 63,000 times, with an estimated air time value of over \$11.3 million. The radio campaign has received over \$1 million in free air time, reaching 30% of its target audience.

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Divider Title: _____

PRESIDENT'S SUMMIT FOR AMERICA'S FUTURE

AIR FORCE SERVICE'S REPORT

I. *An ongoing relationship with a caring adult, mentor, tutor, coach*

a. Program: Air Force Youth Sport Program

Commitment: Increase the number of youth participating by 10%

Description:

The Air Force provides an extensive youth sports program for the children of military families and DoD civilians that is conducted almost entirely by volunteers. There are more than 80,000 participants in the program each year. The youth sports offered include soccer, t-ball, coach pitch baseball, softball, baseball, football, gymnastics, dance, cheerleading, field hockey, swimming, and hockey. Activities are offered for children 3-18 years of age and for both boys and girls. Active duty members and other adults in the military community provide an opportunity for young people to have fun, learn basic sports skills, and interact with caring adults. Volunteers serve as coaches, assistant coaches, team parents, scorekeepers, sports commissioners, and help with field maintenance. Coaches in team sports must be certified as volunteer coaches; this training is conducted by the Air Force youth sports program staff in cooperation with the National Youth Sports Coaches Association. To ensure that the activities are a positive experience for youth and contribute to their development, Air Force youth sports are conducted in compliance with the National Youth Sports Standards. At some overseas, the Department of Defense Schools offer limited opportunities for youth sports participation and these programs, conducted by volunteers, are the only opportunities that youth have to interact with adults through a youth sports experience.

II. *Safe places and structured activities during non-school hours to learn and grow*

a. Program: Air Force School Age Child Care Program

Commitment: Increase the number of children served by 10%

Description:

The Air Force provides before and after school supervision and activities for children 5-14 years of age through its School Age Program. Service is also offered during school holidays and summer vacations. More than 10,000 children a day are provided a safe place to be and structured activities during non-school hours. The program is conducted by the Air Force Youth Program but may be held in a local school or other military installation facility. Children are offered a variety of activities as well as meals and snacks. The staff who work in the program are trained to provide school age care by completing a series of school age care training modules. Several Air Force school age programs have been accredited by the National Academy of Early Childhood Programs. The Air Force is helping develop a national system for accreditation of school age programs in cooperation with the National Alliance for School Age Child Care, the Army, and a group of civilian programs.

III. A healthy start.

a. Program: Air Force Child Development Program

Commitment: Increase the number of children served by 10%

Description:

The Air Force operates one of the largest and best child care programs in the United States providing child care to more than 50,000 children a day in child development centers, school age care centers, and a system of family day care homes licensed by the Air Force. Children two weeks through fourteen years of age of active duty military and DoD civilians are provided full-day, part-day, hourly, weekend or evening care. All of the Air Force programs are DoD-certified and 100% of the centers have been accredited by the National Academy of Early Childhood Programs as quality early childhood education programs. The latter percentage is 12 times that of civilian centers and exceeds the DoD average by 44%. The children are provided care which protects their health and safety and promotes their development during their early years. Many of the children spend the majority of their waking hours in the programs from the age of two weeks while their parents perform their military duties.

b. Program: Support of Civilian Child Care by Air Force Child Development Programs

Commitment: Increase number of bases supporting civilian child care by 25%

Description:

The staff of the United States Air Force Child Development Programs (child development centers, family day care programs, and school age care programs) participate in many types of community service in support of civilian child care programs that help America's children gain a healthy start. These activities enable the Air Force child development program, as one of the largest and best child care systems in the United States, to share its resources and expertise with civilian communities. The staff of the Goodfellow AFB TX child development program collaborate with other professionals in San Angelo, Texas to promote excellence among early childhood professionals. The Goodfellow training staff works with educators in the community to offer workshops for child care personnel and hold an annual professional recognition banquet. This collaboration not only helps improve the quality of child care in the civilian community and on the base but helps promote positive community-military relationships. The Fairchild AFB WA child development program hosted an early childhood training program featuring a nationally known author and speaker. Directors, trainers, and staff of local child care programs were invited to attend and more than 150 accepted the invitation. They joined the 100 Fairchild staff and family day care providers for the three-hour training program.

Many Air Force bases share their training resources with civilian child care programs in order to promote the overall quality of child care services in their communities. For example, in Wichita Falls, Texas the director of the Sheppard AFB TX Child Development Center serves as an instructor for American Red Cross first aid classes open to both on-base and off-base personnel. The staff of off-base centers are able to participate in these classes free of charge. At this same base, once a year all of the staff of civilian centers and any family day care providers in the area

are invited to the base for a training session conducted by the military child care program. The family day care coordinator from Pope AFB NC also teaches first aid and safety and CPR classes through the Red Cross. Her work as a volunteer instructor helps make this training available to civilian child care programs in the community.

The child development program at the United States Air Force Academy, CO also conducts cardiopulmonary resuscitation and first aid training in conjunction with other community agencies and family day care providers who need this training. This collaboration promotes interaction and encourages sharing of other resources among the early childhood professionals in Colorado Springs, CO.

c. Program: Identification of Young Children with Special Needs

Commitment: Increase the number of Air Force child development programs participating in early identification by 20%.

Description:

Air Force Child Development Programs help identify children that may need additional child care services to have a healthy start. For example, the Moody AFB GA Child Development Program is participating in a partnership with the Babies Can't Wait Early Intervention Program in their area. The Kelly AFB TX child development program identifies children with special needs and refers them to the Children's Habilitation Center in San Antonio, Texas. The habilitation center conducts screening and assessments and helps the children and parents find services to meet their needs. As a result children are provided hearing, speech, and vision services and enrolled in programs that address emotional disorders and developmental delays. Several other Air Force bases are also voluntarily involved in community programs to identify young children with special needs. The Tyndall AFB FL Child Development Program collaborates with the Florida Diagnostic Learning Resource System and the local school district to conduct preschool screening of children from military families. The screening is designed to identify delays in the development of gross motor skills, fine motor skills, concept formation, and communication skills. About 80 children of military families are screened each year. The staff of the Seymour Johnson AFB NC child development program participate in the Wayne County, North Carolina Preschool Transition Committee. Quarterly meetings of this group are held to discuss the current evaluation process for special needs children from the military community.

The management staff of the Ramstein (Sembach) AB Germany Child Development program work with the Department of Defense Dependent Schools and the Army Early Intervention Program to identify children with learning delays or disabilities. By providing services in an integrated environment and collaborating on programs, curriculum, and family support, they are better able to serve families with special needs children. The military child development program benefits from the training provided and the opportunity to interact with the personnel from the other programs. These activities are coordinated through an Early Intervention Coordinating Council and Exceptional Family Members Program Special Needs Advisory Board. The Dover AFB DE Child Development Program makes referrals to the Delaware Early Childhood Center's Early Choices Program. Children are screened for possible speech, language, and developmental delays.

The United States Air Force Academy CO child development program participates in a collaboration with the local school district which helps children with special needs. Children under the age of 5 years are observed for developmental delays. If there is any concern about their progress they are referred to the District 20 Special Education Department

d. Program: Special Education Services for Young Children

Commitment: Increase the number of Air Force child development programs voluntarily providing services for special education children by 10%

Description:

Several Air Force Child Development Programs voluntarily provide special education services for special needs children to supplement those mandated by the local school district. For example, the Dover AFB Delaware Child Development Center works with the Early Choices Program in Delaware to provide services for special needs children. The Early Choices Program requests placements within the military center so that military dependents can be provided a quality early childhood program. Moody AFB coordinates with the Lowndes County Georgia Special Education Preschool Program and the Valdosta City School Special Education Preschool to serve preschool children with special needs. Preschool age children of military families are enrolled in the Moody AFB Child Development Center and receive the services to which they are entitled under IDEA Part B. Typically six children per year are served through this collaboration. At the United States Air Force Academy children are evaluated by the local school district and services are provided for the children by the base child development center or by receiving care in one of the licensed family day care homes on base.

e. Program: Support of Head Start and State Early Childhood Education Programs

Commitment: Increase the number of Air Force child development programs participating in Head Start and state early childhood education programs by 5%

Description:

Several Air Force child development programs contribute to a healthy start for children by supporting local Head Start and early childhood education programs. For example, The State of Georgia uses lottery funds to provide a high quality early childhood education program for four-year-olds. Moody AFB GA has collaborated with the State of Georgia and the Lowndes County PreKindergarten Coordinating Council to provide services for 40 families with preschool children. Moody AFB was provided a grant to pay most of the costs of operating the program. The families who are involved receive other services in addition to having their child enrolled in a preschool program, including family services and parent education.

Air Force child care managers serve on local boards that oversee the Head Start programs in the area. For example, the director of the AF program at Seymour Johnson AFB NC is a member of the Wayne Action Group for Economic Solvency (WAGES) Council. WAGES is a Head Start and Parent and Child Center Policy Council. The purpose of the Council is to provide a formal means of involving parents and community professionals in the policy-making activities

regarding the operation of the Head Start programs and to serve as a link between the public and private organizations in the community that serve children, the Head Start Grantee Board of Directors, and the Goldsboro, North Carolina community.

The Travis AFB CA Child Development Center recently became home for a Head Start program in California. The base provides space for the program and Head Start provides the funding and staff. More than 35 military families are able to participate in the program. Because the Head Start program is housed in a military child development facility, there are more opportunities for interaction between the Head Start and base personnel and training and other resources can be shared.

f. Program: Support of Child Care Organizations

Commitment: Increase number of Air Force base child development programs in state and local early childhood organizations by 20%

Description:

Many Air Force base staff work with volunteer local and state organizations to promote a healthy start for children. The staff at Tyndall AFB FL are actively involved in the North Florida Early Childhood Conferences. The management staff present workshops and the caregiving staff attend the training sessions and interact with their colleagues from civilian programs. The Beale AFB CA child development program staff are actively involved in local early childhood professional organizations including the Twin Cities Association for the Education of Young Children (TCAEYC). Currently more than 65% of the staff participate in one or more local, state, or national child care and education organizations. The Fairchild AFB WA child development center director and assistant director participate in the Child Development Center Directors' Association in Spokane WA.

The staff of the Dyess AFB TX child development programs are active in the Big Country Association for the Education of Young Children (BAEYC). The program manager works closely with the BAEYC on child care issues, including employee and child care standards and health, safety, education, and accreditation issues. Through this affiliation she is able to network with civilian center directors and share training resources. The management staff of the Charleston AFB SC child development center and family day care program conduct workshops at the annual South Carolina Association for the Education of Young Children (SCAEYC) Annual Conference. More than 100 early childhood professionals from civilian centers and programs attend workshops on child development and early childhood education curriculum. The Charleston AFB staff attend other SCAEYC events and share training opportunities with other members of the association. They invite staff from civilian centers to visit the Charleston AFB center.

One of the staff of the Sheppard AFB TX child development program is the local representative for the Texas Association for the Education of Young Children and participates in the state council. The training and curriculum specialist for this program serves as the President of the Wichita Falls, Texas Association for the Education of Young Children. The staff of the Kelly AFB TX child development program contribute to the Annual Conference of the San Antonio Association for the Education of Young Children by giving presentations.

The child development staff at Whiteman AFB MO are active in the local chapter of the Missouri Association for the Education of Young Children (MAEYC). The local chapter is invited to the base for training. The base sponsored a LEGO workshop at which early childhood staff discussed and demonstrated developmentally appropriate activities that could be conducted using the LEGO system. The staff of the civilian centers and the base center learned new teaching techniques from this training. The staff of the McChord AFB WA child development program participate in the As a Child Grows Conference sponsored by the Tacoma Association for the Education of Young Children. The McChord staff present workshops and attend sessions presented by others from the community.

g. Program: Helping Parents Find Child Care and Other Services for Their Children

Commitment: Increase the number of Air Force child development programs working with local child care resource and referral agencies by 10%

Description:

Many Air Force bases work closely with local and state child care referral agencies in order to help military families find child care. The Barksdale AFB LA child development program collaborates with Child Care Connects, a non-profit agency in Shreveport, Louisiana to assist military families locate child care. The family day care staff at Luke AFB AZ collaborate with the Child Care Resource and Referral Program in Phoenix, Arizona.

The Dover AFB DE child development program works with Family and Workplace Connection, a child care referral agency in Dover, Delaware. Family and Workplace Connection provides a lending library for the Dover employees to use and periodically offers training for child care personnel. The Air Force base is able to refer military families that need child care to the referral agency. The Kelly AFB TX family day care program participates in the San Antonio, Texas Kid Care Resource and Referral Line. When a military family is seeking a placement in an off-base child care program, the Kid Care Line recommends off-base facilities in the area of San Antonio that the family requests.

Each April the United States Air Force Academy along with the other military installations in the area and the community, plan and conduct a day long children's festival. The festival provides numerous hands-on activities for parents and children to experience and participate in together. Resource and referral information is made available. Planning the festival promotes networking between community and military programs serving families. Thousands of families benefit from the collaboration.

h. Program: Improving County, State, and Country Family Day Care Licensing Programs

Commitment: Increase the number of Air Force bases working with state licensing agencies by 10%

Description:

To help ensure that all children are able to receive quality child care, Air Force family day care staff work closely with off-base county and state family child care licensing personnel. For example, the Sheppard AFB TX family day care coordinator works with her counterpart from the Texas Department of Protective and Regulatory Services to share resources and training and discuss licensing requirements.

i. Program: Improving Civilian Family Child Care

Commitment: Increase the number of Air Force child development programs working to improve civilian family child care by 50%

Description:

The staff of Air Force child development programs voluntarily work to improve child care for all children by helping with local and state family child care programs. The Lackland AFB TX Family Day Care Program helps promote quality child care in the San Antonio Community by inviting family day care providers who live off base to participate in the family child care training programs. This training provides an opportunity for crossfeed among military and civilian family child care providers and a chance for them to discuss the differences between military and civilian requirements. From this interaction both groups gain increased knowledge of early childhood principles and how to provide higher quality in-home child care. There is the potential for both military and civilian parents and their children benefit from this collaboration.

The Dover AFB DE family day care program works closely with the Delaware Office of Child Care Licensing, Department of Family and Youth Services. Family day care providers on this Air Force bases are licensed not only by the installation but by the State of Delaware. There are several advantages to this arrangement. The providers who are also licensed by the State are able to participate in state-sponsored training, receive resources distributed by the state, receive state monitoring visits, and be included on a statewide referral listing.

j. Program: Supporting Child Care Research

Commitment: Increase the number of Air Force child development programs supporting child care research by 25%

Description:

Air Force child development programs serve as a "real-life" laboratory for graduate students in early childhood education and child development. For example, a graduate student who is a registered dietitian and who was working on her Master's Degree at the University of Texas at Austin used the Lackland AFB Child Development Center for part of her graduate work. The center benefited because she worked with several children and their families on their child's food intake. After observing the eating patterns of the children at the center and reading the parents' information on their children's eating habits at home, she formulated age appropriate menus. The parents benefited by being made aware of the nutritional value of the

foods they allowed their children to eat and the meals they planned, the deficiencies in their family menus, and the nutritional needs of their children.,

k. Program: Helping Train Child Care Professionals

Commitment: Increase the number of Air Force child development programs voluntarily helping train child care professionals by 20%

Description:

Several Air Force bases voluntarily provide the setting for practicum experiences for undergraduate and graduate students preparing for careers in early childhood education, child development, social work, psychology, and other fields. For example, the Lackland AFB Child Development Program has a partnership with Our Lady of the Lake University in San Antonio, Texas which permits their post-graduate students to do part of their field work in the Child Development Center. The Center benefits from having a person with knowledge of early childhood programs working in the classrooms and available to exchange knowledge and ideas with the Lackland staff. The University benefits by being able to place their students in one of the few accredited centers in the area. Lackland AFB has a similar partnerships with the University of Texas at San Antonio and San Antonio College and Palo Alto College, both in San Antonio, Texas, for field placements for undergraduate students in early childhood education. These students observe in the classrooms as part of their initial professional training. The Holloman AFB NM child development program serves as an internship facility for the University of New Mexico. As one of the few accredited programs in the area it provides a model early childhood education program for the state and county.

Personnel from Air Force base child development programs support college and university early childhood education training programs. For example, the director of the program at Seymour-Johnson AFB NC serves as a member of the Wayne Community College Early Childhood Program Advisory Committee. This enables the Air Force program to keep abreast of what is happening in early childhood education in the Goldsboro, North Carolina area and to more easily access early childhood classes at Eastern Wayne Community College. Graduate students in Speech Language Pathology at Valdosta State University in Georgia do part of their clinical practicum at the Moody AFB GA child development center. By serving as a practicum site the base is able to offer speech and language services to the children enrolled in the program without charge.

The Central Missouri State University (CMSU) Early Childhood Program uses the Whiteman AFB MO Child Development Program as a field site for their intern program. The early childhood students visit the center and are provided a training session by the center staff on developmentally appropriate practice and the national early childhood programs accreditation process. After this orientation, each student spends 16 hours during the semester doing field work in the center. Students from the University of Great Falls, Montana Early Childhood Department participate at the Malmstrom AFB MT Child Development Center. They offer special activities (nutrition education, creative movement, mathematics, readiness, and art) to enrich the center program and in the process have the opportunity to acquire the skills they will need to succeed as early childhood educators.

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Personnel from Air Force base child development programs support college and university early childhood education training programs. For example, the director of the program at Seymour-Johnson AFB NC serves as a member of the Wayne Community College Early Childhood Program Advisory Committee. This enables the Air Force program to keep abreast of what is happening in early childhood education in the Goldsboro, North Carolina area and to more easily access early childhood classes at Eastern Wayne Community College. Graduate students in Speech Language Pathology at Valdosta State University in Georgia do part of their clinical practicum at the Moody AFB GA child development center. By serving as a practicum site the base is able to offer speech and language services to the children enrolled in the program without charge.

The Central Missouri State University (CMSU) Early Childhood Program uses the Whiteman AFB MO Child Development Program as a field site for their intern program. The early childhood students visit the center and are provided a training session by the center staff on developmentally appropriate practice and the national early childhood programs accreditation process. After this orientation, each student spends 16 hours during the semester doing field work in the center. Students from the University of Great Falls, Montana Early Childhood Department participate at the Malmstrom AFB MT Child Development Center. They offer special activities (nutrition education, creative movement, mathematics, readiness, and art) to enrich the center program and in the process have the opportunity to acquire the skills they will need to succeed as early childhood educators.

The Luke AFB AZ child development program provides internship placements for Glendale Community College. Having the interns in the center enhances the military program and provides a valuable training experience for future child care professionals. One of the colleges in the Norfolk, Virginia area uses the Langley AFB VA Child Development Center as a training site for their early childhood education and psychology students. This interaction helps the base recruit employees for their program. On-site college courses have been offered for the base employees and they are kept better informed about the college's offerings through this collaboration. The director of the Langley center has taught courses for the college and serves on their advisory board. The staff of the Pope AFB NC child development program provide early childhood workshops for Fayetteville State University in North Carolina and participate in workshops conducted by other professionals in the community. The director of the McChord AFB WA Child Development Center has served as an advisory committee member for the Early Childhood Program at Pierce College, Washington for ten years.

For many years the McChord AFB WA child development center has been involved in a collaboration with the Clover Park Technical College in their area. This is one of the most extensive and long-standing collaborations between an Air Force program and a civilian organization. Students from Clover Park do their practicum in the McChord center to enhance their teaching skills and extend their knowledge of appropriate child development center environments. The McChord staff's concept of themselves is enhanced because they view themselves as staff trainers. The College benefits from being able to place their students in one of McChord's outstanding child development centers. Recently this collaboration has been extended to include the Clover Park staff working with the school age child care program in the youth center. Currently the school age staff are receiving five hours of training a week on the school age modules developed by the Army school age program.

I. Program: Helping Civilian Child Care Centers to Become Accredited

Commitment: Increase the number of Air Force child development centers helping civilian centers become accredited by 50%

Description:

The Air Force has the highest percentage of its child development centers (98%) accredited by the National Academy of Early Childhood Programs and many of its centers are in the reaccreditation process having completed three years of operation as an accredited center. This places them in a unique position to serve as mentors for civilian centers seeking national accreditation. An excellent example of such a mentoring relationship is the partnership between the Davis Monthan AFB AZ child development program and the Tuscon Urban League. The directors and administrators of the Urban League centers visited the Davis Monthan AFB accredited center. The Davis Monthan staff visited the Urban League centers and assessed their readiness for becoming accredited. Now staff from all age groups of children for both programs are being given the opportunity to work in each others centers. This purpose of this interchange is to help improve the quality of the Urban League centers so that they can become accredited and also to give the opportunity for the staff from the military program to learn to work in other settings and to contribute to the quality of these civilian programs.

Since the Dyess AFB TX Child Development Center is the only National Academy of Early Childhood Programs (NAECP) accredited center in the Abilene, Texas area, the Director is called upon to serve as a mentor for other child care programs in the area seeking accreditation.

Many Air Force child development program staff serve as validators for the National Academy of Early Childhood Program (NAECP). For example, the training and curriculum specialist for the Lackland AFB TX Child Development Program evaluates child development centers in the San Antonio, Texas area for national accreditation by NAECP. The director of the Luke AFB AZ Child Development Center Director has helped validate child care programs in Arizona including programs on American Indian reservations.

m. Program: Promoting Accreditation of Family Child Care Providers

Commitment: Increase Air Force involvement in national accreditation of family day care providers on and off base

Description:

Air Force child care personnel are voluntarily helping improve child care by supporting the accreditation of civilian family day care providers. The coordinator of the Nellis AFB NV family day care program is an approved validator for the National Family Child Care Association. Recently she completed a validation visit to a civilian family child care provider licensed by the State of Nevada. When this individual is accredited she will be the first accredited family child care provider in the State. The Air Force has trained all of its family child care coordinators as National Family Child Care Association validators. Their participation in the NFCCA validation program increases their knowledge of quality family child care and enables them to contribute to the quality of off-base family child care. The Dover AFB DE family day care program is working with the Delaware Early Childhood Center to promote accreditation of family day care providers.

n. Program: Promoting Accreditation of School Age Child Care Programs

Commitment: Increase Air Force involvement in establishing a national accreditation system to improve the quality of school age child care

Description:

Several Air Force bases are voluntarily involved in the test to establish a national accrediting program for school age child care in conjunction with the National Alliance for School-Age Child Care. The school age programs at Randolph AFB TX, Lackland AFB TX, and Hanscom AFB MA are helping the alliance establish the procedures for the accreditation program. Other Air Force programs have completed affiliation of their school age programs through the National Academy of Early Childhood Programs. These programs includes Yokota AB Japan, Geilenkirchen AB Germany, RAF Croughton England, Reese AFB TX, and Kelly AFB TX.

o. Program: Promoting Children's Nutrition

Commitment: Increase the number of Air Force child development programs helping civilian centers with their nutrition education program by 20%

Description:

All Air Force child care programs serve meals and snacks which comply with the United States Department of Agriculture Child and Adult Food Program Standards. In addition, they work with civilian programs in their communities to promote children's nutrition. The Lackland AFB TX Family Day Care Program reaches out beyond the perimeter of the Air Force base to serve the spouses of military members living off base who are family day care providers. The Lackland program serves as these off-base providers United States Department of Agriculture (USDA) Child and Adult Food Program (CAFP) sponsor. This enables the providers to get their USDA CAFR reimbursement in a more timely manner and results in them having access to more training opportunities. More than 36 family day care providers a year benefit from this program.

Nellis AFB NV hosts sponsor meetings that USDA conducts in that area for civilian and military program sponsors. As one of the largest CAFPs in the state, Nellis AFB is able to share resources, menus, and nutrition education ideas with other sponsors. This relationship was established in 1980 and has been ongoing since that time. In Clovis, New Mexico, the Cannon AFB youth program works with the state USDA CAFR to make free summer lunches available to youth ages 1-18 years of age. Children from military and civilian families are served. The youth are offered a nutritionally balanced meals five days a week at two different sites.

The Barksdale AFB LA child development and youth programs collaborate with Child Care Connections, an off-base, non-profit agency which sponsors civilian child care homes in the USDA CAFR. The agencies work together to sponsor training and meet challenges in administering the Food Program for centers and family day care homes. This relationship facilitates family day care providers who move off base being transferred more quickly to an off-base sponsor and not experiencing delays in receiving USDA reimbursements when they move. It also helps the base personnel identify licensed and USDA sponsored homes to whom they can refer parents who need care off base.

Air Force child care programs collaborate with community organizations to promote nutrition education. For example, the Cannon AFB NM Youth Program works with agencies in the Clovis, New Mexico area to offer nutrition education workshops. As a result, youth receive information on healthy eating habits and enjoy seeing healthy, nutritional snacks made and then eating them.

p. Program: Encouraging Paraprofessionals to Acquire Caregiving Skills

Commitment: Increase the number of Air Force programs supporting local Child Development Associate Credential Programs by 20%

Description:

Many Air Force child development programs are voluntarily helping paraprofessionals improve their caregiving skills so that children will receive higher quality child care by supporting the Child Development Associate (CDA) Program and helping individuals seeking to become Child Development Associates. For example, the Lackland AFB Child Development Program training and curriculum specialist administers tests and evaluates professional files for candidates in the San Antonio, Texas region who want to become CDAs. This helps individuals who are working to become CDAs. Malmstrom AFB MT sponsors Child Development Associate Training in conjunction with the local child care association and resource and referral program in their area of Montana. The Child Development Center serves as a site for training. As a result, individuals striving to become Child Development Associates have the opportunity to see an accredited center in operation. The base staff have the opportunity to articulate the goals of their program and describe their activities. The Luke AFB AZ Child Development Program works with Glendale Community College to help individuals become Child Development Associates.

q. Program: Child Advocacy Groups

Commitment: Increase the numbers of Air Force child development programs participating in community activities that support children getting a healthy start by 20%

Description:

Air Force base child care personnel are active in local and state advocacy groups to promote children receiving a healthy start. The management staff from the Dyess AFB TX program are members of the Abilene, Texas Mayor's TEAM ABILENE and the Abilene's Children Today Team. They, along with individuals from community agencies, are invited by the Mayor's Office to meet and develop resolutions on community issues, many related to the needs of children. The participation of the base child development staff in this activity enables them to network with community agencies and to share their knowledge and resources outside of Air Force child care.

The director of the Lackland AFB TX Child Development Program serves as a member of the San Antonio (Texas) Corporate Collaborative Working Group which promotes quality in child care services in San Antonio, Texas. As part of this participation, the Lackland staff joined with Randolph AFB which is also in San Antonio to provide a full-day seminar on school age child care at the local San Antonio Association for the Education of Young Children Annual Conference. Representatives from more than 35 civilian programs were able to learn about the Air Force's school age child care program.

The staff of the Kelly AFB TX child development program conducted a Stand for Children Day on base. The Stand for Children Day was in response to and in support of the National Stand for Children Day held in Washington DC. The program contacted several community agencies to set up displays and disseminate information about the services they provide for children. Some agencies that participated were the American Heart Association, Diabetes Association, San Antonio Police Department Crime Prevention Unit, Fit Kids for San Antonio, and others. More than 300 individuals attended. This project helped the base program learn about the community

agencies and vice versa. The base plans to expand the program to include more agencies and invite community families.

The staff from the Holloman AFB NM Child Development Program participate in the preschool network for Otero County, New Mexico. This preschool network provides the opportunity for providers of preschool services in the county to share resources and work on joint projects such as grant requests. The Luke AFB AZ Child Development Center Director serves on the board for a local child development center.

Kirtland AFB NM child development staff are active in a statewide collaboration to promote quality child care in the State of New Mexico. The Child Development Center Director attends state board meetings and provides input for state-wide training. The staff also visit civilian centers to provide them with help on becoming accredited. The child development staff at Beale AFB CA are members of the Sutter, Yuba, and Colusa Counties Directors Consortia. The Consortia meet monthly to network and benchmark with other state, federal, and private centers and Yuba College. They have established a local planning committee for early childhood education. Joint training has been conducted along with peer review activities.

r. Program: Literacy and Creative Arts Programs for Children

Commitment: Increase the number of Air Force child development programs participating in literacy and creative arts programs by 50%

Description:

Many Air Force base child development programs are involved in children getting a healthy start through volunteer participation in literacy and performing arts programs. For example, each year the McChord AFB WA child development program participates with other community agencies in presenting the Creative Arts Festival for Young Children. The McChord staff plan and present five different art activities for children and provide materials for the parents to take home to do the activity with their children. The staff volunteer their services for this festival. It gives them an opportunity to interact with families and children from the community and help children have a positive creative experience.

s. Program: Support for Goals 2000 Goals

Commitment: Increase the number of Air Force base child development programs supporting Goals 2000 by 50%

Description:

Air Force child development programs are involved in volunteer community efforts to implementing the Education Goals 2000. The Air Force's child care and preschool programs help prepare children for successful school entry and some Air Force personnel serve on local planning committees for Goals 2000. For example, the staff of the Beale AFB CA child development program serve on the committee in Yuba City. They meet with community agencies including the school district to discuss and coordinate plans for improving the quality of services for children in a three-county area. The activities of the local committee are

funded by the State of California. Through this collaboration, the base personnel have been able to network with other programs and find additional training resources for their staff and civilian agencies have been invited to the base to visit the accredited Child Development Center.

Air Force bases child development programs work with local school districts to support the transition of young children from preschool to elementary school and to provide before and after school child care services. For example, the Beale AFB CA program coordinates with the elementary school that children from the base attend on guidance and discipline procedures. Many Air Force base school age programs interact daily with the local schools on the care of individual children. Most base programs take the children to school and pick them up from school and work with the local schools on these arrangements. They also coordinate their schedules with the local schools to ensure that there is seamless service for the children.

The family advocacy program at Vance AFB OK has developed a unique collaboration with the local public school to offer a Parent University. The two agencies work together to plan and conduct workshops for parents on issues concerning families. The staff from the Air Force base child development and youth programs support this program by offering workshops. More than 120 military members and 20 community members participated.

t. Program: Promoting a Healthy Start for Children in Other Countries

Commitment: Increase the number of overseas Air Force child development programs working to promote a healthy start for children by 50%

Description:

Networking between Air Force child development program personnel is not limited to interactions with their civilian counterparts in the United States. For Air Force bases overseas this interaction often includes working with the child care community of the country in which the base is located. For example, the child development personnel at RAF Mildenhall AFB in England regularly visit British nursery schools and host the staff from British programs on base. During 1997 the British individuals touring the RAF Mildenhall program have included two social workers responsible for the licensing of Childminders (British equivalent of family child care providers), three play group leaders, four infant nurses, two Montessori teachers, two nursery owner/directors, one primary teacher, and one post-secondary school instructor.

Similar interaction occurs between the Misawa AB Japan Child Development Center and a Japanese day care center. Children and staff from both centers visit each other's programs and exchange gifts. Also at Misawa AB military families are transported to the Hashikami Town Hall to experience traditional Japanese foods and games. This program helps promote cultural understanding and contributes to community cohesion.

u. Program: Child Safety Initiatives

Air Force child care programs work with their counterparts in the civilian community to support safety initiatives to help children have a healthy start. For example, the Nellis AFB NV Child Development Center participates in the Las Vegas, Nevada Safe Kids Coalition. Professionals from the Las Vegas community work including Air Force staff work together to provide educational information and activities for children in the community. Through this collaboration the base personnel are able to benefit from interaction with staff from emergency medical program, parks and recreation programs, businesses such as bicycle companies, and others interested in children's safety.

The Kelly AFB TX child development program is involved in a collaboration with the Texas Department of Health and Transportation to promote child car seat safety. The program, entitled, "Safe Riders", involves representatives from an insurance firm checking the installation and condition of the car seats being used by patrons of the Kelly AFB child development programs. More than 80 cars were checked. Only two seats passed the inspection for being used correctly. The program representatives gave 13 seats to families whose seats were deficient. This cooperative venture was an effective way for the Department of Transportation and the base program to work together to protect children.

IV. A marketable skill through effective education

a. Program: Air Force Youth Employment Skills (YES) Program

**Commitment: Increase the number of youth participating in the YES Program
by 25%**

Description:

The Air Force Youth Program in cooperation with the Air Force relief society (Air Force Aid), which is funded by Air Force people, conducts a program which helps youth learn marketable skills. Youth do community service work by volunteering at an agency on an Air Force base. Active duty Air Force members and DoD civilians voluntarily serve as supervisors of the youth so that they can learn employment skills. In addition to learning employment skills, youth are able to "bank" a small amount of money for each hour of community service to use for post-secondary education expenses. This program is being tested at more than 20 sites and may eventually be available for youth on all Air Force bases.

V. An opportunity to give back through community service

a. Program: Foster Grandparent Programs

Commitment: Increase the number of Air Force base child development centers participating in the Foster Grandparent Program by 50%

Description:

Air Force child development programs at several locations work with the Foster Grandparent Program to promote intergenerational activities and age appropriate "extended" family relationships and give senior citizens a chance to give back to their communities. At Sheppard AFB TX a day care center for the elderly brings four to six Foster Grandparents to the Sheppard AFB Child Development Center to visit the children each week. The visits are greatly enjoyed by the children and the Foster Grandparents. Nellis AFB NV has a similar program; in their program the Foster Grandparents serve as classroom aides. Two volunteers from Foster Grandparents spend four hours a day helping in the classrooms. The program pays the volunteers a small stipend to supplement their income. Malmstrom AFB MT also participates in the Foster Grandparent Program. A Foster Grandparent is assigned to work at the Child Development Center four hours per day five days a week. Since many of the military children do not have grandparents living in the local area they enjoy the contact with older individuals and the Grandparents also enjoy the interaction.

b. Program: Community Service Clubs for Youth

Commitment: Increase the number of Air Force base youth programs offering community service clubs for youth by 70 bases

Description:

Through its affiliation with the National Headquarters of the Boys & Girls Clubs of America the Air Force Youth Program is providing opportunities for youth from Air Force families to give back to their communities through volunteer service. The Boys & Girls Clubs of America promotes the development of Keystone Clubs for older teens; through these clubs youth are encouraged to work together to have fun and perform community service. A similar club, the Torch Club, is offered for pre-teens. During FY96, 38 Air Force base youth programs affiliated with the Boys & Girls Clubs. An additional 40 are affiliating during FY97. In August 1997 the Air Force is training two teens from each Air Force base on how to establish these community service clubs on their bases. In FY98 youth who are involved in these community service clubs will attend the regional and national Boys & Girls Club Keystone Conferences which promote community service by youth.

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FORCE MANAGEMENT
POLICY

OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE
4000 DEFENSE PENTAGON
WASHINGTON, D.C. 20301-4000



APR 4 1997

MEMORANDUM FOR OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE
(RESERVE AFFAIRS) ATTN: COLONEL TOM BOWMAN

SUBJECT: OSD Project Commitments for the Presidents' Summit for America's Future

OSD Office of Family Policy has three commitments for Presidents' Summit for America's Future. The Services have pledged support to these commitments as well. We are committed to:

- a. Pledge the Military Child Development Program personnel will volunteer to assist civilian/state/local child care agencies in efforts to improve the quality of care provided to America's children in order to ensure they get a healthy start. These efforts will be to: assist civilian child care programs to become accredited; work with state/local agencies in efforts to train child care workers/providers; to mentor local programs; and to advise local child care councils and boards. We commit to 5000 hours of volunteer mentoring.
- b. Expand the DoD Youth Program's alliances with the Boys & Girls Clubs (B&GC) of America, to reach the Military youth in local communities and strengthen the youth programs at participating bases. Currently 51 of 90 Air Force youth programs have been granted B&GC charters and are affiliated; the other Services are establishing similar affiliations. We commit to 100 similar alliances.
- c. Mobilize youth of active duty personnel (total of 300,000+ children 6-18) to volunteer 1.5 million hours of service (5 hours per youth) annually in any on-or-off base community service project. This fits the Summit Goal V- "An opportunity to give back through community service."

Carolyn H. Becraft
Deputy Assistant Secretary of Defense,
(Personnel Support, Families and Education)



PRESIDENT'S SUMMIT FOR AMERICA'S FUTURE

IV. A Marketable Skill Through Effective Education.

b. **Program:** Junior Reserve Officers Training Corps (JROTC) Career Academy Program. **Commitment:** A 50 percent increase in high school student enrollment in the 30 JROTC Career Academies by FY1999.

Discussion: JROTC Career Academies are designed to address the special academic and other needs of "at-risk" youth. Established by DoD (with assistance from the Department of Education) as an alternative to the regular high school program, JROTC Career Academies are located primarily in inner city schools in large urban areas nationwide. Each Academy enrolls about 200 students across 3 or 4 high school grades within a particular high school.

The curriculum includes **leadership** and **citizenship** training to develop students' responsibility, discipline, and confidence; **vocational** and **technical** training to increase students' employment opportunities; and **academic** instruction to ensure that students graduate from high school and have necessary skills. All students take the JROTC course of instruction which is an integral part of the program.

Each Academy has an occupational focus to which the academic and vocational courses are related. Examples of an occupational focus are aviation, electronics, computers, finance, law enforcement, health care, and the building trades. There is a low student/teacher ratio, a teaching staff dedicated specifically to the Academy, and a local business partnership. While DoD seed money was used to establish each Academy, **business partners** are taking over to provide for its long-term sustainment. They also provide job opportunities and mentoring.

The teaching staff is specially trained and is made up of both civilian and retired military personnel. Military instructors teach academic and vocational courses as well as the JROTC curriculum. Retired military personnel serve as mentors and positive role models for Academy students.

There are now 30 Academies nationwide, with the Army supporting 20 and the Navy and Air Force supporting 5 each. Over 3,000 students are now enrolled at a per-student cost of between \$2,500 and \$4,000 -- substantially less than the cost of typical vocational schools. JROTC Career Academies have been operating for 2 or 3 years, and data show that Academy students have significantly higher attendance, lower drop-out and delinquency rates, and higher grade-point averages than non-JROTC Career Academy students. They also have better attitudes about school and themselves, and show greater confidence and personal responsibility.

Each Academy received approximately \$500,000 in DoD funds as well as direct compensation for retired military personnel and, in some cases, surplus military equipment. But the Academy program, including military instructors, belong to the school districts in which they reside.

PRESIDENTS' SUMMIT FOR AMERICA'S FUTURE

Service/Component Summit Commitments

IV. A marketable skill through effective education.

a. **Program:** Junior Reserve Officers Training Corps (Junior ROTC). **Commitment:** A 6 percent increase in student enrollment in the JROTC course by FY1999 – from 360,000 to 383,000.

Discussion: Junior ROTC is a high school program of instruction designed to teach citizenship and leadership, while instilling self-esteem, teamwork and self-discipline. Established by Congress in 1916, it was a precursor to military training in anticipation of World War I. Junior ROTC was originally an Army program; however, since 1964 it has been offered by all Services and is taught at high schools nationwide and in certain overseas locations. Historically, Junior ROTC has been a program most popular in the southeastern United States and areas with large military bases nearby. The program has evolved over the ensuing years, and was most recently modified by Congress in the Fiscal Year 1993 Defense Authorization Act to increase eligibility for an expanded program, and to codify a mission statement for Junior ROTC. The final installment of new units established in School Year 1996-97 will result in about 2,600 units; up sharply from 1,481 units in School Year 1992-93. This expansion permits over 360,000 students to participate in Junior ROTC programs. The mission statement (from § 2031 10 USC) now reads:

"It is a purpose of the Junior Reserve Officers' Training Corps to instill in students in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment."

Each Service Junior ROTC curriculum consists of a classroom, leadership, and summer training program. Academic portions emphasize Service history and traditions, technical information (e.g., meteorology in Air Force Junior ROTC), and case studies. Leadership segments include drill and ceremonies and extracurricular activities (color guards, drill teams, marksmanship training). Summer training is an optional part of the programs, normally including 1 to 2 weeks at a base or installation, and involving orienteering, obstacle course, and hands-on training with Service equipment. In all cases, the intent of the curriculum is to develop citizenship values in students. Although Junior ROTC is not a recruiting tool, traditionally about half of high school graduates with more than 2 years' participation in the program end up with some military affiliation, (active enlistment, reserve or guard enlistment, or officer pre-commissioning program). Military recruits who are graduates of Junior ROTC may qualify for higher enlisted grades upon entry into active duty.

Junior ROTC programs, although developed and provided by the Services, are the programs of the school systems in which they reside. The instructors, who are military retirees (officers and noncommissioned officers), are school district employees interviewed and hired by the school officials. The Services provide the course materials, uniforms, and reimbursement to school districts for up to ½ the difference between instructors' military retirement compensation and the amount the instructors would receive on active duty. With a per-student cost of approximately \$500, Junior ROTC is a modest investment in the future of today's youth. Overall funding will level off in FY 1997 at approximately \$170 million.

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REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
OFFICE OF THE ASSISTANT SECRETARY
MANPOWER AND RESERVE AFFAIRS
111 ARMY PENTAGON
WASHINGTON DC 20310-0111

01 APR 1997

MEMORANDUM FOR DEPUTY ASSISTANT SECRETARY OF DEFENSE
(RESERVE AFFAIRS)

SUBJECT: The President's Summit on America's Future

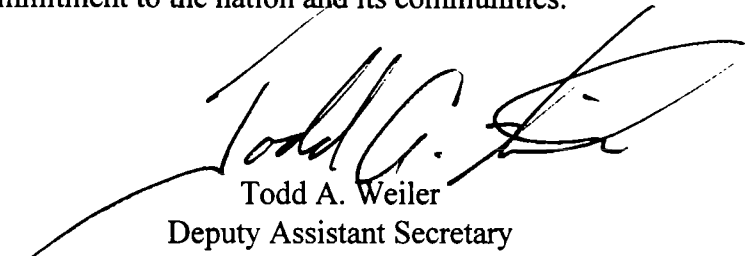
The purpose of this memorandum is to transmit the Army's input to the Department of Defense report that is to be produced in support of the subject event. Attached please find in hard copy and diskette our input.

The term, "America's Army", refers to more than just a name of the organization charged with the defense of our nation and its vital interests. It is a term that represents our composition, commitment and capability. From our size and diversity, America's Army is one of the most representative organizations of our society. We are home to people of various ethnic, social and economic backgrounds. Our loyalty to mission is derived from the commitment that virtually every community has made in giving its sons and daughters to serve. That service is during a time of crisis and indeed, in our everyday affairs. We recognize that strong communities make a strong Army. As such, we are committed to the goals of this summit.

We believe that the Army's input represents a fraction of the volunteer and community outreach in which Army organizations personnel are involved. It is important to note that during this query, we discovered so many small programs that time and space would not allow us to note their very worthy contributions to the communities of this nation. I feel secure in stating that in every community where there is an Army presence, we are involved in helping our youth. From community COOP and outreach programs at active component installations to local drug awareness and mentoring programs at reserve component armories and centers, commanders at all levels of the Army are making extraordinary efforts to be involved in supporting the youth of America.



We appreciate this opportunity to respond and as you can see, are proud of the Army's commitment to the nation and its communities.



Todd A. Weiler
Deputy Assistant Secretary
(Reserve Affairs, Mobilization, Readiness, Training)

Attachment (Army Input to the DOD Report)

CF:

Assistant Secretary of the Army (Manpower and Reserve Affairs)
Director, Army National Guard
Chief, Army Reserve
Assistant Chief of Staff Installation Management
Chief, Public Affairs

ARMY REPORT TO THE SECRETARY OF DEFENSE
PRESIDENT'S SUMMIT FOR AMERICA'S FUTURE

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ACTIVE ARMY

**THE PRESIDENT'S SUMMIT FOR AMERICA'S FUTURE:
WHAT THE ARMY DOES TO SUPPORT YOUTH**

The United States Army offers child and youth programs to over 460,000 child and youth family members from birth through age 18. In addition, the Army extends services, and opportunities to contribute to almost 14,000 college-age family members and 4,000 cadets at the United States Military Academy. We provide parents and youth with training, assistance, and intervention programs tailored to the unique challenges of military living. The Army serves this population in 228 child development centers, 221 youth facilities (youth/neighborhood centers, teen centers, school-age centers), 3,684 family child care homes, 118 family service centers, and 94 libraries at over 100 installations in the United States, and in Europe, Korea, Japan and Panama. We also provide outreach and referral programs to soldiers and family members who do not live on, or near installations.

Many of our programs and services address more than a single fundamental resource for children and youth. We have grouped our narrative descriptions to most closely match the principal resource which the program supplies.

1. AN ONGOING RELATIONSHIP WITH A CARING ADULT: MENTOR, TUTOR, COACH

ARMY WIDE PROGRAMS

BETTER OPPORTUNITIES FOR SINGLE SOLDIERS (BOSS)

The BOSS program provides an avenue of communication between commanders and single soldiers. It focuses on quality of life, recreation, and community service. In their community service role, soldiers throughout the Army work with youth in a variety of programs. In "Safe Passage," soldiers act as role models for disadvantaged youth. Many soldiers are active as Big Brothers/Big Sisters, work as volunteer coaches for youth sports teams, work with Habitat for Humanity or assist with Special Olympics. Several Army installations have organized "Speakers Bureaus" to provide schools and youth organizations with positive soldier role models.

WORLD CLASS ATHLETE PROGRAM

The U.S. Army Recruiting Command and the World Class Athlete Program have teamed together to provide positive role models to disadvantaged youth. Soldiers who are also Olympic competitors serve as role models by conducting clinics in sports such as boxing and Tae Kwon Do, for youth at installations and in local communities. They also conduct clinics for at-risk youth, reinforcing a positive connection between the Army and a healthy approach to sports. Soldiers assigned to WCAP have made over 200 presentations, reaching thousands of youth.

BOOTSTRAP/FUTURE FORCE PROGRAMS

Soldiers provide tutoring, mentoring and coaching to inner-city students while they tackle physically and mentally challenging tasks. These programs increase trust, enhance self esteem and build teams, develop leadership, and improve decision making skills.

ADOPT-A-SCHOOL

Army installations form partnerships with local schools on and off-post and provide volunteer support. The volunteers work closely with the faculty and administration to identify and address student needs. Support includes tutoring students in reading, math, language, science, judging academic and other competitions, serving as chaperones on field trips, repairing school equipment, installing and maintaining computers, sponsoring hobby clubs, conducting drug abuse resistance programs, and serving as positive role models for youth. Currently the Army has over 100 Active Army recognized Adopt-A-School Programs. This number doesn't include the Army National Guard and the Army Reserve and is not all inclusive of the Active Army.

MWR PARTNERSHIPS

The Army uses Morale, Welfare, and Recreation (MWR) programs as satellite sites for school-age programs and teen centers. These MWR Youth Partnerships include libraries supporting homework centers; bowling alleys providing youth instruction/competition; BOSS volunteers working with school-age children in computer labs; business operations sponsoring youth entrepreneur initiatives; and community recreation sponsoring special interest after-school clubs such as photography. Each of these partnering opportunities links children and teens with staff from other MWR activities who interact with youth offering them guidance and support while developing new skills.

USDA/ARMY SCHOOL-AGE AND TEEN PROJECT

The interagency agreement between the Army and the Department of Agriculture strengthens local community support to youth through the sharing of resources and establishment of long-term collaborative relationships (4-H, Extension Service, and Army) on behalf of children and families. This federal agreement provides staff training on adolescent growth and development, program materials, and on-site technical assistance to installation school-age and teen program staff. Through this assistance and support, installation staff learn to understand, respect and relate to youth, facilitating staff/youth communication, mentoring, and coaching.

ARMY YOUTH PROGRAMS

Youth Fitness and Sports programs are an integral component of Army Youth Programs. Volunteers are the cornerstone of these programs. Volunteer coaches and instructors supplement the professional staff and provide skill building clinics, individual and group sports, team sports, fitness activities, lessons, nutrition counseling, health services, and 'pick-up' sports opportunities for school age children and teens. The program emphasizes fun, fundamentals, maximum participation, and physical conditioning rather than winning and losing.

THE ANNISTON ARMY DEPOT, ALABAMA

Anniston Army Depot has been the sponsor of Bynum Elementary School under the Adopt-A-School auspices. Activities include fire prevention activities sponsored by the depot's fire department. Other activities include: Substance abuse prevention/recognition - Red Ribbon Campaign, Just Say No. The depot also has an on-going mentoring program as part of the Service to the Nation program. Twelve mentors have been assigned to various Calhoun County schools where they are working with high risk elementary students. The depot routinely provides tours to high school, vocational school and college students, administrators, teachers and counselors under the School to Work program auspices. As a follow-on ANAD offers these students non-paid work experience and workplace shadowing/mentoring opportunities. Computers, software and accessories are being donated to local schools under the Computers for Schools program. Additionally, other

programs to educate, promote drug awareness and offer at risk or seriously disadvantaged school children the opportunity to experience educational (and fun) programs that more fortunate children have. This program in cooperation with city and county organizations is known as *Camp Connection*.

FORT GORDON, GEORGIA, OUTREACH PROGRAMS

Fort Gordon provides structured activities after school and weekends for youth include teen dances once a month for approx. 80-100 teens, including some from the civilian community. There are Kids Night Out for 6-12 year olds and Teens On the Town, every other week providing a meal special activities and some overnight programs. School Age Services sponsor a Homework Center and Computer Lab for all ages of 110 youth per week. Local Girl Scout, YMCA, YWCA and 4-H groups participate in special programs at the Fort Gordon Riding Stables. They are given classes on riding, as well as instructions on caring for horses.

FORT CARSON, COLORADO

Outreach provides Child Safety Education Programs to elementary and middle schools on Fort Carson and in the community. The objective is to teach conflict management, self-esteem, Expect Respect, Flash Judgment, etc. classes and presentations delivered to elementary and middle school youth ; Conflict Mediators Clubs formed where children are trained to mediate conflict between their peers on the playground, classroom,; Puppet Troupe presents a traveling child abuse prevention program , "Someone to Talk To", to assist elementary students and counselors in discussing this topic.

MCALESTER ARMY AMMUNITION PLANT, OK,

The before after school program for school-age children (ages 6-18) for children of employees, military personnel, retirees and others in the community drop their children off at the Community Center on post before work and pick them up after work. Breakfast is served before the off-post school bus picks them up and a snack is served after the bus drops them off. An average of 30 students participate daily. The summer program is full-time. MCAAP's teens , ages 14-18 volunteer as mentors for the younger children assisting with homework, computer skills, preparing snacks, cleanup.

U.S. ARMY WAR COLLEGE, CARLISLE BARRACKS, PENNSYLVANIA

Current Affairs Panel (CAP) is an academic outreach program sponsored by the Army War College and administered by the Department of National Security and Strategy. The Panel, consists of five to eight USAWC students and faculty moderator. During the academic year the CAP visits about 25 college and university campuses throughout the U.S. and reaches approx. 15,000 students and faculty each year. The Panel brings to campuses professionally successful officers involved in U.S. national security affairs and provides a

practitioner's perspective on security issues and policies that are primarily treated in the abstract in the college classroom.

FORT RITCHIE, MARYLAND

The Fort Ritchie Directorate of Community Activities (DCA) sponsors the Youth Services Sports Program which encourages physical fitness, teamwork and healthy alternatives for leisure time of youth. The program reaches soldiers and their families, DA civilians and their family members local communities and school teams. The program touches approx. 1200 people.

ARMY MATERIAL COMMAND (AMC), ALEXANDRIA, VA

AMC has a Partner in Education agreement sponsored through the Alexandria, Virginia school board. Activities with the school take place at the school in Alexandria. Headquarters, AMC employees support the school in the following ways: tutoring and mentoring, speech contest judges, Read Around the World program, Earth Day demonstration and presentations, Field Day coaches and donations of personal computers. Program reaches out to all students in the elementary school.

FORT RILEY, KANSAS

The KIDS 2000 Partners in Education Program is a partnership program between Fort Riley and Junction City Kansas. Fort Riley soldiers and DA civilians volunteer to mentor and tutor students in the school district. Military units volunteer to partner with a school for activities and projects. The objectives of the program are to increase students test scores, decrease student discipline problems, promote citizenship and patriotism, reduce substance abuse and gang membership among students, foster self esteem, reduce student drop-out rate, promote volunteerism, and provide an opportunity for soldiers to interact with the civilian community. The program has 150 soldiers mentor volunteers and 6 civilian. Six major military units (9500 soldiers), sponsor school projects and activities. Through unit participation and individual mentoring the program touches approximately 6500 students.

FORT CARSON, COLORADO

Fort Carson the Outreach Van goes into the surrounding community to deliver life skills programs and provide a pre-school program for ages 3-5. This program is unique to the Army and serves as a model to other installations. A 32 -ft Recreational Vehicle has been converted to serve the needs of the program. The Van also welcomes newcomers to Fort Carson by visiting the Colorado Inn on the first Friday of each month to welcome new arrivals.

D.A.R.E.

(Drug Abuse Resistance and Education) Program - The Fort Carson Provost Marshall's Military Police section, in coordination with local police departments, provide the DARE program to 5 middle schools. DARE is primarily geared toward 5th graders but includes 4th and 6th grades as well. The program is 17 weeks long and its objectives to help students recognize and resist the pressures to experiment with tobacco, alcohol, marijuana, inhalants and other drugs.

INCREASE THE PEACE – YOUTH SERVICES PROGRAM –

A program through Youth Services to provide positive recreational alternatives to teens to keep them from getting involved with gangs. They include summer events when children are out of school and evening events during the school year such as field trips to professional sports games. The summer events include a “Rockin’ Jock in B’ball Jam” which includes players from the whole Colorado Springs community. Local celebrities and leaders are also invited to participate. Last year the event drew 400 participants and raised Approximately \$2500. This year they are also scheduling an “Increase the Peace” concert and a “Hip Hop Splashdown” pool party in August. This unique program has drawn DA attention. The Youth Systems coordinator for Fort Carson has traveled to different Army installations to brief on this program.

FORT SILL - OKLAHOMA

The APLAS Program is a partnership program between Fort Sill and Lawton Public Schools. It consists of three major components: Unit/School Partnerships and Mentorship Programs. The goal is to help our youth find alternatives to drugs, gangs and violence while encouraging their pursuit of academic excellence. The Unit/School partnerships were formed with 40 local schools to assist principals, teachers and students in both in-school and out-of-school activities. Each battalion is assigned two elementary schools. About 260 soldiers have spent more than 1000 man hours working with students during the 1996-97 school year.

The mentorship program provide 260 soldier volunteers who possess the maturity, communication skills, and desire to mentor individual students identified by the school administration. The mentors work with four junior high schools. Seventh grade students are targeted.

Wings of Eagles is a prevention outreach program jointly supported by the U.S. Army Artillery Center and Fort Sill, the city of Lawton, Lawton Public Schools, Drug Busters Southwest Oklahoma, Lawton Police Department, Lawton Fire Department and Comanche County Memorial Hospital. It provides a learning opportunity for Lawton Public School's 6th graders by taking them to Fort Sill for a 2-day/2-night event. The focus is to show them that they can achieve success in life by remaining drug-free, avoiding gangs and remaining in school. Activities are targeted to enhance the children's self-image and confidence. The event is scheduled on an average of four weekends a year. About 125-150 students participate in the weekend's activities. About 200 volunteers are required to support the

students, and they include soldiers, DA civilians, school officials and others from the Lawton/Fort Sill community. About 35 adult mentor volunteers are needed per event. They spend 48 hours with participating youth forming a positive, supportive and encouraging relationship. As role models/camp counselors, mentors pay close attention to the needs and concerns of the students, reinforce core program values, promote enthusiasm and foster feelings of worth and acceptance.

FORT MCPHERSON, GEORGIA

Ft. McPherson Community Mentoring Program. To help motivate students to stay in school and to enhance their self-esteem by providing consistent interaction with caring adult mentors. The program reaches Atlanta Public and Clayton County School youth between the ages of 6 and 18, 70 adults participate.

FT. RICHARDSON, US ARMY ALASKA

HOPE COTTAGE

Objective of the program is to provide severely handicapped children (residents of Hope Cottages in Anchorage) with a meaningful volunteer opportunity by supplementing services provided to relocating Army families, and through these efforts build their self-esteem. Six multiple-handicapped children have served as regular volunteers with the Relocation Program for four years. Average service is 10-12 hours per week. Handicapped volunteers put together relocation packets for inbound families and assist Relocation Manager in mailing out this information to requesting families. The approximate number of people the program touches: provides assistance to 1,000 relocating families per year. Number of soldiers, dependents, DA Civilians, that participate in the program. 1,000 per year.

FAMILY RESOURCE CENTER

Thru Army Community Service, we provide a facility and programs to make new spouses feel welcome, teach them new skills, promote community cohesion and prevent cabin fever. Who the program reaches: Fort Richardson spouses (this includes National Guard, Navy, Coast Guard and Air Force families since we have joint service housing). This program hosts weekly activities including: a newcomers coffee, aerobics, two co-op play groups, the Big Sisters Closet (recycles good used clothing for moms and children), and Spouse s Day Out programs (jointly sponsored with the Armed Services YMCA). It also provides assistance to family support group members and leaders with monthly training (such as How to Deal with Difficult People etc.) and facilities to produce newsletters and required support services. The program touches approximately 30 spouses daily.

COMMITMENT: The Army commits to providing a range of programs for adults to volunteer in support of positive youth development.

2. SAFE PLACES AND STRUCTURED ACTIVITIES DURING NON-SCHOOL HOURS TO LEARN AND GROW

ARMY WIDE PROGRAMS

YOUTH CENTERS

Army Youth centers are a hub of school-age and teen activity on the installation. Youth centers are carefully designed to offer a wide variety of activities, many at the same time, to meet the diverse needs of children and teens 6-18. Centers provide school-agers and teens with their own individual space -- a safe haven -- and promote social interaction, personal growth, recreational skills and educational opportunities. The framework for Youth Center programs are four key areas: Sports and Fitness; Life Skills and Citizenship; Leisure and Recreation; and Mentoring and Support Services. Youth centers reflect school-age and teen interests, reinforce character values, and provide safe, quality, affordable and accessible program options. Youth centers are open after school, evenings and on week-ends.

SCHOOL-AGE SERVICES

Army School-Age Services (SAS) provides safe, affordable, supervised before and after-school alternatives for school-age children (6-12 years) during parental work hours. Activity options provide parents with a continuum of choices to best meet their child care needs. Options include *Care provided by family members/ neighbors* such as older sibling, friends, parent co-ops; *Child and Youth Sponsored Programs* such as Youth Center classes/recreation activities; School of the Arts programs; and MWR Youth Partnership sites such golf courses and arts and crafts branches; and *Partnerships with Schools and Private Organizations* such as Boys and Girls Clubs, Extension Services/4-H, elementary schools, and Girl/Boy Scouts. While raising children is a parental responsibility, the Army assists parents in balancing their mission and family requirements.

LIBRARIES

Army libraries, in their support of the total military community, provide reading and reference material for its younger customers at over 94 locations world-wide. Materials provided include children's picture books, juvenile and youth reading material, and reference services supporting primary and secondary education. Additionally, material is also available for adults that highlights the importance of reading at early ages and recommends books appropriate for various age groups. Many libraries include planned programs such as children's story hour and summer reading programs. Through a youth partnership with installation School Age Services and Youth Programs, libraries have become a location for homework assistance/study hall programs and other activities which help young people learn and grow. Over 50% of Army libraries offer internet services.

COMMITMENT:

- 1. The Army commits to providing parents, school-age children and teens a “continuum of choices” to include community partnering options, open recreation activities, and Youth Services, School-Age Services, and Chaplain sponsored activities to ensure that there are safe places and structured activities during non-school hours to learn and grow.**
- 2. The Army commits to each installation developing a local policy which addresses the ages and circumstances under which a child under the age of 12 can be left home alone without adult supervision, which reflects local applicable laws and requirements.**

3. A HEALTHY START

ARMY WIDE PROGRAMS

EXCEPTIONAL FAMILY MEMBER EARLY INTERVENTION SERVICES

Children, ages birth - 2 years of age, receive Early Intervention Services. Multidisciplinary professionals, under the supervision of an Army medical department, provide developmental services at no charge to the families of infants and toddlers with disabilities. Optimally, these services are provided in home and/or community settings in conformity with an individualized family service plan. Services include, but are not limited to family training, counseling, and home visits; special instruction; speech pathology and audiology; and social work services.

SUPPORT FOR NEW/YOUNG PARENTS

Every installation provides support for new/young parents. Each installation program reflects installation specific needs. Two examples of parent support programs based on national home visitation models are:

FIRST STEPS

First Steps programs provide expectant mothers and new parents with information and support on a timely basis about resources available to meet health care and social service needs associated with labor, delivery, child care, and the family's adjustment to the new baby. NPSP is staffed by volunteers and is open to all new parents. Self referral is encouraged. Families may receive a screening to assess level and nature of need, be contacted by phone or through home visitation, receive information and referrals, and attend classes, play mornings, and support groups.

NEW PARENT SUPPORT PROGRAMS (NPSP)/PARENT AIDE PROGRAMS

The NPSP services are offered to first time parents who receive home visitation by trained social workers or health care workers who provide role modeling and mentoring. Information and referrals, classes, play morning, support groups, respite care and other specialized services. Involvement in the NPSP is voluntary. Families receive a screening to assess level and nature of need.

FOSTER GRANDPARENTS PROGRAMS

Voluntary home visitors meet with new parents and parents of older children to help them get off to a good start and to serve as a friend/role model, as well as to serve as an information and referral resource. The goal is to assist parents in improving their coping

skills and in accepting responsibility for defining their own goals and making their own decisions.

CHILD ABUSE AND NEGLECT PREVENTION

Each installation offers a comprehensive program of primary and secondary prevention services. Classes to provide general education on parenting, discipline, communication skills, conflict resolution, stress management and dynamics of child and spouse abuse are available. Specific prevention efforts are targeted to at-risk populations (single parents, first time parents, parents of teens, fathers, etc.). Specialized training for professionals such as law enforcement personnel, lawyers and members of the multidisciplinary case review committee is offered. Prevention of abuse is an on-going responsibility for our child development/youth centers. A standardized risk assessment tool to identify factors which put facilities at risk for abuse is part of a broad strategy to address abuse and neglect.

CHILD DEVELOPMENT SERVICES

Army Child Development Services offers full-day, part-day and hourly care services for children ages four weeks through 12 years. These services are provided through three equally important delivery systems which work together to provide child development services that meet the needs of Army families:

CHILD DEVELOPMENT CENTER (CDC) programs (facility based) usually serve children aged 6 weeks to kindergarten, and may also include the school-age program (up to 12 years). They offer full-day, part-day and hourly programs. Special needs care is also provided in CDCs. *Full-day programs* are designed for children who attend the CDC 5-12 hours per day. *Hourly care* is available on a short-term, intermittent basis. *Part-day programs* typically serve either preschool children who don't need full-day care or kindergarten children who need care before and/or after school and on school holidays and vacations. Currently, 82% of Army CDCs are accredited by the National Academy of Early Childhood Programs.

FAMILY CHILD CARE system offers child care provided by family members living in government owned or leased housing, operating as independent contractors. Care is provided for children ages 4 weeks to 12 years. Typically, each home may care for up to six children. Care is provided for full-day, part-day, and hourly children and also for more specialized care requirements such as special needs, long term/extended hours care for during mobilization/deployments, and care for mildly ill children to decrease soldier's loss duty time. Providers are recruited, trained, certified and monitored by a professional FCC staff.

ALTERNATIVE CHILD CARE OPTIONS are provided through the Supplemental Programs and Services (SPS) program. This flexible system responds to installation needs by increasing child care capacity by providing on-and off post alternative child care options and providing common support services for existing CDC and FCC

systems. At a minimum, common support services offered are *Parent Education Programs* which provide training sessions of general interest to most parents; *Volunteer Services* which recruits and trains individuals interested in volunteering in CDS programs; *Resource and Referral* which provides parents with child care information to help meet their needs; and *Central Enrollment Registry* which provides a one-stop service and enrollment point for all CDS programs.

All Army CDS programs are Department of Defense certified to operate.

USDA CHILD AND ADULT CARE FOOD PROGRAM

All Army CDS programs are enrolled in or follow the guidelines of the USDA Child and Adult Care Food Program. Following CACFP guidelines assures that all children enrolled in CDS programs are served nutritious meals and snacks during the crucial years of their development. Typically, full-day children receive two meals and two snacks while in care, accounting for up to 75% of children's daily nutrient intake. Army's participation in the CACFP has been a major factor in the improvement of food service and nutrition for children in CDS programs.

COMMITMENT:

1. The Army commits to providing child care for 65% of single soldiers, dual military sponsors, working parents (both military and DOD civilian employees who contribute to the Army mission):

The Army commits to providing quality child care by assuring that 85% of all child development centers at any given time will be nationally accredited by the National Academy of Early Childhood Programs.

The Army commits to affordable child care by using a sliding fee scale based on total family income for Child Development Center patrons.

The Army commits to accessible child care by providing care options in centers, family child care homes, and other child care options both on and off post.

2. The Army commits to providing nutritious meals and snacks to all children enrolled in CDS programs by continued participation in the USDA Child and Adult Care Food Program, and by providing Army food program reimbursement funding, in lieu of USDA CACFP funding, in overseas locations where the USDA CACFP is not available.

3. The Army commits to providing support to new and young families at all installations to enhance parent/infant attachments, increase knowledge of child development, and provide connections to support services that allow parents to become nurturing and capable caregivers.

4. A MARKETABLE SKILL THROUGH EFFECTIVE EDUCATION

ARMY WIDE PROGRAMS

ARMY INTERN PROGRAM

The Army intern program provides students who are working toward a degree in recreation to complete their required internships at an Army installations world-wide. Only students who are receiving internship credit will be accepted into the program. Students work in a variety of disciplines: recreation centers, youth summer camps, youth sports, outdoor recreation, and sports. Students are introduced to various aspects of the recreation programs that include budgeting, program planning and operation, supervision of youth and facility operation.

YOUTH EMPLOYMENT PROGRAM

Army teens receive employment counseling through the Army's Family Member Employment Assistance Program. This program teaches effective job hunting skills and provides employment skills-building training to give Army youth the competitive edge needed to secure part-time and summer employment. In addition, the program maintains a listing of federal and private sector summer and part-time employment resources for students and provides additional employment opportunities through job fairs.

ARMY YOUTH PROGRAMS

The Youth Workforce Preparation Program is an integral component of Army Youth programs. This program introduces teens to the world of career exploration to include their interests, abilities, and long term career goals. The program helps teens discover their interests and abilities, learn organizational and business-related skills applicable to multiple situations and needs; and become aware of the variety of career options available to them. The program consists of four components: Guided explorations to discover individual skills and interests related to the world of work; Entrepreneurships to give structured exposure to the work environment through the development of their own business project; Job shadowing and Apprenticeships to give actual experiences in a work environment; and College or Vocational Tech to provide the opportunities and resources needed to determine a career.

COMPUTER LABS

Multi-media youth computer labs have been installed on all Army installations to provide youth opportunities to develop basic computer skills for employment, youth relocation via e-mail and the internet, and homework assignments.

HOMEWORK CENTERS

Homework centers are a core youth program option and are available to all school-age children and teens on the installation. Teachers oversee centers, tutoring services are available, and parental involvement is encouraged during weekend and evening hours.

COMMITMENT:

- 1. The Army commits to an emphasis on building workforce preparation skills in youth.**
- 2. The Army commits to establishing homework centers for youth 6 -1 8.**
- 3. The Army commits to establishing multi-media youth computer labs at every installation.**

5. AN OPPORTUNITY TO GIVE BACK THROUGH COMMUNITY SERVICE

ARMY WIDE PROGRAMS

YOUTH RELOCATION ASSISTANCE PROGRAM

This formal program, required by Public Law 104-106, facilitates the integration of dependent children of members of the Armed Forces into new surroundings when moving as a result of parent's permanent change of duty station. Under this program, required at every Army installation, volunteer teens mentor new arrivals in their first weeks on the installation. This multi-pronged approach to easing the transition for youth involves recruiting teens as participants, exposure to the relocation sites prior to the actual move, and teaching youth the skills necessary to design and teach the program to other teens or younger youth.

ARMY TEEN PANEL

The Army Teen Panel was formed in 1995 to increase communication between Army teens and to give teens a communications link to Army leadership. The panel members gather concerns of other teens and meet twice a year in Washington, DC to brief Army officials on their issues. Through their newsletter, "The Voice," and their home page on the world wide web, they "give back" to the Army by speaking on behalf of all teens.

TEEN DISCOVERY

Teen Discovery is an annual one week leadership experience that provides teens with opportunities to develop leadership skills, master team building and facilitation skills, learn processes for identifying issues relevant to teens on their installations, acquire effective action planning techniques, and participate in challenge and recreational activities. The intent of this program is to help youth become effective advocates for the needs of youth today, and to believe they can be resources for bringing about positive change in their community.

ARMY FAMILY ACTION PLAN (AFAP)

Teens volunteer to solicit information from other teens on their installation concerning issues of interest to them. These issues are submitted to the HQDA Army Family Action Plan process for review and prioritization by delegates from installations Army-wide. In the past 5 years, 2 child care issues, 6 youth issues, and 7 education issues have been worked by DOD and Army staff through the AFAP process. Six issues have been resolved, and the remaining 8 issues receive high level attention and direction from DOD and Army leadership as solutions are pursued.

INSTALLATION VOLUNTEER PROGRAM

On most Army installations, there is a formal process and dedicated staff that coordinates all installation volunteers (adults and youth) and identifies community outreach programs and volunteer opportunities sponsored by schools, churches, hospitals and civic organizations. Youth reach out to the handicapped by volunteering at camps and Special Olympics at their installations.

UNITED STATES MILITARY ACADEMY

The United States Military Academy encourages cadets to enter a life of service. Each cadet company designates a Community Service Officer to find community service projects on and off the installation.

COMMITMENT:

The Army commits to provide community service and leadership opportunities for youth as part of every Army youth program.

6. MULTI FOCUS AND LONG RANGE COMMITMENTS

ARMY WIDE PROGRAMS

JROTC

JROTC is a program for high school students taught by retired Army officers and noncommissioned officers. The JROTC mission is “to motivate young people to be better Americans.” The essence of this mission has remained unchanged since Congress established the program under the 1916 National Defense Act. The program provides leadership and citizenship training to more than 200,000 cadets in 1,362 high schools across the United States, its territories and other overseas locations. JROTC is a citizen-building program, not a recruiting program. It imposes no obligation to serve in the military upon graduation. However, about 40% of the graduates choose to enter college ROTC programs, one of the uniformed service academies, or serve in the active or reserve forces.

In May 1992, the Chairman of the Joint Chiefs of Staff obtained the approval of the Secretary of Defense to develop a plan to expand the JROTC program. The intent was to reach out to America’s “at risk” youth, principally in inner cities and rural communities. Congress supported General Powell’s plan in the FY 93 National Defense Authorization Act, which approved an increase in the number of JROTC units from 1600 to 3500. The Army’s plan was to increase the number JROTC units from 856 to 1700. Because of fiscal constraints, the goal was ultimately adjusted to 1370 schools. Since November 1992, the Army has established 501 new JROTC units. In October 1996, the Secretary of the Army approved the addition of five new schools, which brings the total number of approved schools in the program to 1367.

THE DOD CAREER ACADEMY PROGRAM

The Career Academy Program is a civil-military, nationwide partnership initiative sponsored by the Department of Defense and the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs) has oversight. Career Academies were conceived as an educational reform effort in the late 1960s, designed to address the needs of those students “at risk” of dropping out of school, who lacked requisite education and basic employment skills. The underlying theory is that drop out rates can be reduced and students achievement increased if students see the value of education through its relevance to their future. Career academy combines the experience and resources of the DoD, the support of local business communities, and the local high school education system to administer a career-oriented school-within-a-school. The Career Academy Model achieves three objectives: improving student’s performance in school, increasing the likelihood of graduation, and enhancing the quality of the nation’s work force. To this model, DoD has added the high school Junior Reserve Officer Training Corps (JROTC), which provides instruction in citizenship, leadership and life coping skills. In 1991, the DoD and Department of Education (DoE) established nine Demonstration Career Academies. In

1992, DoD added 21 "Expansion" Career Academies. Career Academies established in the third phase will focus on building partnerships with their local communities to assure long-term viability and sustainability of the program. As the lead service, the Army developed and executed an interagency agreement with the Department of Justice (DoJ) that allows for the opening of up to ten "Partnership" Career Academies. Currently, four Partnership Career Academies have opened increasing program enrollment figures to over 1100 "at risk" students while decreasing the high school dropout rate by 63 percent. The primary criterion for selecting the new sites was the community's ability to demonstrate that they had suffered financial hardship attributable to the Defense drawdown.

COMMUNITY ANTI-DRUG COALITIONS OF AMERICA (CADCA)

CADCA was formed in 1992 by the President's Drug Advisory Council. CADCA has more than 3500 members from across the country and targets its effort on community efforts to address the illegal use of alcohol and other drugs and violence. Typically these coalitions bring together schools, businesses, religious organizations, law enforcement, medical groups, government, social services and youth groups to work cooperatively within the community. The Department of the Army, in coordination with CADCA, the Department of Justice, and the National Guard Bureau initiated a two hour program entitled "In Defense of America's Children." The purpose of this two hour broadcast, which originated from the Multijurisdictional Counterdrug Task Force Training, St. Petersburg Jr. College, South St. Petersburg, FL. and was down linked to communities throughout the nation, was to support communities in their anti-drug initiatives by informing them of assistance available through local military and law enforcement channels. The initial program aired Tuesday, October 29, 1996, and was so well received, subsequent programs are now in the planning stages.

FORT SAM HOUSTON, TX SAN ANTONIO, TEXAS

LA SALIDA (THE WAY OUT)

This Post Community (soldiers, civilians family members) volunteer; program is a partnership principally with San Antonio Independent School District, but other local districts (lower student population) also participate; major community organization assisting is San Antonio Fighting Back (drugs, gangs) school districts mostly in Bexar county and greater San Antonio area- prepare grade school children (5th grade) for challenges of school such as gangs, drugs, and other forms of peer pressure which lead to discipline problems; teach children "survival skills" such as CPR, first aid, good nutrition and team member (how to work with others) skills. we run minimum of five weekend programs (two days/one night); depending on resources (\$\$), each program hosts approx 120 children - each program 40 volunteers - group leaders, instructors, course (leadership reaction, confidence) monitors; grade school staff and parents also assist.

MENTOR PROGRAM

This program in partnership with San Antonio School District Greater San Antonio and Bexar county- helps grade school and middle school students mostly underprivileged, single parent homes) with school work and socialization skills program is for grade school and middle school children- we have approximately 400 mentors - one per child

SIERRA ARMY DEPOT, CALIFORNIA

DARE (THE DRUG ABUSE RESISTANCE EDUCATION)

This program cosponsored by the Sierra Army, Depot Directorate of Law Enforcement and Security and the depot Alcohol and Drug Abuse Prevention and Control Program. Drug and violence prevention programs, tailored to specific grade levels, have been presented to approximately 400 students. The Drug Abuse and Prevention Control Program also sponsors an annual Teen New Years Eve Dance, which ensures safe, non-alcohol and drug free activity. In addition, the program provides the official Sierra Army Depot Drug Free Unicorn, "UNEE", to activities throughout the year. The only unicorn in the Army, she visits schools throughout Lassen County providing a drug, alcohol and tobacco free message to over 2,500 students. UNEE and DARE officers share a booth each May at the Lassen County Children's Fair, providing outreach services to more than 10,000 people.

CHILD DEVELOPMENT CENTER (CDC) TEEN/HERLONG HIGH SCHOOL WORK STUDY VOLUNTEER COOPERATIVE PROGRAM

This program between CDC and Herlong High provides opportunities for students through work study time to volunteer in CDC classrooms, learning about career/training opportunities in children's programs. It introduces youth to career opportunities in child development arena.

CIRCLE OF SUPPORT TEAM

Provides training for all community agency members who come in contact with youth to assist development of Youth Action Plans to meet community youth needs.

SANTA'S WORKSHOP

A cooperative Child Development Center/School Age Services and Fort Sage School District workshop, providing developmentally appropriate activities for children during the Christmas season.

LASSEN CHILD AND FAMILY SERVICES CHILD CARE FEES SUBSIDIES

This cooperative program provides subsidy to low income families in a child care program.

YOUTH SERVICES/SUSANVILLE RECREATION DEPARTMENT COOPERATIVE SPORTS ACTIVITIES

Provides increased participation by youth in the Herlong area, as well as other nearby small communities. Provides sports programs for community youth from Herlong, Doyle, Janesville, Susanville, and Chester. Increase youth participating in sports programs including basketball and soccer.

PROMISES

An educational program for teen parents. Assists single parents who may be experiencing difficulties with parenting due to their age and inexperience and problems with alcohol, drugs, and/or sexually transmitted diseases. The program includes "speakers" who present real life stories of teenage pregnancy, substance abuse, fetal alcohol syndrome, depression, and suicide at Herlong High School.

PAINT-A-THON, BONE MARROW DRIVE ANNUAL BLOOD DRIVE SEMI-ANNUAL ROAD CLEANUP

These various programs provides: house painting for the handicapped and low income homeowners; 20-25 homes are painted annually; matching bone marrow transplants for those needing same for people nationwide; blood transfusions for those needing same. twice annually we pick up litter in roadsides on 4 miles of State Highway 79 and US 34 in the vicinity of the installation.

UNITED STATES ARMY SOUTH (USARSO)

CHRISTMAS SPONSORSHIP PROGRAM

This program provides required goods and services to an orphanage during Christmas time. Needs are identified by the Orphanage director and USARSO thru donations buys the needed items. USARSO also brings Christmas presents for the kids with Santa Claus and prepares lunch for them as well. The of 1996, USARSO collected over \$575.00, and donated 29 patio chairs, 2 toastmaster ovens, 2 4-slice toasters in addition to toys for 31 boys and girls ages 1-13.

JUST US

Program consists of a group of volunteers (approx 50) from the 1304th Major Port Command, N. Charleston, SC. This group volunteers their off-duty time, cooking meals every fourth Sunday for the Interfaith Crisis Ministry, a homeless family shelter in Charleston, SC. The objective of the group is to provide meals, clothing, and support (one employee even performs magic tricks for the children) to help families in crisis situations. The program touches 15-60 people on any given Sunday.

BAYONNE, NEW JERSEY

LAW ENFORCEMENT DAY

US Army Garrison Bayonne sponsored (in conjunction with the US Dept. of Defense Police, International Brotherhood of Police Officers (IBPO) Association, Local #560. This special day held annually (this year on May 16) is held at the Military Ocean Terminal, Bayonne, in Bayonne, NJ. The objective of the program is to allow the community, particularly area school children, a unique, up-close look at law enforcement and the pivotal role it plays in the communities. Each year this program becomes more popular with area police departments participating (last year over 40) and school groups attending (well over 500 school children).

LAKE CITY ARMY AMMUNITION

NEEDY FAMILY PROGRAM-

This program is coordinated through the Missouri Division of Family Services to provide support and assistance at Christmas time to around seven families annually.

CAPTAIN OLIN'S ODYSSEY

Through contributions of Olin Corporation Charitable Trust and involvement of contractor employees at Lake City, an environmental education series has been developed, targeted for 5th grade students. The program was developed to assist area school districts and those in Missouri/Kansas, but is accessible worldwide on the World-Wide Web.

MINORITY SUPPLIERS COUNCIL

Members of the Lake City's Purchasing Department volunteer their time and technical assistance to an organization of small/disadvantaged businesses.

Individual employees also participate in a variety of community service activities such as coaching youth athletic teams, teaching water safety, working with domestic violence hot lines, serving on boards of adoption agencies, tutoring minority youth in reading programs, and raising funds through bike-a-thons. Their involvement supports such organizations as the YMCA, Boys and Girls Clubs, and Multiple Sclerosis.

FORT RILEY, KANSAS

SOLDIER RISK REDUCTION PROGRAM

This program reduces high risk behaviors of soldiers and family members through targeting prevention resources on identified high risk taking behaviors, e.g., spouse/child abuse, alcohol/drug offenses, financial problems. The primary target group is active duty soldiers, married and single. Secondary target group are active duty family members. Approximate number of people the program touches: 15,000 The people that participate are soldiers, dependents, DA Civilians, 9-10,000 soldiers and secondarily, 5,000 family members.

FORT LEE, VIRGINIA

CAREER DAYS

Twelve area schools, include equipment displays, band, drill sergeants, dentist and environmental engineers. Reaches approximately 2400 school children in six localities near Fort Lee. Approximately 120 civilians and soldiers participate. Tours of the installation involve schools from as far away as North Carolina. Approximately 420 students were exposed to various career fields.

MENTORING PROGRAM

This program is for at-risk students, involves 15 soldiers going out to the Prince George School system. Students in grades 3-5 are identified as potential at-risk for dropout. These volunteer mentors work with approximately 120 students serving as role models for the youngsters. We also have four soldiers who volunteer with Project Choice at Prince George Schools. This project involves students in middle school and high school who have a choice to either complete this program or be expelled from school. The soldiers tutor and mentor these students who do not have role models. The soldiers volunteer their lunch time once a week to work on this program. At other schools, the program involves 10 volunteer soldiers at elementary schools in rural Dinwiddie County. These soldiers spend a day once a month with the students in kindergarten through second grade. Soldiers read to the children, put them through physical education by doing push-ups, assist with computer training, art projects, and math and spelling. Approximately 650 students see and work with these soldiers.

ANNUAL CULINARY ARTS SHOW

Approximately 400 school students from 15 local schools from Richmond, Chesterfield, Petersburg and Hopewell toured the culinary arts show each year.

FORT BELVOIR, VIRGINIA

THE PRESIDENT'S PARTNERSHIP IN EDUCATION PROGRAM.

Thru this program, the CID mentors students and faculty from the Quander Road Center school. CID regularly attends scheduled General Steering Committee Meetings for the Partners in Education program on Fort Belvoir, VA. The purpose of these meetings is to establish administrative program requirements for the coming school year and to build a volunteer data bank.

ROCK ISLAND ARSENAL, IL

SOARING EAGLES ADOPT-A-SCHOOL YOUTH MENTORING PROGRAM

The Soaring Eagles program has been in place since 1996 as part of an Army-wide known as "Service to the Nation." Funding is provided by money raised through the auction of property seized during drug arrests. Under Soaring Eagles, military and civilian employees from the Arsenal are matched on a one-for-one basis with pupils from three local elementary schools. The pupils chosen for Soaring Eagles are believed to be at risk academically and socially. The employees act as mentors for the pupils and try to steer them toward academic success and away from destructive habits such as skipping classes, gang membership and substance abuse. During the school year, the mentor-pupil pairs meet for at least one hour per week on school grounds; most also get together during after-school hours and on weekends. Participating schools also receive anti-drug educational materials. Currently, the Soaring Eagles program has about 70 mentor-pupil pairs.

FORT BRAGG, NC

PARTNERS IN EDUCATION

This program provides an opportunity for the Fort Bragg community to help young people through the education process. A unit sponsors/adopts a school and the soldiers from that unit go into the schools and volunteer as tutors, mentors, classroom assistants, role models, etc.; assist with special programs, events and activities; and provide any other support the unit/school agrees upon. Approximately 2,000 Fort Bragg soldiers currently participating in the Cumberland County program with the number continually increasing.

FT. BRAGG YOUTH LEADERSHIP INITIATIVE

This initiative utilizes Fort Bragg resources, including facilities and personnel, to support community agencies and schools in their programs designed to build confidence, self-discipline, teamwork and leadership in the high risk youth population. Track One of this initiative consists of providing requested facilities and volunteer support to community agencies. Track Two consists of organized, one-day activities on Fort Bragg to which schools send high risk youth. Track Three, still under development, will consist of semi-annual 48- to 72-hour youth leadership mini-camps sponsored and operated by major commands on Fort Bragg. This program is for high risk youth population on Fort Bragg and in surrounding counties. It is reached through schools and community agencies. The program touches the entire high risk population. This includes youth in the local alternative school, juvenile offenders on Fort Bragg and high risk youth served by community agencies (i.e., Boys and Girls Clubs). Participants are coming from a local population of approximately 80,000 and a Fort Bragg population of over 46,000. Currently, one battalion is committed to Track Two; numerous volunteers support Track One. The initiative is directed by a working group made up of installation, corps and major subordinate command staff representatives. Approximately 500 personnel currently support the program.

NATIONAL VISITING YOUTH PROGRAM

Youth Recreation and School Age Services sponsors the National Visiting Youth Program. Program targets youth affiliated with national youth serving organizations with an opportunity to visit Fort Bragg and participate in tours and leadership activities. Annually, Fort Bragg provides direct service to 2,500 youth with 1,600 youth leaders, soldiers and DA civilians who participate in support of the program.

PREVENTIVE INTERVENTION PROGRAMS

These programs help families cope with problems and stress in their daily lives. These programs are instructed by certified and accredited personnel. Marriage enrichment classes. This class is designed for marriages that are not in real extreme crisis, but are

wanting to improve communications, understanding gender differences and conflict resolution.

AVOIDING LANDMINES IN YOUR MARRIAGE.

This program addresses those couples where one or both partners have been involved in past abusive relationships. The goals include overcoming obstacles together to create a happier, healthier relationship.

EIGHT DAYS TO FEELING GOOD.

This program focuses on improving self esteem. If for individuals who want to improve how they feel about themselves.

PARENTS HELPING CHILDREN TO COPE

This program is for parents who have children who have suffered any kind of traumatic experience such as domestic violence or death of a family member. Parents learn to recognize children's responses to anxiety and how to interpret them.

UNITED STATES MILITARY ACADEMY **WEST POINT, NY**

CHALLENGE PROGRAM AT CAMP SMITH (PEEKSKILL, NY) FOR AT RISK YOUTH

There are 8 single soldiers from the U.S. Military Academy that participate as mentors and tutors in this program. They are all E-3's and E-4's. 100 Students benefit.

FT RICHARDSON, ALASKA

YOUTH ENRICHMENT PROGRAM

The objective of this program to build youth leadership skills and teach winter and summer sports skills, prevent cabin fever, and, through these challenge efforts, build their self-esteem. Skills taught vary from ice fishing to white water rafting. Youth leaders are identified in each class and then invited to participate as mentors to a new group. This is a joint service program reaching Air Force and National Guard families also. Program is held during all school breaks and throughout the summer. Next year we will expand coverage for long weekends such as over President's Day. Who the program reaches: preteen and teen family members. Approximate number of people the program touches: 250 youth per year for 2.5 years. Number of soldiers, dependents, DA Civilians, that participate in the program 250 plus Advisory Board of 12 community leaders.

CAMP HOOWAH

The purpose of this program is to provide structured before and after school programs for children ages 6-12. Program is held in the Youth Services facility along with a separate building which is a Computer Lab. A Computer Lab with Anchorage School District elementary schools during school hours to help them teach children computer literacy skills. Program has a recreational base and takes children on a number of field trips but also offers homework tutoring as part of the regular curriculum. Program has been commended for outstanding quality from the MACOM Child Care Assistance Team and it is accredited through the National Association for the Education of Young Children (NAEYC). Program goes to full day operation (0600-1730) during all school breaks and throughout the summer. Parent Advisory Council provides input for program planning as well as a number of volunteers. The program reaches youth ages 6-12 Approximate number of people the program touches: 125 per day.

FAMILIES FIRST PROGRAM

This program provides pregnant women and young families with information and parenting support. Program is funded through DoD family advocacy funds through a local contract with the Anchorage Center for Families. Two social workers meet all expecting families at the Elmendorf AFB OB-GYN clinic. They follow up with families providing them with any information and support they need. Program also includes in-home visits for role modeling. A variety of additional services are offered including special needs resource team consulting, services to at-risk families, health fairs, and parenting classes, as well as providing a Wellness Library full of materials for families and professionals to use. A new component of the program (jointly sponsored with the post chaplains) includes Pre-marital and Marital Enrichment workshops. The program reaches: expecting families, at risk children and families, and families with young children. Approximate number of people the program touches: 100 families per month. Number of soldiers, dependents, DA Civilians, that participate in the program: 100 per month plus two contract social workers and two Army staff.

ROMP -N- STOMP

Provides developmentally appropriate, structured indoor gym activities to the community and to Family Child Care (FCC) providers. Two sessions are offered twice a week for one hour. Activities offer good role modeling to young mothers, prevent cabin fever, and facilitate new friendships. Program enriches FCC curriculum with gross motor activities and allows provider networking. The program reaches families with preschool age children and Family Child Care providers.

MARKETABLE SKILL THROUGH EDUCATION

This program provides 40 hours of training to FCC providers on topics ranging from how to plan a nutritious meal to business practices. Curriculum allows the family member to open up a small business on post and still stay home with her children. Dual and single military soldiers get the services they need and the provider starts a professional career path toward a Child Development Associate credential. Four sessions are offered a year. Professional update training is held monthly and education specialists visit homes to develop Individual Education Plans for each provider. Who the program reaches: young mothers who wish to stay home with their children.

AFTB provide a comprehensive training program to Army spouses, civilian employees, and soldiers. Who the program reaches: Army spouses, employees, and soldiers. Approximate number of people the program touches: 200 per year. Number of soldiers, dependents, DA Civilians, that participate in the program. 200 trained per year, plus 15 on the AFTB board and 6 volunteer child care providers. The program has a ripple affect in benefiting our entire military/family member/civilian employee population, about 5,100 total.

FIRST U.S. ARMY, FORT GILLEM, FOREST PARK, GEORGIA

FIRST U.S. ARMY MENTOR/VOLUNTEER PROGRAM

This mentoring program focuses on Fountain Elementary School, in Forest Park which is an evolving community. Here we mentor Kindergarten through Fifth grade. Volunteers work on a classroom basis and on a one to one basis. There are approximately 900 students in Fountain. There were 17 volunteers and mentors in 1996. The school recognizes the positive effect mentors have on children.

FORT LEONARD WOOD, MISSOURI

MISSOURI SPECIAL OLYMPICS

The objective of this program is for the installation to host the annual state finals of the Missouri Special Olympics Games. The program reaches out to 2,250 Special Olympians throughout the state who compete at the local, district, and regional level for an opportunity to represent Missouri at the national level. Approximate number of people the program touches: The annual games unite over 2,000 soldiers, their families, and volunteers from across the state with 2,250 Special Olympians. The number of soldiers, dependents, and/or DA civilians that participate in the program: Participation is on a voluntary basis with over 2,000 soldiers, their families and DA civilians joining with community volunteers from across the state to host these state Special Olympic games.

ARMY FORCES COMMAND, GEORGIA

PRESTON ARKWRIGHT ELEMENTARY SCHOOL PROGRAM

Started in 1992, this program is sponsored by FORSCOM Headquarters and is focused On the Arkwright Elementary school located not far from the headquarters in Southwest Atlanta, GA. The objective is to provide tutorial assistance and mentoring through volunteers to their "at risk" children. Volunteers spend one hour per week with one or Two children, assisting in reading, science, and mathematics. Other Supplemental activities include field trips, music, arts and citizenship Recognition. Selected students "citizens of the month" attend the monthly Retirement parade at Ft. McPherson followed a lunch. The program results: reading scores increased by a 12 point gain and math scores increased by a 9 point gain. The program reaches every child in the school (approximately 242 Students). Currently there are 107 volunteer tutors and mentors from FORSCOM and First Army (co-located next to FORSCOM).

THE FUTURE FORCE PROGRAM

This is a collaborative program started in 1992. Sponsors are FORSCOM, Georgia Communities in schools, the Atlanta project and 100 Black Men, Inc. And the Atlanta public schools. Program focuses on Atlanta schools. The objective of FUTUREFORCE is to be the focal point for comprehensive Leadership services that support students developmental needs. FORSCOM is a partner in a collaborative effort that provides tutors and mentors, role models, leadership and citizenship services to students in the Atlanta area. In addition to working in the schools, FORSCOM takes students through the army leadership reaction course in the summer (3 separate groups of students for 3 days at a time). Other partners of FUTUREFORCE have provided field trips, skiing and fishing trips and college scholarships. FUTUREFORCE is directed at students between the ages of 12-19. In 1994 FUTUREFORCE reached over 800 students; in 1995, over 1000 students; in 1996 over 1200 students; and for this school year the program has reached over 750 student so far. This program normally uses a core of 20 military and DA civilians. Volunteers but can quickly expand that number when participating in such activities as the leadership reach course at a nearby military installation.

OPERATION IMPACT

Operation Impact is a FORSCOM program aimed at preventing "at risk" Youth form using drugs, making positive life choices, and encourages them To remain in school and become productive members of American society. Operation Impact operates in 13 Atlanta high schools and uses army role models and video based training. The training focuses on anti drug use, decision making and life skills. The program runs for one full semester each school year and reaches over 500 high school students per week. Operation Impact uses about 38 military and DA civilian volunteers from FORSCOM, Ft McPherson, 1st Army, tenant activities and the Army Reserve.

STUDENT INTERNSHIP PROGRAM

FORSCOM has sponsored two sets of internship programs for students in Atlanta, both programs provide benefits for a small number of high school students that include summer training, college tuition assistance and army intern placement upon college graduation. The objective is to enhance minority representation in certain government career fields in management positions. Total number of students involved in the FORSCOM internship program is seven.

FORT KNOX, KENTUCKY

SPOUSE MENTORSHIP PROGRAM

This program directed by the Army Community Service serves the Fort Knox and surrounding services. It links spouses with resources available and is targeted to junior enlisted soldiers. The purpose is to inform isolated family members of facilities and agencies on the Installation. Participants are Basic, AIT, OSUT, and Armor Officer Basic students' spouses.

YOUTH SERVICES PROGRAM

This program for the Fort Knox and surrounding communities provides activities and sports to family members of active duty, civilians and retired soldiers family members.

VOLUNTEER OPPORTUNITIES PROGRAM

This program provides volunteer opportunities throughout the community. Active duty, civilians and retired soldiers' family members

ARMY CORPS OF ENGINEERS **PROGRAMS INTERACTING WITH AMERICA'S YOUTH**

The U.S. Army Corps of Engineers is the world's largest public engineering and construction management organization, responsible for programs which touch the lives of millions of Americans. Through its district, division, laboratory and field organizations, the Corps of engineers has a nationwide presence which allows Corps organizations and their individual members to contribute to the nation at the community level. The following are some of activities in which members of the Corps of Engineers interact with America's youth:

TOOTHPICK BRIDGE BUILDING WITH LOCAL SCHOOLS

Walla Walla District. During National Engineer Week each year, the district teams with the local chapter of the American Society of Civil Engineers to sponsor a toothpick bridge building contest at four local schools. 330 student participate. The event is designed to help students explore the forces of gravity and stress and foster interest in science and

engineering.

ADOPT A STREAM PROGRAM

Vicksburg District. Rangers at Sardis Lake in northern Mississippi partner with a local high school chemistry teacher to set up an outdoor classroom to monitor conditions on a nearby stream. The program involves 112 10th and 12th graders who visit the stream, take water samples, and perform a variety of tests. The program fosters environmental awareness and an interest in environmental science.

FLOATING CLASSROOM PROGRAM

Pittsburgh District. The district provides technical advisors to the “Voyager”, an old navy patrol boat set up to help students learn about the math, science and technology of water quality and river ecosystems. The district also helped the city convert and refit the vessel.

SCIENCE AND ENGINEERING APPRENTICE PROGRAM

Waterways Experiment Station. A WES partnership with George Washington University in Washington, DC, brings qualified high school students in for an eight-week research project mentored by a WES scientist. The program fosters an interest in science, math and engineering, as well as the need for research and development.

CONSERVATION CARNIVAL

Waterways Experiment Station. Each year, the lab holds a conservation carnival for 5th graders in the Vicksburg/Warren County, MS, area, with more than 500 students attending. The program teaches students the science of environmental preservation and engineering.

MARINE / ENVIRONMENTAL / SCIENCE / HUMANITIES PROGRAM

Savannah District. The district partners with a local high school to teach 9th, 10th, and 11th grade students about biology, chemistry and physics. Corps members present classroom lectures on different environmental and engineering topics as well as arranging field trips.

STUDENTS EXPLORING AND REASONING FOR CREATIVE HORIZONS

Savannah District. This program is a seven-year partnership with a local elementary school's 5th grade. Every year the district dedicates more than 1,200 man-hours to the SEARCH program. The annual schedule includes about 38 lectures/demonstrations on topics ranging from beach erosion to computer-aided drafting and design in an effort to foster students' interest in science and engineering.

HYDROPOWER CONTEST

St. Louis District. Rangers at the Clarence Cannon Dam Powerhouse, at Mark Twain Lake near Monroe City, Mo., sponsor a "Design a Turbine Contest," to educate 4th through 7th grade children about hydropower. The contest builds interest in math and science, and encourages some students to consider pursuing careers in these fields.

TOASTMASTERS YOUTH LEADERSHIP PROGRAM

St. Paul District. Students at Benjamin Mays Magnet School, an elementary school in St. Paul, Minnesota, learn and practice real world skills in the Toastmasters Youth Leadership Program, sponsored by members of the Heritage Toastmasters Club of the St. Paul District. Members of the Heritage Toastmasters join the students in giving and evaluating speeches and oral presentations. The St. Paul program is the first time that a club participating in Toastmasters International has reached to the elementary school level with a communications and leadership mission.

MAYOR'S SCHOOL PARTNERS PROGRAM

Chicago District. The district partners with an elementary school in Chicago's West Town neighborhood whose enrollment is 87% minority, 94% low income, and 33% limited English proficient. Among the goals of the partnership are to broaden the horizons of the students, particularly in terms of career choices and educational goals; provide positive role models; improve English language skills and encourage opportunities that build self-confidence and self esteem.

YOUNG FRIENDS OF THE EVERGLADES

Jacksonville District. Through its Young Friends of the Everglades program, the district has formed a partnership with local schools which allows sixth grade students to learn about the environment and the importance of wetland ecosystems. The program also promotes interest in biological sciences among pre-high school students in the Jacksonville area.

ADOPT A SCHOOL

Headquarters, U.S. Army Corps of Engineers and Topographic Engineering Center, Ft. Belvoir, Virginia. The Corps of Engineers headquarters in Washington D.C. and the Topographic Engineering Center at Ft. Belvoir, both have an active partnership with the Paul Laurence Dunbar Senior High School in Washington, D.C. to promote interest in science, mathematics and engineering.

YOUNG ENGINEERING STUDENTS (YES)

Memphis District. The YES program at Ford Road Elementary school in Memphis, Tennessee is a partnership which exposes 6th grade students to unique math and science

basics to reinforce students' math skills and introduce new ones to show students how engineering is a part of their everyday lives. YES club members who took the Tennessee Comprehensive Assessment Program test raised their scores after becoming members of YES.

ECO-MEETS

Pittsburgh District. Each year, elementary, middle, and high school students from throughout the Pittsburgh area participate in Eco-Meets to test their individual and team skills and knowledge of the environment and ecology. These meets are extremely popular and many students put in long hours studying so that their team makes it to the finals.

DAY AT THE RESERVOIR FOR DISABLED YOUTH

Pittsburgh District. Each year, two of the district's reservoir projects invite disabled youth to visit for the day to enjoy the outdoors. Activities include a picnic, games, music, and boat rides. For the past two years, a therapy dog owned by a member of the Pittsburgh District team visits with the youth and joins in the fun.

PRIME

Philadelphia District. The district has been involved with the PRIME program since 1979. PRIME, the oldest program of its kind in the Nation, is a pre-college program designed to encourage minority students toward careers in science and mathematics. The district's partners are the Randolph and Dobbins High Schools in Philadelphia.

WISE

Philadelphia District. Female engineers and scientists in the district are involved in the WISE program (Women in Science and Engineering). They have formed an active speakers bureau which goes to schools, ranging from elementary to high school, talking about the Corps and opportunities for women in engineering.

A.I.M.E.

Philadelphia District. The district serves as the Corps point of contact for Howard University in conjunction with the A.I.M.E. partnership formed between the Corps and African-American Engineering colleges and universities to support programs encouraging minorities in the engineering and science fields.

ARMY NATIONAL GUARD

4

THE PRESIDENT'S SUMMIT FOR AMERICA'S FUTURE: WHAT THE NATIONAL GUARD DOES TO SUPPORT YOUTH

National Guard units add value to America in many ways. Most visibly, the nearly half-million men and women who belong to Army and Air National Guard units are an integral part of our nation's total military force as they simultaneously meet the emergency response needs of their state. Increasingly, they add more value to our nation by providing support to America's youth.

The National Guard conducts programs basically at two levels: federal and state. These include federally funded youth programs that rely heavily on volunteer support such as *Challenge, Starbase* and *Youth Conservation Corps* and state run programs that have a myriad of different agendas. These programs range from intervention programs for high school drop outs, drug demand reduction activities for children from 4 years old to high school seniors, to summer programs for disadvantaged inner cities youth.

The programs described in the following narrative are but a sample of the multitude of programs that are participated in by Guard units and personnel in *over 3,200 locations* throughout *all 54 states and territories*. The diversity of the locations and programs speak to the National Guard being seen as a "good neighbor" to the communities of America. *These efforts are made possible by the selfless giving of thousands of National Guard members nation wide.*

Many National Guard programs and services span several of the descriptive categories. We have placed the narrative descriptions under the category that best describes the principle purpose of the programs.

1. AN ONGOING RELATIONSHIP WITH A CARING ADULT: MENTOR, TUTOR, COACH

GUARD PARTICIPATION IN MAJOR NATIONAL PROGRAMS

In the National Guard, there are a number of mentor programs. They vary in size and degree of involvement based on the state and the specifics of the kind of organization in which we participate. We have on a local basis relationships with mentoring groups such as One-to-One, Dare Mighty Things, Cities and Schools, and a number of other organizations at the local level.

The National Guard Bureau maintains an ongoing cooperative relationship with the *13 largest youth organizations in American*. The Guard participation reaches approximately *38 million children* nation wide. We sponsor programs such as *Boy Scout Explorer, 4-H chapters, and Campfire units*. We also host many activities at our facilities, and provide individuals as teachers, instructors, coaches, and mentors.

Within those 13 largest organizations, there are approximately *1,000 programs* nation wide, that are targeted at a wide range of youngsters. These include inner city youth and *Drug Demand Reduction* audiences specifically within the classrooms. Part of the DDR programs includes mentoring , role modeling and teaching. Each of those needs are met based on the needs identified by the local community.

National Guard sponsored youth programs; *ChalleNGe, Starbase, and Youth Conservation Corps* have mentoring components. The *ChalleNGe* program has approximately *4,000 volunteers* each year that *mentor* graduates of the program during the post-residential phase of the program.

COMMITMENT:

The National Guard commits to continued support for programs emphasizing positive youth development with large organizations as well as the *multitude of smaller organizations* that we regularly contribute to. *National Guard efforts will increase based on the needs of the state and community, and the availability of resources.*

2. SAFE PLACES AND STRUCTURED ACTIVITIES DURING NON-SCHOOL HOURS TO LEARN AND GROW

The National Guard is involved in a wide range of community activities that involve youth outside of the classroom.

Safe places and structured activities is an area where the guard has been involved as a local initiative, in *providing a safe-haven for youngsters after school*. The activities involved include use of Guard facilities and after-school activities for youngsters that focuses their energy, keeps them off the street, and keeps them away from drugs and crime.

Examples range from one week programs such as the Frigim Academies in Utah, which takes disadvantaged inner city youth to a rural environment to learn about civics and the value of community involvement, to community service type projects which involves a co-sponsorship and a co-participation between the Guard and the youth of the community. Other examples of community service projects include cleaning up rivers, environmental awareness programs, and Earth Day projects.

COMMITMENT:

The National Guard is committed to continue efforts to support a wide variety of programs that help America's youth expand their opportunities to learn in a safe, productive environment. *National Guard efforts will increase based on the needs of the state and community, and the availability of resources.*

3. A HEALTHY START

The *National Guard Drug Demand Reduction program* is conducted in every state and territory. It has two focuses; one deals with the prevention of illicit drug use, and the second aspect is the abuse of legal drugs and alcohol.

There's *approximately 6 million* young men and women across America that benefit as a result of this program.

As a bi-product of the Drug Demand Reduction Program, there is a fairly expansive curriculum the Guard teaches at the community level. This is dictated by the needs of the states and the local communities. This bi-product focuses on nutrition and good health as well as the adverse impacts of alcohol, tobacco and illegal drugs.

COMMITMENT:

The National Guard is committed to supporting efforts directed at educating our youth on the adverse effects of drug abuse and promoting good health and fitness. *National Guard efforts will increase based on the needs of the state and community, and the availability of resources.*

4. A MARKETABLE SKILL THROUGH EFFECTIVE EDUCATION

National Guard recruiters in all 54 states and territories are actively involved as *civics teachers* within the public school systems as part of the normal recruiting program. Furthermore, many Guard units provide as a bi-product of their speakers program, *teachers in the classrooms* that deal with subjects ranging from flight safety to physics, and basic physical fitness to health. As a result, many youngsters are exposed to professional soldiers as role models, who bring with them a message that is effective and useful in that youngsters future.

The *Starbase* program exposes students to a variety of educational opportunities to stimulate interest in science and mathematics related endeavors.

ChalleNGe and *Youth Conservation Corps* programs provide participants with job shadowing and career familiarization opportunities to gain knowledge and experience of different career fields.

COMMITMENT:

The National Guard will continue to support educational opportunities that promote skills training and exposure to career fields. *National Guard efforts will increase based on the needs of the state and community, and the availability of resources.*

5. AN OPPORTUNITY TO GIVE BACK THROUGH COMMUNITY SERVICE

The Guard has a very active community relations programs. The program includes a number of civil military programs. These range from cleaning up ball parks to cleaning out and boarding up vacant houses that are often havens for drug users. Furthermore, wthe Guard has *co-partnered with the community* in developing projects that are beneficial long term to the community as a whole.

The kinds of units that participate are engineer, medical and other kinds of military units where the compatible skill training provides a dual-benefit in terms of both the soldiers, and their readiness, and the community and its needs.

The National Guard participates in community service type projects which involves a co-sponsorship and a co-participation between the Guard and the youth of the community. Other examples of community service projects include *cleaning up rivers, environmental awareness programs, Earth Day projects, etc.*

COMMITMENT

National Guard community service efforts will remain a high priority. Adding value to America through service projects is consistent with the Guard's commitment to being a good steward of the environment. It is also an excellent way to teach community involvement to our youth. *National Guard efforts will increase based on the needs of the state and community, and the availability of resources.*

6. MULTI-FOCUSED AND LONG-RANGE COMMITMENTS

The Guard has for many years maintained an active community relations program. That program encompasses all that has been discussed thus far. Our program are designed specifically to provide a *bridge to America*. The Guard is a responsible neighbor within the communities of America, doing all it is able to do to improve the social, morale, and physical fabric of the nation.

Additionally, the *National Guard* is involved in positively directing or redirecting the lives of America's youth through our *youth programs*.

Youth ChalleNge is a preventative rather than remedial "youth at risk" program that gives at-risk high school dropouts ages 16-18 an opportunity to build productive lives. The program is based on eight core components that span all of the categories addressed herein, and more. A five-month residential phase is followed by a year-long mentoring relationship with a specially trained mentor from each youth's community. The program operates in fifteen states, and graduates approximately 4,000 students per year. The goal of the program is to take youth at greatest risk and through re-direction and education, provide them the opportunity to become socially responsible, law abiding, employed citizens. This opportunity has been seized and realized by *nearly 10,000 youth* since the program began.

Starbase is a program operated in 14 states and territories for youth ages 6-18 aimed at improving math and science skills. The program starts at the elementary school level to attract and prepare students at an early age for careers in engineering and other science-related fields of study. The program principally exposes at-risk children and their teachers to real world applications of math and science through experiential learning, simulations and experiments in aviation and space related fields. The program also addresses drug use prevention, health, self-esteem and life skills within a math and science-based program.

Four states and territories operate *Youth Conservation Corps* programs. YCC is a six week, preventative rather than remedial "youth at risk" program that gives high school dropouts an opportunity to re-direct their lives and become productive citizens. This program is based on eight core components that help provide youth with the skills and confidence necessary to pursue productive lives.

COMMITMENT:

The National Guard is committed to continue efforts benefiting America through community participation, including providing preventative programs for at-risk youth. *National Guard efforts will increase based on the needs of the state and community, the availability of resources, and continued authorization and increased appropriations for youth programs.*

More than 3,200 Army and Air National Guard units nationwide operate *family programs*, principally to assist the spouses and family members of National Guard personnel when they are absent from the community during periods of training or active duty service. A by-product of these programs has been the creation of volunteer groups in National Guard communities that perform a broad range of services for the wider National Guard "*family*" and others. As an example, family program volunteers frequently become involved in drug demand reduction programs and charitable fund-raising activities conducted by a National Guard unit or other public-spirited organization. A full-time family program coordinator is part of each state headquarters staff to assist in managing the volunteer efforts.

COMMITMENT:

The National Guard is committed to continue efforts that positively affect Guard members and their families, as well as citizens in the community. *National Guard efforts will increase based on the needs of the state and community, and the availability of resources.*

UNITED STATES ARMY RESERVE

President's Summit for America's Future
U.S. Army Reserve

The Army Reserve, with over 3,000 units nationwide, is committed to community service. Unit members typically work and live close to their Reserve centers, and bring to weekend drills a sense of pride in their hometowns, and a knowledge of how best to help their community. From Covington, Va., to Yakima, Wash., Reserve units work hard to make America a safer, more productive nation.

That effort is especially rooted in helping our nation's young people. Army Reservists, through partnerships with schools and civic organizations, regularly tutor students, teach first aid classes to scouts, support high school and college ROTC programs, improve community ballfields and park facilities, and much more.

As a federal force, the Army Reserve is trained to support America's Army in defense of our nation. As a community-based force of citizen-soldiers, the Army Reserve is focused on family, quality of life and the welfare of its neighbors.

The attached list is a representative sampling of the youth-directed community support programs conducted by the Army Reserve. Many, many other programs of a similar nature are done by individual units and commands nationwide.

1. AN ONGOING RELATIONSHIP WITH A CARING ADULT: MENTOR, TUTOR, COACH

ADOPT-A-SCHOOL

Units across America have formed partnerships with local schools. Volunteers work closely with the faculty and administration to identify and address student needs. Support includes tutoring, judging academic and other competitions, chaperoning school trips, repairing school equipment, guest lecturing. Examples: Hqs, U.S. Army Reserve Command in Atlanta has adopted Camp Creek Middle School; 92nd Chemical Battalion works with all schools in Pine Bluff, Ark.

SPECIAL OLYMPICS

Many Reserve units support community-based Special Olympics events, from judging to logistics. Example: Approximately 45 soldiers from Hqs, 99th Regional Support Command in Oakdale, Pa., helped last year with the Pittsburgh-area Special Olympics, providing meet officials and water buffaloes.

COMMITTMENT:

The United States Army Reserve commits to providing a range of programs for adults to volunteer in support of positive youth development.

2. SAFE PLACES AND STRUCTURED ACTIVITIES DURING NON-SCHOOL HOURS TO LEARN AND GROW

SCOUTING

From the National Boy Scout Jamboree in Virginia to the Sakakawea Girl Scout troop in North Dakota, Reserve units and individual soldiers support scouting through static displays, construction projects, classroom and field instruction, etc. Example: Hqs, 81st Regional Support Command in Birmingham, Ala., sponsors an Explorer post.

COMMUNITY SERVICE LEADERSHIP CAMP

This year the 99th Regional Support Command, Oakdale, Pa., will conduct a two-week camp at Lehigh University, Pa., for 200 inner city children from around the United States. The camp is sponsored by Cities in Schools, Inc., and is supported annually by Reserve units. Reservists teach leadership, computer and academic classes, stress community service and provide camp administration.

YOUTH PROGRAMS

A number of units across America conduct activities for youths. Examples: 63rd Regional Support Command in California sponsors a rappelling exercise for disadvantaged youths in Los Angeles and Orange counties. The 78th Division in New Jersey sponsors an annual holiday party for local handicapped children.

YOUTH CAMPS

Several regional support commands sponsor camps for Department of Defense dependents or support camps conducted by other government agencies. The camps stress teamwork, physical fitness and health, and are centered around group activities with a heavy dose of fun. Examples: 70th Regional Support Command sponsors a Youth Discovery Camp in Seattle each summer. The 164th Support Group in Arizona provides tentage to a youth camp sponsored by the county sheriff.

FACILITIES USAGE

Some Army Reserve units allow local youth groups or schools to use Reserve centers or USAR property for activities. Example: 412th Engineer Command, Vicksburg, Miss., lets a local high school use its Reserve center for an after-prom "safe" party. The 412th also allows local youngsters to use its tennis and basketball courts.

COMMITMENT:

- 1. The United States Army Reserve commits to providing parents, school-age children and teens a “continuum of choices” to include community partnering options, open recreation activities, and Youth Services, School-Age Services, and Chaplain sponsored activities to ensure that there are safe places and structured activities during non-school hours to learn and grow.**
- 2. The United States Army Reserve commits to each installation developing a local policy which addresses the ages and circumstances under which a child under the age of 12 can be left home alone without adult supervision, which reflects local applicable laws and requirements.**

3. A HEALTHY START

DRUG DEMAND REDUCTION

Reservists regularly visit schools as part of local anti-drug campaigns. Units across America conduct activities that champion the anti-drug message. Activities include static displays at community fairs, career days in high schools, recruiting visits, and distribution of anti-drug materials. Example: 337th Military Intelligence Battalion, Charlotte, N.C., conducts a drug prevention awareness program at schools in South and North Carolina.

COMMUNITY HEALTH SUPPORT

Many units take part in local blood drives or fundraisers. Example: 403rd Civil Affairs Battalion in Mattydale, NY, solicited contributions for the "Great" Strides Cystic Fibrosis Foundation March and then marched in uniform with rucksacks.

MEDICAL ASSISTANCE

Young Americans benefit regularly from medical support provide by USAR units during annual training exercises. Examples: The 321st Civil Affairs Brigade in Texas helps the state Department of Health provide free clinics and health information to the residents of Starr County. The 907th Medical Company of Albuquerque, NM, will provide dental care this summer to Native Americans on the Navajo Indian Reservation in Arizona.

PHYSICAL FITNESS

Many units stress to young people the importance of a good diet and regular exercise through sponsorship or participation in local athletic events or fairs. Example: 63rd Regional Support Command conducts a station at the annual Los Angeles Emergency Preparedness Fair. At the station, Reservists give a quick overview of physical training, then have the youngsters do a few warm-up exercises before a short workout with sit-ups, push-ups, flutter kicks and the side-straddle hop. The clinics are held continuously during the fair.

FOOD DRIVES

Units conduct food drives to help needy families in their communities. Example: 1190th Transportation Terminal Unit in Baton Rouge obtains a list of families from local social service agencies. Reservists on drill weekends and on personal time collect food from area stores, then delivery the food directly to families during the unit's December drill. This is the food drive's 15th year under sponsorship of the 1190th.

COMMITMENT

The United States Army Reserve is committed to support efforts directed at educating our youth on the adverse effects of drug abuse, and that promote good health and fitness.

The United States Army Reserve commits to providing support to new and young families at all installations to enhance parent/infant attachments, increase knowledge of child development, and provide connections to support services that allow parents to become nurturing and capable caregivers.

4. A MARKETABLE SKILL THROUGH EFFECTIVE EDUCATION

HABITAT FOR HUMANITY

Reserve units across America help build homes for needy families. Family members are required to work alongside Reservists. Dependent children of Reservists also get involved. Example: 478th Civil Affairs Battalion, Perrine, Fla., used donated materials to build a home for an area family.

COMMITMENT

The United States Army Reserve will continue to support educational opportunities that promote skills training and exposure to career fields that our youth might not otherwise be aware existed for them.

5. AN OPPORTUNITY TO GIVE BACK THROUGH COMMUNITY SERVICE

OPERATION GREEN

Units across America conduct programs to improve the local environment. Often youth groups are involved. Example: the 63rd Regional Support Command headquarters regularly collects trash in the Bolsa Chica wetlands near Los Angeles.

COMMITMENT

The United States Army Reserve community service efforts will remain a high priority. Adding value to America through service projects is consistent with the Army's commitment to being a good steward of the environment. It is also an excellent way to teach community involvement to our youth

6. MULTI-FOCUSED AND LONG-RANGE COMMITMENTS

COMMUNITY ACTION PROJECTS

Engineer units across America build ballfields, repair park facilities and much more. The Army Reserve provides the manpower and equipment; the local community provides the materials.

INNOVATIVE READINESS TRAINING PROGRAM

DoD-funded and managed, this program has replaced the Civil Military Cooperation Program of the early 1990s. Units conduct community action projects, such as youth camps or medical assistance visits.

PROJECT CAN BE

Units across America collect food for the homeless during the Thanksgiving and Christmas holidays. Other units collect toys for needy children.

COMMUNITY ADVISORY AND SUPPORT COUNCILS

Reserve centers across America form councils consisting of unit commanders/staffs and civic, business and political leaders from the local communities. Purpose is to establish a mutually-supporting relationship between the military and civilian community, with special emphasis on programs to help area youths

SPEAKERS BUREAU

Major units across America maintain a list of subject-matter experts that can talk to youth groups on military, service or self-help topics.

ROTC ASSISTANCE

Units across America support junior and senior ROTC. Reservists teach classes, provide logistics for field exercises, train color guard units.

COMMUNITY EVENTS SUPPORT

Many units provide color guards and static displays during community holiday events. Young people gain a sense of civic duty and patriotism by the example set by these Reservists. Examples: 70th Regional Support Command makes flag-related presentations at schools for Veterans Day; 326th Finance Group, Torrance, Calif., marches in the annual Armed Forces Day Parade.

COMMITMENT:

The United States Army Reserve is committed to continue efforts benefiting America through community participation, including providing preventative programs for at-risk youth.