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DEPARTMENT OF THE NAVY
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20350-1000

7 April 1997

MEMORANDUM FOR THE ASSISTANT SECRETARY OF DEFENSE (RESERVE
AFFAIRS)

SUBJECT: The Presidents' Summit for America's Future

As requested during the 1 APR 97 Department of Defense (DOD) Senior Working Group Meeting, the following individual will represent the Department of the Navy for all events scheduled for the 27th of April and the opening ceremony scheduled for the 28th of April:

The Honorable John H. Dalton
Secretary of the Navy

Admiral Jay Johnson, the Chief of Naval Operations, General Charles C. Krulak, the Commandant of the Marine Corps and Richard Danzig, Under Secretary of the Navy, have not yet scheduled this event on our calendars. However, if attendance guidelines would allow for our participation on the 27th of April and the opening ceremony scheduled for the 28th of April, please notify my point of contact, Ms. Susan L. Albright [(703)693-0696], at your earliest convenience. I would certainly be interested in participating and I am sure Admiral Johnson and General Krulak would make every effort to attend, if their schedules will permit them to do so.

Secretary Dalton, especially, has a very high level of personal interest and commitment in community service. We are offering the Navy's public service announcements (PSAs), entitled "Serving America Twice," for inclusion in the opening ceremony on 28 APR 97. These PSAs will be distributed to all of the major television networks and 1700 affiliate stations during the week of 28 APR 97. While all PSA air time is provided by the networks on a voluntary basis, the Navy is projecting \$8-\$15 million in donated air time for "Serving America Twice" (this figure is based on historical support provided by the networks for previous Navy PSAs).

The development of the Navy's PSAs began last year, as a result of the Department of the Navy Character & Ethics Master Plan. "Serving America Twice" is part of our overall effort to heighten awareness of the guiding principles embodied in our Core Values: Honor, Courage and Commitment. The Department of the Navy considers these values to be the foundation upon which

all members of the Navy/Marine Corps Team operate on a day-to-day basis, not only within this Department, but just as importantly, as we interact with our fellow Americans. We are very proud of the people of the Department of the Navy, and their extensive volunteer efforts. It would certainly be an honor and a moving tribute to the efforts of our Sailors, Marines and civilians to debut "Serving America Twice" at the opening ceremony of The Presidents' Summit For America's Future.

The following individuals will be available to represent the Department of the Navy in the break-out sessions scheduled for the 28th and 29th of April:

Mr. Charles Tompkins
Deputy Assistant Secretary of the Navy (Personnel Programs)

Ms. Elsie L. Munsell
Deputy Assistant Secretary of the Navy (Environment & Safety)

Major General T. Wilkerson, USMC
Commander Marine Forces Reserve

Lieutenant Colonel Jeffrey Douglass, USMC
Inspector-Instructor Atlanta, GA

Lieutenant Colonel Thomas Western, USMC
Inspector-Instructor Long Beach, CA

Mr. Jim Parker
Young Marines, Program Manager

Mr. Joe Bles
Young Marines, Program Manager

Lieutenant Commander Annette Haynes, USN
Navy Community Service Office Program Manager

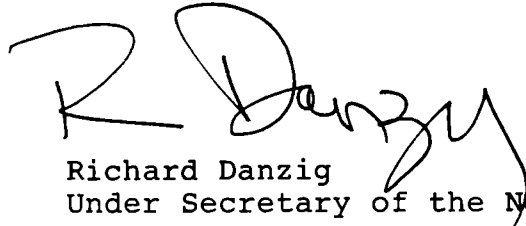
Mr. Honor Bell
Office of the Chief of Naval Education
Community Service Office Program Manager

Ms. Linda Fentress
Norfolk, VA Community Service Office Program Manager

Ms. Susan L. Albright
Special Assistant in the Office of the Deputy Assistant Secretary of the Navy (Personnel Programs)

Ms. Robin Hamor
Environmental Community Service Program Coordinator

The Department of the Navy's commitment statement, along with a summary of our community service programs, for inclusion in DOD's report to the Presidents' Summit is located at TAB 1. Should you require any additional information, please do not hesitate to contact Ms. Albright at (703)693-0696.



Richard Danzig
Under Secretary of the Navy

Attachments:

TAB A - DON Commitment/Summary of Outreach Programs
TAB B - USN Summary of Outreach Programs
TAB C - USMC Summary of Outreach Programs

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A

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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 proactive 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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UNITED STATES NAVY

COMMUNITY OUTREACH:

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

a. Program: Personal Excellence Partnership Flagship

Commitment: *The Navy is committed to increasing voluntary youth tutoring and mentoring by establishing partnerships that reach over 400,000 youths through the year 2000.*

The Personal Excellence Partnership Flagship is a collaborative effort among Navy commands, public and/or private sector organizations, and schools and youth groups. Its purpose is to assist America's youth, from pre-school through high school, to become better educated, healthier and more responsible citizens. Navy people--including military, civilians and family members--volunteer their time to tutor, encourage and mentor young people in reading, writing, math, science, citizenship and a myriad of other skills to help them achieve excellence. In return, volunteers acquire leadership skills and learn about today's schools so that they may tutor and mentor our next generation. One of the Flagship's newest initiatives for Navy adopt-a-school partnerships is discovery-based/problem-based learning. This tool, entitled "Where in the World is Our Navy Today?" is a generic, integrated, thematic curriculum based around life at-sea which schools and their partnered Navy Commands may use to focus on various curriculum items, specifically math and science.

Some specific flagship projects include:

Adopt-A-School: Partnership between a school and Navy command to support education and mentoring needs identified by the school.

Youth Motivator: A one-on-one tutoring/motivational program conducted during school hours.

Boys to Men: Mentoring program choice in a juvenile detention facility. Mentoring and tutoring 14-18 year olds for 4-6 months at NTTC Corry Station.

Jason Project: Students conduct science experiments in conjunction with activities of the Jason submarine.

Science Fairs: Navy volunteers assist partner schools in setting up science fairs to assist in science and technology education.

Starbase-Atlantis: Math science tech at Navy bases to generate excitement about learning and career opportunities available, particularly in the technological fields. Learning teamwork, self-esteem, drug demand reduction, and goal-setting. Navy volunteers act as mentors and role models in the classroom. Computer labs assist students with projects. Currently 3 sites (Norfolk, Pensacola, and NAS Whiting Field, FL). Planning to expand program to ten sites.

Standing Tall: Used by Navy commands as a tool to inspire kids and present real-life role models, showing them that they too can make a difference in the world they live.

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

a. Program: Personal Excellence Partnership Flagship, Youth Health and Fitness Flagship

Commitment: The Navy is committed to continuing current efforts and initiatives, and increasing tutoring and coaching to youths through the year 2000.

Personal Excellence Partnership Flagship is discussed in the previous section; Youth Health and Fitness Flagship is discussed in section III, under healthy start.

Some specific flagship projects include:

Saturday Scholars: Weekend tutoring and structured youth activities.

Boy Scouts Jamboree: Lock-in on base for weekend youth health and sports activities.

Homework Clubs: After-hours tutoring activities.

Truth for Youth: Friday night Lock-in providing wholesome activities with counter-drug element/education and numerous sports activities. Educates youth on alternatives to street life.

Young Astronauts Program: Students enrolled in this after-school activity study the importance of space exploration and how it will affect life on Earth, and investigate other areas of science.

III. A healthy start.

a. Program: Youth Health & Physical Fitness Flagship

Commitment: The Navy is committed to promoting a healthy start for youth through safety, nutrition, first aid and physical fitness activities in the Flagship program, increasing voluntary youth coaching and mentoring initiatives that reach over 20,000 youths through the year 2000.

The Youth Health and Physical Fitness Flagship, sponsored by the Chief of Naval Education and Training, concentrates on the health and well-being of the whole child. Building on the belief that, "Growing up healthy is just as important as growing up smart," this Flagship's objective is to "plant a seed" among America's youth to encourage them to lead healthy, active lives from an early age.

One example of this program is the 1996 edition of this Flagship's Active Fitness Education, which provides young people the leadership and "tools" they need to improve and maintain their fitness and health for life with physical training. It targets students from the fifth grade through high school, but is most effective for middle school students.

Other aspects include lectures and practical training in nutrition, hygiene, drug demand reduction mental health, disease prevention, and personal safety. Navy volunteers provide instruction and mentoring to augment the health and physical education classes offered in schools.

Some specific flagship projects include:

Dental Screenings and Presentations: Health care professionals provide dental screenings and health related education presentations.

Health & Safety Fairs: Navy commands coordinate with healthcare professionals and safety officials in conjunction with school to provide information to students on these subjects.

Jump Rope for the Heart: A sports challenge project with Navy command and school.

Youth Sports Programs: Various commands will set up sports challenges and education to include nutrition, safety, and healthy lifestyles with sport activities.

Special Olympics: Nationwide involvement, year-around, Navy volunteers assist in all facets of Special Olympic programs.

First Aid Training: Part of year-around efforts in health and safety education.

b. Program: Campaign Drug Free Flagship

Commitment: The Navy and Marine Corps Team is committed to increasing youth mentoring and drug education by establishing partnerships that reach over 240,000 youths through the year 2000.

Campaign Drug Free (CDF) is a drug education project that delivers a simple message: "If you want to be a success, don't use drugs." CDF is a resource available to schools, organizations and communities that provides speakers and educational materials about the dangers of drug abuse and the importance of being drug free. Volunteer teams of Navy and Marine Corps Reservists and active-duty Sailors use specially prepared and age-targeted videotapes to convey anti-drug messages to elementary, middle, and high school students. Following the videotape presentations, the volunteers discuss with their audience the challenges of taking charge of their lives and establishing self-control. Posters, brochures and public service announcements provided by CDF reinforce the anti-drug abuse message.

Some of the organizations that have worked with CDF to get its anti-drug message to youth include: Walt Disney Productions, New England Bell Telephone; Boston Bruins Hockey Team; Brigham and Women's Hospital of Boston; and The American Dream Foundation.

Some specific flagship projects include:

Straight Talk: A team of Navy professionals conduct presentations to elementary and middle-school students on "making the right choice and doing the right thing" regarding drugs, violence, and peer pressure.

DEFY: Drug Education For Youth conducted by Navy role models.

Drug Free America: Counter-drug education to students.

IV. A marketable skill through effective education.

a. Program: Personal Excellence Partnership Flagship

Commitment: The Navy is committed to continuing to support partnership activities with youth in schools and business.

Personal Excellence Partnership Flagship is discussed in section I, under ongoing relationship with a caring adult, mentor, tutor, coach.

Some specific flagship projects include:

Computer Instruction, Computer Donation, and Netday: Navy volunteers work with students on computer literacy and helping schools get connected to the Internet. Navy also has a program also which allows commands to donate surplus computers to partnership schools.

Career Fairs/Education and Orientation Events: Career fairs are conducted on and off Navy bases with Navy professionals sharing various aspects of their careers.

Apprentice Programs: Navy commands partner with schools to help students find apprentice openings, such as dental assistants.

Job Shadowing: Students partner with individuals to find out more about a variety of jobs.

Florida Job Service: Navy commands partner with Florida Job Service to assist students in career awareness, apprentice programs, and job shadowing.

Student Employment Program: This program provides information on student employment programs at the Naval Research Laboratory for students at local high schools.

Transfer of Surplus Books: Over 2,000 books, including sets of encyclopedias and scientific reference materials, and elementary level story books are donated by the Naval Research Laboratory and its employees.

V. An opportunity to give back through community service.

a. Program: Navy Community Service Program

Commitment: The Navy is committed to continuing to promote Navy Community Service initiatives through current publications, web site, and the Navy Community Service Council members and Flagship sponsors.

The goals of the five Flagships are to give back through community service and in turn, develop strong core values and leadership skills in our Sailors. This is evident also in the US Naval Sea Cadet Corps program. It is a youth program, managed by Recruiting Command, whose objectives are to develop an interest and skill in basic seamanship and in its naval adaptations, to train youth in seagoing skills and to provide specific training on ethics, leadership and core values.

Seven annual awards were presented Navy wide in 1996 from over 350 nominations. One Navy-wide winner, SUSTAIN, recently received the JCPenney Golden-Rule Award.

Some specific flagship projects include:

Character Development at Great Lakes: Curriculum incorporates core values education in conjunction with community service in high impact community projects.

National Day of Caring (United Way): Navy volunteers, military and civilian, go into local communities and volunteer to clean up, fix up parks, schools, nursing homes etc.

Make a Difference Day (Points of Light Co-sponsor and USA Today): Navy volunteers are assigned various projects in the local community.

Congressional Award Promotion: Promotes the Congressional Award program in youth and young adults through partnerships. In the process of developing Navy Congressional Award Council to further promote the award.

b. Program: Environmental Conservation Flagship

Commitment: Promote Flagship initiatives through school partnerships.

The Environmental Conservation Flagship is an initiative to encourage Navy commands to join with their local communities in efforts that preserve and restore natural resources. The Navy, in cooperation with community and natural resource organizations, has established partnerships with schools and neighborhoods as well as private, state and federal conservation organizations to promote two aspects of environmental conservation: environmental education for young people and good stewardship of America's natural resources.

Navy experts in engineering, mathematics, oceanography and other sciences use environmental conservation projects to take "book learning" into the "real world" and share their knowledge and experience with young people and their families. Mainly Green in Maine, Water for Life in Bangor, Washington, and Save the Bay in the Chesapeake, are other environmental education and clean up programs that involve Navy volunteers. Some organizations working with the Environmental Conservation Flagship include: The Center for Marine Conservation; Student Conservation Association; The Nature Conservancy; The National Fish and Wildlife Foundation; and Maine Audubon Society.

Some specific flagship projects include:

Student Conservation Association: The Navy sponsors youth at Navy bases around the country in cooperation with the Student Conservation Association, a non-profit organization which arranges for high school and college students to assist in environmental improvements nationwide.

Kemps Landing Magnet School Partnership: Partners with Virginia Department of Game and Inland Fisheries, Professional Horticulture Conference of Virginia, Old Dominion University to learn about natural resources management and its role in the military. Field trips provide education on wetland creation and mitigation sites at Oceana Pond and Owl's Creek.

Nature Trail Upgrades: Several groups of Boy Scouts/Girl Scouts of America assist with Navy volunteers in various Nature Trail upgrades.

Chesapeake Bay Youth Conservation Corps: Worked with Navy volunteers to establish a nature trail and interpretive boardwalk at the Oceana Pond site.

Virginia Beach Habitat Enhancement Committee: Navy volunteers and Junior Girl Scouts established the BayScapes conservation landscaping demonstration area at a historical park.

Santa Rosa and St. Johns River Clean-up, Adopt-A-Highway, Median, or Beach, Black Creek Trash-A-Thon, Santa Rosa County Trash Bash: Various area clean ups with Navy volunteers and students.

Jacksonville Pride: Annual, week long activities of beautification and improvement projects. Working side by side with middle school students, cleaned re-seeded, trimmed shrubs for the elderly.

Clean and Green: Navy volunteers adopt various areas of the community to keep safe, clean and free of litter.

Earth Day: Navy-wide activities to plant and clean areas in their community--also used as environmental mentoring.

Diamond Head cleanup: Annual cleanup of Diamond Head and island wide reef cleanup.

c. Program: Sharing Thanksgiving Flagship

Commitment: Promote increased volunteerism through Flagship endeavors.

Sharing Thanksgiving is a collaborative effort with public and private organizations to encourage Navy men and women to share their bounty. Navy people, both military and civilian, participate in local, national and international relief efforts to extend helping hands to disadvantaged families and members of the community. The Flagship promotes community outreach activities throughout the year to establish and restore hope to the homeless, the hungry, the homebound, the sick and the elderly. It also provides a valuable lesson in caring, generosity and human dignity. Volunteers have participated in food drives, meal delivery to homeless people, housing repairs for the poor and literally thousands of other community service activities.

One example of humanitarian participation in this flagship's activities is Project Handclasp. Over one hundred Navy ships and overseas shore activities with Navy and Marine Corps participants distributed over one million pounds of humanitarian and educational materials in 76 countries/islands.

Some specific flagship projects include:

Habitat for Humanity: Navy volunteers build or repair homes and schools.

Food drive programs: Navy volunteers collect canned food items.

Favor House: Provide food for homeless, and tutor homeless kids at the shelter.

Military Light: Homeless shelter support program with emphasis on tutoring the children of homeless in Pensacola area.

Meals on Wheels: Prepare or deliver meals in community outreach effort.

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UNITED STATES MARINE CORPS

COMMUNITY OUTREACH:

Toys for Tots, Drug Demand Reduction, Young Marines, Marine Corps Physical Fitness Program; all are visible, community-based programs which help America's youth develop a basic road map for sound values of ethics, integrity and citizenship. This involvement brings out the best in our youth. Through Marine Corps commitment, no less than 63 of the 112 cities invited to send delegations to the Presidents' Summit will receive a positive impact in battle against those critical issues facing our nations youth.

I. An ongoing relationship with a Caring Adult - Mentor, Tutor or Coach

The Marine Corps will amplify its mentoring and role-model activities in reaching more than 15 million children. From 18 Active Duty installations and 186 Marine Corps Reserve sites throughout this nation, Marines will reach into the schools and playgrounds of our children to provide drug demand reduction, healthy lifestyles training and citizenship development which stress our Core Values of Honor, Courage and Commitment.

a. Program: Adopt-A-School (tutoring/mentoring)

Commitment: 56,000 students annually (ages 8-18)

Establish relationships with local public schools, providing ongoing interaction between Marines and students, educators and parents. Concentrates on basic study skills, personal responsibility and citizenship.

b. Program: Young Marines of the Marine Corps League

Commitment: 6,250 children annually (ages 8-18)

This is a program of choice for Marine Corps involvement in the lives of children who may be at risk. Its focus is to provide an established curriculum of self-discipline, health education, personal responsibility and teamwork development through 950 adult volunteers, many of whom are present and

former Marines. This program promotes patriotism, academic achievement, family values, and a drug-free lifestyle.

c. Program: Drug Demand Reduction

Commitment: Impacts more than 1 million children annually

The Marine Corps serves as a critical element in educating youth about responsible choices for healthy lifestyles, especially relating to the dangers of substance abuse. We will address children, educators and parents throughout the nation in support of the President's National Drug Control Strategy.

d. Program: Providing Marine Corps expertise to other service providers

Marine Corps training and experience is considered critical, relevant and unique. Therefore, it is widely replicated by service agencies providing leadership and role-model experience to youth. As an example, the Marine Corps team assists the following:

National Interagency Counterdrug Institute (NICI)

This is the nation's leading organization for civil-military interagency drug education training programs. The Marine Corps team is a regular guest instructor at this institution. Millions of students and parents are impacted through the NICI/Marine Corps education process.

Department of Justice "Drug Education for Youth (DEFY)"

The Marine Corps provides instruction and coaching for the Department of Justice (DOJ) DEFY program. Originally designed by the Department of the Navy Drug Demand Reduction Task Force, the curriculum has been adopted by the DOJ "Weed & Seed" program for use throughout the nation.

III. A healthy start

The Marine Corps Physical Fitness Program led by healthy, physically fit Marines, will inspire millions of youths to include healthy physical activity as a part of their investment in their own future. Child Care and New Parent Support Programs

will continue to provide a healthy start for active duty Marine families.

- a. Program: Marine Corps Youth Physical Fitness Program
(NOTE - Physical fitness training is integral to our Young Marine Program as well as our Drug Demand Reduction Program. See SEMPER FIT 2000 below)

Provide physical fitness leadership and coaching to children of all ages in school systems throughout the nation. Schools register for this program, which is sponsored by the Marine Corps Youth Foundation.

- b. Program: SEMPER FIT 2000

Commitment: *Present to approximately 1 million youths annually*

This Marine Corps Health Promotion Program is designed to education and train Marines and family members on the aspects of living healthy lifestyles. Semper Fit 2000 has been incorporated into the Marine Forces Reserve Drug Demand Reduction Program and is currently being taught throughout the nation. With the availability of the Internet, the lesson plans are easily accessed for presentations to schools, youth groups, and other community presentations by volunteer Marines.

- c. Program: New Parent Support Program

Commitment: *3,500 Marine families annually*

Provides support to new Marine parents through parenting classes, home visiting, support groups, counseling, and referral to other agencies. The program helps to prepare new parents emotionally for the challenges of being a parent, improves parenting skills. Prevents child abuse and neglect and increases parental use of available community resources.

- d. Program: Child Care/Development

Commitment: *10,000 children annually*

The program includes child development centers, family child care homes, school age care programs and information and referral services Marine Corps-wide.

V. An opportunity to give back through community service

a. Program: Marine Corps Toys for Tots Program

Commitment: *More than 2 million children annually*

By interacting with communities throughout the nation, the Marine Corps provides not only toys for children during the holiday season, but also a most visible role-model for follow-on involvement in schools, homes and youth centers during the remainder of the year. This program inspires a massive volunteer effort of support and involvement from youth/adult groups in order provide for less fortunate families.

b. Program: Civil-Military Cooperation Programs

Commitment: *Approximately 30 projects annually*

As part of the DOD sponsored Innovative Readiness Training (IRT) conducted in communities, the Marine Corps Reserve, through the Commander Marine Forces Reserve (COMMARFORRES), provides units and individuals (primarily medical and engineering) the opportunity to hone their wartime skills while working in partnership with the community. The varied nature of programs offered ranges from medical inoculations and dental checkups to the demolition of "crack houses" in order to build community parks or playgrounds.

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DEPARTMENT OF THE AIR FORCE
WASHINGTON, DC

Office of the Assistant Secretary

28 March 1997

MEMORANDUM FOR ASD/RA

FROM: SAF/MIR

SUBJECT: President's Summit for America's Future

Attached is the Air Force, Air National Guard, Air Force Reserve, and Civil Air Patrol inventories of all relevant programs that can serve as input for the President's Summit for America's Future.

My POC for this program inventory is Lt Col David K. Pitman, 697-6429.

A handwritten signature in black ink, appearing to read "Bryan E. Sharratt", is positioned above the printed name.

BRYAN E. SHARRATT
Deputy Assistant Secretary
(Reserve Affairs)

Attachments:

1. Air Force Input
2. Air National Guard Input
3. Air Force Reserve Input
4. Civil Air Patrol Input

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 BCAEYC 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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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.

challng.htm at www.dtic.dla.mil

Page 1 of 1

ChalleNGe

OVERVIEW: ChalleNGe, a preventive rather than remedial youth at risk program, targets unemployed drug-free and law-free high-school dropouts, 16 to 18 years of age. Core components of the program are citizenship, academic excellence (GED/High School diploma attainment), life-coping skills, community service, health and hygiene, skills training, leadership/followership, and physical training. The five-month residential phase is followed by a year-long mentoring relationship with a specially trained member from each youth's community.

PARTICIPATING STATES: Alaska, Arizona, Arkansas, Georgia, Hawaii, Illinois, Louisiana, Maryland, Mississippi, New Jersey, New York, North Carolina, Oklahoma, Virginia and West Virginia.

PROGRAM GOALS: Through military based training, significantly improve life skills and employment potential of youth who cease to attend secondary school before graduating.

ELIGIBILITY/SELECTION: Participants must be: (1) a volunteer; (2) 16-18 years old; (3) high school dropout at least one month prior to application; (4) a citizen or legal resident of the U.S. and resident of the state where the program is operated; (5) unemployed; (6) drug free; (7) not on parole or probation, not indicted or charged, and free of felon convictions or capital offenses; and (8) physically and mentally capable of completing the program, with reasonable accommodation for physical or other handicaps. Eligible youth must apply, be nominated by a member of the local community and selected by a state appointed committee.

PERSONNEL AND SUPPORT SERVICES: Programs are staffed by federally reimbursed state employees, some of whom may be members of the National Guard. A comprehensive support package, from appropriate clothing to residential training facilities, is provided to adequately support the program.

ADVISORY COMMITTEES AND WORKING GROUPS: The states have established advisory committees. Community working groups have been formed in areas hosting the program.

Return to Youth Programs

StarBase

OVERVIEW: STARBASE, a program for youth ages 6 through 18, is aimed at improving math and science skills. The program starts at the elementary school level in order 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.

PARTICIPATING STATES: STARBASE states are California, Florida, Iowa, Kansas, Michigan, Minnesota, North Carolina, Oklahoma, Oregon, South Dakota, Texas, Vermont, Wyoming and Puerto Rico.

PROGRAM GOALS: Through hands-on learning, students improve their math, science and technology-related skills. Support system and extended-care networks are also provided for students as the program tracks their improvement in the curriculum areas. Parents are encouraged to become positively involved in their children's learning process.

SCHOOL SELECTION: Schools with a high proportion of economically and educationally disadvantaged students apply and are selected by state and local selection committees.

PERSONNEL AND SUPPORT SERVICES: Programs are staffed by federally reimbursed state employees or contract personnel.

Return to Youth Programs

corps.htm at www.dtic.dla.mil

Page 1 of 1

Youth Conservation Corps

OVERVIEW: Youth Conservation Corps, a preventive rather than remedial, youth at risk program, targets drug-free and law-free unemployed high school dropouts, 16 to 18 years of age. The six week residential program, is conducted at National Guard bases. Core components are citizenship, preparation for a GED/High School diploma, life-coping skills, community service, health and hygiene, skills training, leadership/followership, and physical training.

PARTICIPATING STATES: Colorado, Oregon, Puerto Rico and Wisconsin.

ELIGIBILITY: Participants must be: (1) a volunteer; (2) 16-18 years old; (3) a high school dropout at least one month prior to application; (4) a citizen or legal resident of the U.S. and resident of the state where the program is operated; (5) unemployed; (6) drug-free; (7) not on parole or probation, not indicted or charged, and free of felony convictions or capital offenses; and (8) physically and mentally capable of completing the program, with reasonable accommodation for physical or other handicaps.

PROGRAM GOALS: Through military based training significantly improve the life skills and employment potential of youth who cease to attend secondary school before graduating.

CORPSMEMBER SELECTION: Eligible youth apply and must be nominated by a member of the local community. Screening and selection committees are established at local and state levels.

PERSONNEL AND SUPPORT SERVICES: Program will be staffed by federally reimbursed state employees, some of whom may be members of the National Guard. A comprehensive support package, from appropriate clothing to residential training facilities, will be provided to adequately support the program.

ADVISORY COMMITTEES AND WORKING GROUPS: NGB and the states have established advisory committees. Community working groups will be formed in areas hosting the program.

Return to Youth Programs

PRESIDENTS' SUMMIT FOR AMERICA'S FUTURE
Service/Component Summit Commitments

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

- a. Program Georgia Navigator Cup (GNC) Commitment 300 youths to date 700 by yr 2000

Discussion:

A cooperative effort by the Air Force Reserve, Army Reserve, Marine Corps Reserve and the Georgia Army National Guard to partner the Georgia Orienteering Club (GAOC). The program offers a weekend of Military Orienteering to the Junior High ROTC students and some Senior High ROTC students. The event (GNA) takes place at the same time as the GAOC's National "A" Level Orienteering Meeting over the Martin Luther King weekend each year.

III. A healthy start.

- a. Program TRANSAM/OPERATION WALKING SHIELD PROGRAM Commitment 450,000 to date 800,000 by yr 2000

b. Discussion:

1. TRANSAM/OPERATION WALKING SHIELD PROGRAM is a combined civil-military program conducted in conjunction with the Office of the Assistant Secretary of Defense for Reserve Affairs (OASD/RA), the Department of Interior, the Dept. of Housing and Urban Development (HUD), the Dept. of Health and Human Services, the General Services Administration (GSA), the Dept. of Agriculture, and other governmental agencies. It's purpose is to improve the quality of life on our nation's American Indian Reservations by providing decent, safe, and sanitary houses in which children and their families can live; by improving medical and health care facilities and treatment of our nation's American Indians, and by so doing, reducing the high levels of sickness and disease that are currently widespread on the reservations; and by providing improved nutrition for inhabitants of our American Indian Reservations.. In addition, the program places a strong emphasis on helping the tribes improve their children's education by providing scholarships, computers, and educational material to the schools.

Breakout of activities of the program

The objectives of the Operation TRANSAM/Walking Shield Programs are listed below:

1. HOUSING To improve conditions on American Indian Reservations by;

- a. Providing materials to repair and refurbish substandard houses on the reservation.
- b. Acquiring, transporting, and relocating housing from closed military bases to the Indian reservations.
- c. Building new houses on the reservations.

2. MEDICAL AND HEALTH CARE To improve medical and health care facilities on reservations and provide an expanded level of health care services and support by providing;

- a. Excess medical equipment and supplies obtained from military medical facilities that are being closed.
- b. MASH-type hospital units to supplement existing Indian Health Services hospitals on the reservations.
- c. An improved nutrition program including fresh fruits and vegetables in the commodity foods provided on the reservations.

3. INFRASTRUCTURE DEVELOPMENT To strengthen and improve the Indian reservations infrastructure by:

- a. Increasing warehouse storage capacity.
- b. Expanding recreational facilities to support the Youth-At-Risk programs.
- c. Grading and paving roads on various reservations.

4. HUMANITARIAN AID. Provides humanitarian aid including clothing, food, and Christmas support activities for children living on the reservations.

5. EDUCATIONAL ASSISTANCE. Provides books, computers, and educational support materials to assist and support schools and libraries on the reservations, provides scholarships to talented American Indian children.

6. FRESH FRUIT AND VEGETABLE PILOT PROGRAM. Provides these foods to reservation children. The TRANSAM/Walking Shield Program is working with the Dept. of Agriculture to expand this program with a proposed \$3 million budget in FY98. The need for better nutrition on the reservation is of prime concern. To date, the diets of hundreds of thousands of American Indian children are completely void of fresh fruits and vegetables. On many reservations, children 6-8 years old have never seen, or been able to enjoy fresh fruits and vegetables that most American children take for granted.

7. PROJECT LENS CRAFTER is a result of the efforts by the TRANSAM/Walking Shield program. The LENS CRAFTER Mobil Van, along with the optometrists and technicians, traveled the Oglala, Rosebud, Piute, and Shoshone Indian Reservations during 1996. This resulted in 1,300 pairs of new glasses being provided to needy American Indian children. Plans for this year, 1997 is to seek the support of the tribal

government, and the Board of Education on the Standing Rock and Cheyenne River Sioux Reservations to arrange for the necessary pre-screening of the students in the schools for visual impaired students prior to the deployment of the LENSRAFTER Team.

8. WALKING SHIELD HOUSING PROJECT. operating as a major component of Operation TRANSAM, the Department of Defense, the Air Force Reserve, the Air Force, and the Walking Shield American Indian Society cooperated to begin one of the largest recycling projects in the nation with the relocation of excess duplex houses from Grand Forks AFB, North Dakota. TRANSAM has arranged for the movement to various Sioux Reservations, 463 duplex type houses over the next four years. The "outsized" building units will be trucked to designated sites on 13 Indian Reservations over a distance of 600 miles. Under the Innovative Readiness Training Program (IRT) concept, reservists from the Air Force, Army, Marine Corps, and Navy Sea Bees will construct the foundations for these duplexes, providing hands-on/real world training. This operation is scheduled to start in the late Spring with 38 foundations being prepared at three different reservations. Next summer the plan calls for constructing over 110 foundations. This project will expand as more Indian Nations become involved; as more base closures occur; and as supplies/equipment become available.

9. OPERATION TRANSAM was launched as a pilot project in FY95. This program is a joint service, interagency, operational mission within DoD. The mission is to receive, inventory, package, and transport medical equipment/supplies and other types of donated property to the Native American reservations. This is a cooperative effort with the Indian Health Services (IHS) and is a joint cooperative Innovative Readiness Training (IRT) venture. In the first two years, this program provided over \$11.5M of support. Over 2.2 million tons were transported, providing real world training to reservists in cargo preparation and documentation, loading, unloading, safety and hazardous material certification, Govt. Bill of Lading and Federal Express procedures, forklift operation, commercial tractor-trailer loading, supply requisitions, and inventory control.

10. INTERVOL is a Rochester NY based, nonprofit organization running the "Recycling of Unused Medical Supplies" (RUMS) program. Began as a one-year pilot project in 1992, the program collects unused medical supplies and used, but functioning, medical equipment from hospitals, nursing homes, physicians' offices, and other medical facilities. Initially, INTERVOL focused on recycling supplies to third-world countries overseas. Today through the joint efforts of Operation TRANSAM/Walking Shield and the Indian Health Service, its efforts are being directed at recycling supplies to the many needy Native American communities.

INTERVOL has diverted more than 25 tons of medical waste and reusable supplies, saved more than \$1 million in disposal costs by recycling these supplies to facilities, donated supplies, to primary care clinics and satellite services for the poor and elderly, and this has decreased incineration of medical waste and disposal into landfills. This program has proven successful as a pilot project and has grown rapidly.

IV. A Marketable skill through effective education

a. Program STARBASE Commitment 1285 aided to date 4,905 by the yr 2000

Discussion:

This program provides disadvantaged youth with a five day curriculum of hands-on-learning in science, math, aviation, drug demand reduction and goal setting skills. The curriculum correlates with the state and national learning objectives. The AF Reserve has two locations presently

1. STARBASE KELLY conducted 24 students and five teacher's academies, providing educational training to 495 students and 37 teachers in 1996. In 1995 training/education was provided to 300 students and 18 teachers. By the year 2000, we (estimated) that 2,905 students/participants will have been involved (graduates) in this educational program.

2. STARBASE ROBINS became operational on 24 June 1996, In the first three months we introduced 119 students to the program, who were fourth through sixth graders. The Robins, AFB Museum of Aviation provided temporary facilities until our permanent classrooms and office space were ready on 13 November 1996. To-date training/education has been provided to over 490 students/participants. By the year 2000, we estimate that 2,000 students/participant(graduates) will have been involved in this educational program.

b. Program Operation Galileo Commitment 150 aided to date 300 by the yr 2000

Discussion:

An AF Reserve program to enhance math and science education. Named for the astronomer, physicist, mathematician, and teacher whose discoveries laid the foundation for modern navigation and flight. The program allows junior high and middle school teachers, students, and parents to fly in military cargo and tanker aircraft during routine training missions on a noninterference basis. The target population for this program are high risk to fail/drop out students, the disadvantaged, or who are in the under-represented minorities. The flights provide unparalleled, first-hand

experience that links math and science to the real world of aviation technology. Air Force Reservists, especially the crew members, serve as role models to inspire the youth. The goals of this program are to spark the students' interest in both math and science; provide a means of motivation for students to stay in school; and to create a belief that they can set and attain personal and professional goals through technical education.

VI. Multi-focused and long-range commitments

a. Program OPERATION GOOD NEIGHBOR Commitment 0 to date (New) 2,500 by yr 2000

Discussion:

This program, while still in its formative stages, has been initiated by Americans for Native Americans (ANA) to aid needy Native Americans in the southwestern United States. The mission of OPERATION GOOD NEIGHBOR is to help raise the quality of life of these Native American tribes. Although this program is relatively new, it has the potential to positively impact each of the 250,000 Navajo, 8,500 Zuni, and 4,600 Acoma Native Americans located in New Mexico, Arizona, Colorado, and Utah

PRESIDENT'S SUMMIT FOR AMERICA'S FUTURE
Civil Air Patrol
The official Auxiliary of the USAF
Summit Commitments

I. An Ongoing Relationship with a Caring Adult, Mentor, Tutor, Coach

- a. Civil Air Patrol Cadet Programs Commitment: 3,000 additional senior members by the year 2000

The Civil Air Patrol currently has 33,000 adult members, 500 Air Force Reserve members and 75 activity duty personnel involved in mentoring the 21,600 Cadets of the Civil Air Patrol. The Cadet population of the Civil Air Patrol is projected to increase to 35,000 by the year 2000. An increase in adult membership will be necessary to support the increased number of Cadets. A new membership category, Cadet Sponsor, will help Civil Air Patrol make a significant increase in the number of senior members.

II. Safe Places and Structured Activities During Non-School Hours to Learn and Grow

- a. Civil Air Patrol Cadet Programs Commitment: Increase presence in military communities world wide by 50%

The Civil Air Patrol currently has 500 units located in Air Force communities stateside and 6 units located on overseas bases. Additionally, over 200 units are located near or on other DOD facilities. The Civil Air Patrol gives young people safe locations on military installations for meetings and activities. The Civil Air Patrol Cadet Program offers military dependents an environment to identify with their parents in the Air Force work place. It also softens the effects of the many military moves by facilitating the making of new friends by transferring their memberships to Civil Air Patrol Cadet Programs at their next PSC location.

III. Marketable Skills through Effective Education

- a. Civil Air Patrol Cadet Programs Commitment: Provide aerospace education, leadership training, emergency services training and exposure to military careers.

The Civil Air Patrol provides a structured 15 step aerospace and leadership development program. Provides hands on training in emergency services and special activities that expose cadets to military occupations and skills, such as flying.

IV. A Healthy Start

- a. Civil Air Patrol Cadet Programs Commitment: To provide structured physical fitness, moral leadership and drug reduction training for 35,000 youth between the ages of 12 & 21

The Civil Air Patrol provides a structured physical fitness program for youth between the ages of 12 and 21, as well as a moral leadership program with a force of over 700 Chaplains who help build the character of the next generation of leaders. Furthermore, the Drug Demand Reduction Program of the CAP provides drug prevention training and a drug free environment.

V. An Opportunity to Give Back through Community Service.

a. Civil Air Patrol

**Commitment: By teaching pride in
volunteerism**

The CAP will provide 35,000 cadets who are trained in emergency services, search and rescue, disaster relief, and leadership, as well as numerous other forms of community service. All this is done voluntarily, with confidence and pride in America's communities.

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Divider Title: _____

PRESIDENT'S SUMMIT FOR AMERICA'S FUTURE

Coast Guard Summit Commitments

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

- a. Program: Partnership in Education
Commitment: Continue at or above the levels discussed below
Discussion: The Coast Guard has established 290 partnership programs with local schools throughout the nation. In 1996, nearly 2000 volunteers gave over 32,000 hours in activities such as tutoring; lecturing; student motivation; providing field trips to local Coast Guard activities; working with educational staffs to develop new learning materials that reflect real world applications of classroom subjects; and career orientation/job shadowing, touching the lives of some 160,000 young people.

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

- a. Program: Partnership in Education
Commitment: As above
Discussion: As above. Some Partnership in Education Program activities (tutoring, field trips, career orientation/job shadowing) take place during non-school hours.

III. A healthy start

- a. Program: Children's' Health
Commitment: As discussed below
Discussion: While TRICARE's 3-tiered approach will provide a comprehensive range of services through DoD facilities and the private sector, some of the 30 Coast Guard clinics have limited resources and capability to provide health screenings, well-child checkups, immunizations, preschool physical examinations, and sports physical examinations. We will continue to provide these services within the limits of our resources (our health care facilities are small and geared toward maintaining active duty force fitness for worldwide duty/deployment).

IV. A marketable skill through effective education

- a. **Program:** Minority Outreach
- Commitment:** Continue at or above the levels discussed below
- Discussion:** The Coast Guard has an array of minority outreach programs designed to inform and attract minority applicants to the Coast Guard. These include Minority Introduction to Engineering (MITE), which engages 100 high school juniors each year for a one-week program at the Coast Guard Academy; a Junior ROTC Program in Miami, FL, involving 190 students; and partnerships with Historically Black Colleges and Universities and the Hispanic Association of Colleges and Universities, which provides scholarships and officer appointments to qualified college graduates.

V. An opportunity to give back through community service

- a. **Program:** Coast Guard Auxiliary
- Commitment:** Continue at or above the levels discussed below
- Discussion:** The Coast Guard Auxiliary is a unique, all volunteer organization that is a vital part of "Team Coast Guard" that directly supports Boating Safety, Aids to Navigation, and many other Coast Guard missions. Over 35,000 volunteers hosted safe boating classes for 566,000 boaters and gave 174,00 courtesy boating safety exams while assisting the Coast Guard in non-emergency patrols of our coastal waters during the past year.
- b. **Program:** Sea Partners
- Commitment:** Continue at or above the levels discussed below
- Discussion:** The Sea Partners program is a nationwide outreach effort employing Coast Guard Reservists to educate the public on marine environmental issues and pollution prevention. Sea Partners conducted over 4800 activities (beach/waterfront cleanups, boat shows, etc.), touching over 1,000,000 citizens (including Boy Scout, Girl Scout, and YMCA chapters, local schools and colleges) in personal contacts and many thousands more through print media and radio and television coverage; for instance, over one million pieces of printed literature on marine pollution topics, discussing ways in which groups and individuals can protect the marine environment, have been distributed.

VI. Multi-focused and long-range commitments

- a. Program: [General comment]
- b. Discussion: Coast Guard volunteers build a stronger sense of community. The Coast Guard actively engages more than 35,000 volunteers and interested organizations at the national, state, and local levels to contribute to safe boating, recreation, and protection of the marine environment. Coast Guard members participate in a wide variety of programs designed to reach out and contribute to the strengthening of America.

Coast Guard units are involved in activities such as hosting regional Special Olympics, participating with Big Brothers/Big Sisters, building homes with Habitat for Humanity, and improving the homes of the disadvantaged through Operation Paintbrush.

VII. Service/Component related organizations and associations collaboration for support, communications ,and operations

- a. Program: Coast Guard Auxiliary
- b. Discussion: As above

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Divider Title: _____



OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE
4000 DEFENSE PENTAGON
WASHINGTON, DC 20301-4000



APR 4 1997

FORCE MANAGEMENT
POLICY

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

SUBJECT: Presidents' Summit for America's Future

DoD is currently involved in an extensive array of programs and initiatives that contribute to the Presidents' summit goals to ensure that American children and youth have what they need to lead healthy, fulfilling, and productive lives. Many of the Services' initiatives could be replicated.

Supporting the Presidents' Summit Goal II (safe places and structured activities during non-school hours to learn and grow), DoD has an incentive awards initiative that provides awards of up to \$200,000 per year to innovative youth programs. An information paper and a matrix outlining the pilots' programs, goals and status are attached.

The DoD Office of Family Policy (PSF&E) commitments to strengthen current child and youth programs and to foster the Summit goals are attached.

My point of contact is Linda K. Smith, Director, Office of Family Policy, 696-5733.

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

Attachments:
As stated





Department of Defense Military Youth Programs

There are approximately 453,711 children, ages 6-11 and 302,564 youth, ages 12-18 of active duty military members. Youth programs are offered in 448 youth centers and 303 locations worldwide. Traditionally these programs have offered youth sports, recreation, classes and social activities such as dances. Recently, the emphasis expanded to include programs focused on at-risk behaviors and prevention programs. Three issues specifically relating to military youth have emerged which concern DoD leaders. The issues are: a perceived increase in youth violence and gang, on and around our installations; a lack of positive activities for after school hours; and a significant increase in the mental health costs for youth 10-19 years of age.

Military life imposes unique demand on families. Military assignments often require families to be relocated far from family support networks and frequently require remote or temporary assignments. Relocation impacts all aspects of family life, spouse employment, family finances, a sense of belonging and security. On average, military families move twice as often as civilian families. During the adolescent years, relocating requires youth to re-establish peer support systems and friends at a very difficult stage of development. Youth Sponsorship Programs have not been uniformly implemented. The 1996 Defense Authorization bill reaffirmed the need for Youth Sponsorship Programs at each installation to assist pre-teens and teenagers in adjusting to a new community.

DoD needs to provide outreach and support programs for teens to address social and mental health concerns. When asked, military youth raise concerns about employment opportunities, transportation and peer connectedness. With approximately 65 percent of military spouses in the work force, there is an increased need for school-age care.

The Secretary of Defense's Quality of Life (QoL) task force recommended that DoD increase support for youth programs to provide youth employment, enhance study skills and program activities to deter risk-taking behaviors. In January 1997 a DoD joint task force was formed to review current youth programs and draft a DoD policy for youth.

Department of Defense Military Youth Programs

The following youth program initiatives are underway:

- Model Community Incentive Awards: February 1995, Mr. Pang, Assistant Secretary of Defense (Force Management Policy) announced 20 Model Community Award winners. The Model Communities share a total of \$6.4M over three years to develop programs that provide youth with positive alternatives to violence. The Model Communities funded projects such as: teen employment, tutoring, youth leadership and volunteerism, youth sponsorship and youth operated small businesses. As they being their third year the Model Community projects will focus on evaluation measures to justify project continuation and determine applicability DoD-wide.
- School Age Care (SAC) Program: The SAC Program provides care for children (K-12) for before-and after-school, during holidays, and summer vacations. The Secretary of Defense QoL initiative for FY95 funded over 20,000 new SAC spaces. A DoD Instruction for the SAC Program was published December 1996.
- Youth Relocation Project: The goal of this project is to strengthen and enhance the Youth Sponsorship Program by developing ways to ease the stress of relocation for youth. Using computer technology and the Internet youth will be able to access interest profiles linking them to resources and activities in their new community.
- Adolescent Survey: The Military Family Institute of Marywood College, Scranton, PA, conducted a study of 7,000 military youth in 1996 to assess their attitudes and behaviors. The 100 question survey covered a range of subjects from social and health issues to perceptions of military life. The results of the survey will enable DoD to compare military adolescents with their civilian peers, and develop policy and programs that support youth needs and interests. The report of findings will be completed June 1997.
- Child Abuse Training Materials: DoD is developing training materials for Youth Program Managers, staff and volunteers. The training materials address identifying, reporting and preventing child abuse in youth program settings. Materials will be distributed September 1997.
- Boys & Girls Clubs of America: Each of the Services has formed as affiliation with the Boys & Girls Clubs of America National Headquarters in Atlanta, GA. The affiliation has improve programming for military youth through programs such as: National Youth of the Year, Keystone Leadership Clubs and Nike Sports Challenge. The affiliation also entitles DoD youth staff to attend Boys & Girls Clubs national training conferences and seminars.



Department of Defense Boys & Girls Club of America

BACKGROUND: The Boys & Girls Club (B&GC) of America is a Congressionally chartered, non-profit organization that provides support services to more than 2.3 million youth, ages 6 -18, connecting them with opportunities for personal growth and achievement. It is the only major nationwide youth agency whose primary mission is to serve youth from disadvantaged circumstances. B&GC are located throughout the United States, Puerto and the Virgin Islands. Each B&GC is operated by professional staff in a fully equipped facility. Programs offered promote the health, social, educational, vocational, self-esteem, and character development of youth.

CURRENT STATUS: DoD and the B&GC have enjoyed a collaborative relationship since Desert Storm. Through the Desert Storm Outreach Program, the B&GC provided assistance to the youth and families of National Guard, Reserve and Active Duty military personnel living off-base. To encourage participation the B&GC waived membership fees for military youth. A total of 17,000 eligible youth participated in activities at 520 B&GC sites. In addition, B&GC headquarters staff provided seven training sessions for DoD youth personnel.

Last year the Air Force formed an affiliation with the B&GC to enhance Air Force before- and after- school and youth programs. The effort has been successful in reaching Air Force youth in the local community and has strengthened the youth programs at the participating bases. Two Air Force youth were chosen as the State Youth of the Year and another Air Force youth was selected to attend the Summer Olympics as part of the NIKE Challenge. Youth Program staff receive assistance from B&GC staff in program planning, and training opportunities. Currently 51 of the 90 Air Force youth programs have been granted B&GC charters. By the end of FY97 the Air Force anticipates all their youth programs will be affiliated.

The other Services are also pursuing B&GC affiliations. The DoD Model Community Project at Marine Corps Air Station Tustin, Santa Ana, CA has established a partnership with the B&GC. Tustin is scheduled for base closure in FY99. The B&GC are providing comprehensive programs and activities for youth. This is critical during base closure when resources and the level of services are often reduced. The Marine Corps plans to fund two pilot sites this fiscal year.

The Army has pilot programs linking on-base youth programs at Ft. Belvoir, VA and Ft. Monmouth, NJ. The Army plans to give all of their youth programs the opportunity to seek B&GC affiliation.

Recently, the Navy signed a memorandum of understanding with the B&GC for a pilot program involving 20 youth programs. The Navy is encouraging all of its youth program to become B&GC affiliates.

The affiliation between DoD and the B&GC is a positive effort towards enhancing services for DoD youth. The B&GC philosophy, programs and training supports DoD youth program goals. DoD encourages the Services, as feasible, to link into the B&GC programs, and training opportunities.

April 1997



Department of Defense Model Communities for Children and Families

The Model Communities Incentive Awards Program is a DoD initiative that provides incentive awards of up to \$200,000 per year for innovative youth programs. These awards are for each of the 3 project years for the selected installations. All Military installations were eligible to submit proposals for consideration. The evaluation process included a review by 3-member panels consisting of two representatives from other government agencies and one Military Department representative. Installations submitted proposals that were evaluated on: a description of community need/problem; the strategy to address the community need; feasibility and cost effectiveness; innovation and creativity; inclusion of diversity; and exportability of the proposal. The review panel placed priority on the comprehensiveness of the strategy and degree to which the proposal demonstrates collaboration on the installation as well as with local governments, other military installations, and the private sector.

Of the 134 proposals received, 122 met the criteria and were evaluated. Breakout of proposals by Service are: Army - 48, Navy - 21, Marine Corps - 5, and Air Force - 48. Twenty projects were awarded over \$6.4M. Model Community funding was awarded to: 8 - Army, 4 - Navy, 1 - Marine Corps, and, 7 - Air Force installations. Attached is a list of projects with a brief project description. The selected projects focus on a broad range of issues affecting military children and their families. Examples of the Model Communities projects are: youth employment and training; youth relocation and sponsorship; community policing; tutoring; youth operated small businesses; youth leadership; and computer literacy. The projects funded required the installations to examine local conditions which influence family stability and to use the results as the basis for establishing and implementing their programs. Each Model Community initiative includes an evaluation component to monitor and assess the program.

The Model Community projects have entered their third and final year. Eighteen of the projects are fully implemented and enjoy solid command and community support. A DoD technical assistance conference was held September 1996 to help project coordinators fine tune their evaluation plans. During this last year project coordinators will increase emphasis on outcome measures to justify program continuation and determine applicability DoD-wide. Recently DoD published a guide that includes a synopsis of the 134 Model Community proposals. The guide will be distributed 3rd quarter FY97.



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SECRETARY OF DEFENSE ANNOUNCES WINNERS OF MODEL COMMUNITIES INCENTIVE AWARDS

Secretary of Defense William J. Perry today announced the winners of the DOD Model Community Incentive Awards program. The program, designed to recognize proposals which work to strengthen military families, will release \$6.4 million to 20 installations over the next three years.

In ceremonies held today in the Pentagon, Mr. Fred Pang, assistant secretary of Defense (Force Management Policy), recognized the winners for innovative installation programs "designed to strengthen families with children -- especially adolescents. Of the 134 proposals received, 20 programs were selected as the 'best of the best'."

Ms. Carolyn Becraft, deputy assistant secretary of Defense (Personnel Support, Families and Education) who's office conceived the project, opened the ceremony by praising the installations for their efforts and creativity.

"The quality of the submissions was high," said Becraft, "making for an outstanding competition. The winners will share \$6.4 million in DOD funding over the next three years. This awards ceremony culminates a year-long process, the first of it's kind in DOD family programs, where installations are rewarded for evaluating their own needs and developing their own solutions."

Mr. Pang stressed that "This project is one of many of Secretary Perry's Quality of Life initiatives. It's a model of President Clinton's re-engineering government program and will usher a new era in Defense Family Programs."

The projects will receive funds beginning in the Third Quarter (April - June) of this Fiscal Year. All are designed with a strong evaluation component that will determine the effectiveness of the project in meeting their stated goals and will give DOD models for use at other installations experiencing similarly problems.

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INTERNET AVAILABILITY: This document is available on DefenseLINK, a World Wide Web Server on the Internet, at: <http://www.dtic.dla.mil/defenselink/>

"We were so pleased with the response and all the great ideas," said Becraft, "that our office will be preparing a book summarizing all the 134 proposals which will be shared throughout the Department. I encourage those not selected to pursue local funding of their project. This shows that the best ideas come from the installations -- where the real needs of people are seen."

Those installations with winning proposals include:

Fort Richardson/Elmendorf Air Force Base, Alaska

Yuma Army Proving Grounds, Ariz.

Naval Air Station Lemoor, Calif.

Marine Corps Air Station, Tustin, Calif.

U.S. Air Force Academy, Colo.

Macdill Air Force Base, Fla.

Hickam Air Force Base, Hawaii

Winter Harbor, Me

Keesler Air Force Base, Miss.

Fort Hood, Texas

Whidbey Island, Wash.

NATO SHAPE Headquarters, Belgium

Kelly Barracks, Germany

Kitzengen Army Community, Germany

Spangdahlem Air Base, Germany

Baumholder Army Community, Germany

Naval Air Station Sigonella, Italy

Howard Air Base, Panama

Headquarters, 34th Support Group, Yongsan, South Korea

Incirlik Air Base, Turkey

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**MODEL COMMUNITIES FOR FAMILIES AND CHILDREN
INCENTIVE AWARD WINNERS
YEAR END REPORT 1996
SYNOPSIS AND STATUS OF PROPOSALS**

<u>Baumholder, Germany</u> <u>Project:</u> Cut the Risk <u>Description:</u> "Cut the Risk" focuses on the developmental, employment and relocation adjustment needs of youth. The four-pronged program includes components of sponsorship, goal-directed teen advisory committees, community service projects and outreach. The plan also focuses on the challenges of building relationships in blended families.	<u>Status:</u> During 1996, the "Underground" Teen Support Services Center (TSSC) became <i>the</i> gathering place for teens. On average, more than 30 teens use the TSSC each day. A full-time adolescent counselor spends 20 hours of the work week on site. (For the remainder of the week, the counselor works at Baumholder American High School.) A dedicated NCO is also assigned to the TSSC and even volunteers his off-duty time to open the center on weekends. The NCO constantly monitors the 15 station computer lab which is the most popular activity in the center. As a natural result, a close rapport has developed between staff and teens, who also participate in workshops on anger resolution, substance abuse, job-related problems, and deployment-related stress. The youth employment portion of the program has achieved significant success. Since July 1995, the adolescent counselor has helped place some 63 at-risk youth in 30 part-time positions. Eleven have been continuously employed, and only three terminated. The overall success of the program can be measured in terms of the reduction in juvenile offense cases Baumholder has experienced since beginning this Model Communities Project. During FY 1995 there were a total of 104 Baumholder juvenile offense cases. During FY 1996, the number of such cases dropped to 65--a 38 percent reduction directly attributable to "Cut the Risk."
<u>Fort Richardson/Elmendorf Air Force Base (AFB), Alaska</u> <u>Project:</u> Youth Enrichment Program <u>Description:</u> The Youth Enrichment Program is a joint effort between Fort Richardson and Elmendorf AFB, and the Alaska Army National Guard. This program seeks to ensure a consistent level of youth support services in these communities by increasing the communication and cooperation between installations. Components include community-oriented policing and home visiting, as well as conflict resolution, anger management and cultural sensitivity training. Project coordination will be provided by the Family Advocacy Program Manager.	<u>Status:</u> Forty-eight youth between 11-16 years of age participated in the Youth Enrichment Program's Winter and Spring Adventure Challenges--two, four-day, residential programs held during the winter holiday and spring vacation periods. The courses covered self-esteem, drug abuse prevention, police and youth relations, outdoor adventure, and Native American culture. The Spring Adventure Challenge also featured a specially designed youth leadership component. For the summer, the program's Outdoor Adventure module was modified and expanded to serve up to 203 participants. To enhance the quality of the experience, new registration requirements stipulate parental attendance at a parent orientation and parenting workshop. In addition, Outdoor Adventure participants will be required to attend a four-hour conflict resolution and peer mediation workshop or pay double the program fee. A computer education and tutoring program began this winter to very positive parent and youth response. Several parents reported that the tutoring program, which serves an average of 45 youth daily, has helped reduce family conflicts related to homework. Computer instruction is provided to an average of 30 youth daily. The Fort Richardson Provost Marshal and Elmendorf AFB will re-institute a community policing bicycle patrol in May 1996. The patrols will stop at the Fort Richardson and Elmendorf youth centers. To date, the Youth Enrichment Program has contributed to reducing the number of juvenile crime cases at Elmendorf and Fort Richardson from a total of 165 incidents each in FYs 1994 and 1995 to 19 in the first seven months of FY 1996.

<u>Hickam AFB, Hawaii</u> <u>Project:</u> Enhancing Service Integration in Military Communities <u>Description:</u> This program uses youth transition centers and collaboration with local middle schools to foster positive youth activities and healthy friendships. The centers will offer programs to reduce crime and delinquency, provide youth sponsorship, career information, and skills development. Youth and families will be actively involved in the planning and implementation of these programs.	<u>Status:</u> Strong community collaboration was pivotal in the opening of the Discovery Center, a community youth transition center, in December 1995. The Discovery Center is located in Radford High School, an off-base community high school attended by a large number of military youth. Another center, Discovery Center 2 or DC2, opened September 1996 in the local intermediate school. The centers help incoming youth make positive connections in the community. Other program elements include job and work preparation to encourage youth to stay in school, skill building, and gang resistance training. The Gang Resistance Education and Training (GREAT) program, which serves about 600 seventh grade students, was implemented by contract staff working with Security Police. In fall 1996, over 1,500 fifth and sixth grade students attended a "Back to School Blowout" designed to educate younger students about the dangers of drugs, alcohol, and gangs. The Blowout also introduced Security Police as mentors and friends. Other activities included a high school age job fair. Collaboration with such organizations as Rotary International resulted in the formation of an Interact Club which now has 30 military and civilian members. There is strong basis for community cooperation, because the Radford Discovery Center serves both populations. An average of 2,500 students visit the two Discovery Centers each quarter.
<u>Howard AFB, Panama</u> <u>Project:</u> Teens oN Top (TNT) <u>Description:</u> Teens oN Top (TNT) is a multi-faceted teen violence prevention program with four major components: stay-in-school employment, life skills enhancement, leisure time adventure programs, and construction of a teen center. Youth will construct the teen center with oversight/mentoring from the Base Civilian Engineering Office.	<u>Status:</u> During 1996, 75 teens were employed in MWR activities. A joint venture hockey league formed between the Air Force and Army enjoyed phenomenal success. The Army paid for the volunteer referees, and commercial sponsorship (Sprint) paid for the team jerseys. The teams are coed, with 120 seven to 14 year-olds participating in the league. A senior league was formed for 15-plus year-olds with 40 participants. Youth center staff oversee weekly family skate nights with an average attendance of 80 participants. Family Advocacy staff members have conducted prevention classes in the high school, middle school and elementary school. Over the last year, 66 classes were conducted classes on AIDS prevention, family violence, date rape, self-esteem, and reproductive education reaching 1,506 students--second grade through high school. The teen center construction project was completed in August. Working with the contractor 24 teens installed a drop ceiling, electrical wiring, air conditioners, dry wall and painted the interior of the building. The building is used as a shopette. The teen adventure program offered two overnight mountain biking and ocean kayak trips. Rafting instruction will be offered this winter.

<u>Incirlik Air Base (AB), Turkey</u> <u>Project:</u> Youth Small Business Initiative <u>Description:</u> The Youth Small Business Initiative will provide youth with an opportunity to operate a small business in conjunction with AAFES and adult volunteers. Teens will open and operate a small business for packaging and wrapping mailable items. The teens will elect officers in the company, hire and run a purchasing and personnel department, design a marketing plan, maintain inventory controls and manage financial statements. Success of the venture will be determined by the teens' ability to control costs and maintain a break-even financial status. This unique aspect of the program places teens in charge and provides them with real-life business experience.	<u>Status:</u> The program opened with a teen job fair on June 12, 1995, to fill the seven GS-1 jobs available at the "Pak 'n Wrap". These jobs represent the only year-round employment available to teenagers on the base. Adult mentors drawn from Incirlik's finance, public affairs, and supply and contracting offices guide the entrepreneurial efforts of the youth selected to fill these openings. Working with these mentors, the students are developing a comprehensive business plan and strategies to address the challenges of obtaining equipment and supplies in Turkey. The students plan to repaint the two rooms designated for Pak 'n Wrap operations to give them a new look in keeping with their new purpose. In addition, Incirlik established a joint business endeavor with the base high school, which will offer a class in entrepreneurial business operations during the fall 1996 semester. Civilian personnel specialists and Pak 'n Wrap managers also are instructing all high school social studies classes in completing job application forms and polishing interview techniques. Students of both instructional programs will have the opportunity to compete for future Pak 'n Wrap openings, which may increase as the Pak 'n Wrap expands into gift card sales and other retail areas. Program managers project that more than 80 students will be employed over the three-year term of the award. However, costs may prove prohibitive. To date, it has cost \$8,932 of the \$10,000 Model Communities award to pay seven students to work 10 hours per week.
<u>Keesler AFB, Mississippi</u> <u>Project:</u> Sharing Experiences, Sharing Ourselves <u>Description:</u> This proposal implements a collaborative, multi-disciplinary program designed to reduce the incidence of a number of adolescent risk factors including: adolescent violence; gang membership; substance abuse; intercultural, ethnic and racial problems; teen pregnancy; school dropouts; and AIDS susceptibility. The program--which will be established as a demonstration project at four sites, three local middle schools and at the Keesler Youth Center--uses youth who are selected and trained as student coordinators. It is designed to improve student relationships in an increasingly multi-cultural society. The project, originally conceived within the local school system, enjoys wide-spread community support.	<u>Status:</u> The program is operational in four schools and the Keesler Youth Center. The absence of a program coordinator for most of FY 96 caused the program to stagnate. A full-time program coordinator is now in place and having a significant impact on program management and administration. A documentation system for on-site (at school) activities and criteria for submission of project requests has been implemented. Site coordinators at the schools remain committed to the program and have developed varied creative initiatives tailored to the specific location and school. Area principals, hearing and seeing the impact the program is having in the middle schools, want to expand the program to junior high schools. Approximately 300 youth have been trained in peer mediation, conflict resolution, anger management. Youth Advisory Council members model and share these skills with youth who have violent episodes in the school setting. School personnel have become more active in supporting the program; teachers are voluntarily attending training to serve as training facilitators for the program. The project coordinator reports that at Ocean Springs Middle School--the first to become involved in the program--there has been a dramatic decrease in fights and school suspensions reported by the Vice-Principal, who is also the project's coordinator consultant. In addition, there is noticeable improvement in unity and school spirit. . The Youth Center program has experienced some difficulty, due to the availability of numerous other programs all competing for the same population of youth. Consequently the Sharing Experiences program is evaluating existing programs on which it could expand.

<u>Kitzingen, Germany</u> <u>Project:</u> Youth Action Initiatives <u>Description:</u> This proposal focuses on early intervention and prevention of gang-like activity. It targets increasing levels of juvenile violence by developing comprehensive programs and coordinating community resources in the following areas as needed: youth jobs, positive after school and evening activities, family and youth therapy, education and prevention programs, and transportation.	<u>Status:</u> All programs are fully operational and offer a variety of activities that appeal to multiple age groups. The Middle School Afternoon Sports Program averages 68 participants a day, who are transported to program events on contract buses. The availability of these buses coincided with the hiring of additional teachers to support various DoD Dependent Schools (DoDDS) extra-curricular programs. DoDDS requested and obtained permission to use the sports program buses to transport students involved in these activities. This allowed an additional 120 students participate in the cooperative DoDDS/Model Communities effort on a daily basis. Youth employment opportunities are available through the Family Member Assistance Program, which has placed 54 youth at the GS-1 level. The Provost Marshal expanded the Drug Awareness and Gang Resistance Programs (DARE), and evening recreational activities to include fourth grade classes. In 1994, 120 students graduated from DARE program; this year, 187 graduated. DARE program officials increased the number of visits to the 1,200 kindergarten through fourth grade students at both Kitzingen elementary school buildings. They also visit 85 twelfth grade students each month. In addition, DARE reaches out to the German community through interaction with classes of English-speaking German teens. The program is so successful that program officials have been asked to cross-train with the German Polezei. The family advocacy teen coordinator and youth program developed a teen newsletter. Student employees working at Armed Forces Radio and Television Network also develop radio and TV news items for teens associated with the 98th Area Support Group. DoDDS estimates the students' efforts reach approximately 2,100 teens, 44,000 military and family members, and a large English-speaking host nation population.
<u>MacDill AFB, Florida</u> <u>Project:</u> Positive Image Program <u>Description:</u> The goal of the MacDill AFB Positive Image Program is to prevent delinquency and violence by increasing the employment preparation skills of youth and providing successful job placement. Entry-level trainee positions will be provided through community partnerships. Another component will provide youth with recreational and educational activities such as bay fishing, overnight tours, and educational trips to universities and nearby installations. The program also will provide educational seminars on child abuse, spouse abuse, teen dating violence, and alternatives to gang involvement.	<u>Status:</u> The kick-off for the youth employment program featured a local television news anchor, who talked to youth about job opportunities in television and aeronautics. Employment opportunities for youth 13-15 years of age have been greatly expanded. Local schools are working with the University of Southern Florida to locate jobs for youth. MacDill has a database of 50 potential employers who want to hire youth. Program managers have begun matching youth with these employers for after-school and summer employment. Ten organizations participated in a mini career fair attended by over 120 youth. In March 1996, 53 teens attended a day-long, employment certification course featuring Stephen Ingram of the Tampa Bay Buccaneers. Mr. Ingram discussed the importance of education, staying in school, and football. Other sessions addressed self-esteem, money management, resume writing, interviewing skills, the work ethic, accountability, and dressing for success. Parents of teens who participated in the course expressed their appreciation for the program in calls and letters to the certification course's joint sponsors--the installation Relocation, Financial Management, Family Advocacy program managers. Other Positive Image Program success stories include the teens who managed the Youth Employment Project 'Coke' booth for the MacDill AFB 1996 Air Fest and eight youth successfully trained in retail sales. Implementation and training on FAMWORK continues. Fifteen job referrals were completed in two days, and four successful job placements were made in one day. An installation-sponsored, student career interest inventory indicated local teenagers are most interested in careers in computers, aeronautics and the medical field. As a result, computer classes are offered twice weekly. Students interested in an aeronautics career can take advantage of a field trip to NASA's John F. Kennedy Space Center in Florida scheduled for late May 1996.

<u>Marine Corps Air Station Tustin, California</u> <u>Project:</u> Community Youth Enhancement Program <u>Description:</u> Through a partnership with local representatives of Boys and Girls Clubs of America, the Community Youth Enhancement Program will expand comprehensive and developmentally-oriented youth programs using Boys and Girls Club training and program materials. The affiliation will allow DoD youth in the community access to services comparable to those provided at local Boys and Girls Clubs, while enhancing existing installation youth programs.	<u>Status:</u> The Club has become so popular among Tustin youth that attendance exceeded occupancy limits. In September, the command moved the Club to a larger facility. During the year the Club initiated several new special interest programs: the Nature Club (projects include landscaping the new building and growing food for the Club's pets), the Homework Club, the Sega Club, and 3 on 3 basketball. Collaboration between with the Child Development and Youth Program has greatly increased over the last year. The Club shares their van for field trips and co- sponsors teen dances with the Youth Program. A total of 41 military personnel volunteer regularly at the club. Teen leadership and discussions groups are held weekly. Discussion topics are identified by teens and focus on AIDS, substance abuse, violence, peer and family relationships. The discussion groups are facilitated by a volunteer counselor. Approximately 45 teens participate in these weekly sessions. The Club director developed a computerized tobacco prevention program with input from the youth from Tustin youth. California has awarded the club a \$250,000 grant to fund a two year pilot program to prevent and reduce tobacco use by military youth. In January, the Club will expand to El Torro, Tustin's sister base which is about 10 miles away. The El Torro Club will be furnished with equipment and supplies donated by the local Rotary and Kawanis Clubs.
<u>NATO SHAPE Support Group, Belgium</u> <u>Project:</u> International Model Youth Program <u>Description:</u> NATO SHAPE, Belgium, will establish a multi-national youth sponsorship and cultural awareness program. The funding will provide SHAPE a facility, personnel, and funds to develop a video for inbound youth which outlines what they can expect during their stay. The program also offers outreach, team building, and youth involvement in recreational and social prevention focused activities.	<u>Status:</u> The Youth Sponsorship Program is established, includes family members from 12 nations, and, through 59 different activities, has served over 1,800 youth since the project began. Program activities include: inter-cultural programs for pre-teens, teenagers and families; sponsorship workshops; and volunteer participation in these and other activities. The program also offers a wide variety of activities to help relocating youth adapt to their new community. These activities include day trips to learn about local customs and traditions, as well as language, shopping, cooking, and local sports activities. A newcomers video was completed during FY 96 featuring youth from all NATO countries speaking their native language and subtitled in each language. The video can be obtained prior to relocating to SHAPE and is being shown in the rooms at the local US hotel. Local community service providers were provided training in "Options for At-Risk Youth" to enhance their awareness and skills in responding to youth issues. An International Teen Committee and International Adult Committee helps ensure the program targets actual youth and community issues and priorities. The program has received high level command and community support.
<u>Naval Air Station (NAS) Lemoore, California</u> <u>Project:</u> Schools-to-Careers Program <u>Description:</u> The primary purpose of the multi-faceted Schools-to-Careers Program is to help students transition successfully from academics into the ever-changing workforce. Another important goal is to empower these students to become involved citizens. Key elements of the program include an educational technology center, strong parental involvement, a summer youth employment program, community service programs, mentoring initiatives, and a strong community collaboration component.	<u>Status:</u> The collaborative vision embodied in this program is the key to its undeniable success. The Kings County School-to-Careers coalition is made up of military, government, education, and business leaders. All are committed and actively working to ensure the full development of the talent and resources represented by the youth of the community. The coalition has an active membership of over 50 agencies. Activities and programs are designed to empower youth transitioning straight from high school to work to make real world career decisions. The partnership is producing more and more job shadowing and mentoring opportunities. The community service element has expanded, and students are anxious to contribute to a community in which they now believe they have a stake. Program staff anticipate employing over 100 students in the 1997 summer employment program. They also anticipate increased parental involvement as the popularity of the program continues to grow. In other accomplishments, the "Cyber Center" has added access to the Internet, which opens unlimited information resources to those exploring career possibilities. A real strength of this program is its built-in flexibility to evolve with the needs of the community. The program has been nominated for a Hammer Award.

<u>NAS Sigonella, Italy</u> <u>Project:</u> Project Connect <u>Description:</u> "Project Connect" is an innovative outreach strategy designed to increase participation by the 70 percent of "uninvolved" teens in programs to combat boredom, isolation, and the ready availability of alcohol--factors often present at an overseas installation. A project coordinator working with and through established activities such as schools creates opportunities for youth to become involved in high-interest activities. Key program components include activity and adventure programs, cross-cultural opportunities, community service projects, and job training.	<u>Status:</u> Project Connect enjoyed exceptional success in 1996. Its strategies are elegant in their simplicity: create new approaches to reach youth by working with and through existing agencies, and find out what kids want and follow through to give it to them. Another key is developing healthy environments for uninvolved youth to do what they may already be doing. For example, a group of youth with no place to skateboard were skateboarding in the streets and entering secure areas. Project Connect's director found an unused lot, had it cleared, and involved the skateboarders in setting up ramps and a skatepark. The base Teen Center, once used only by a handful of perceived trouble-makers, is now a busy center of activity for a cross-section of installation youth. On average, about 70 students use the Teen Center each day--up from an average of 25 before Project Connect. Working with base Morale, Welfare and Recreation, Project Connect's director set up an extensive camping, hiking, and mountain biking program. Recognizing the diversity of youth interests, "computer nerds" now have access to computers with games and learning resources. A Teen Orientation program is now available through the Family Support Center. Working together and developing a sense of joint ownership have been among the most important systemic outcomes of Project Connect.
<u>NAS Whidbey Island, Washington</u> <u>Project:</u> Partnership for Youth <u>Description:</u> "Partnership for Youth" is designed to strengthen relationships within the family, and teach positive parenting and coping skills. It will provide a place for youth to build a sense of belonging. Program activities include couples communication, conflict resolution, leadership skills, and community responsibility for 6-18 year-olds. In addition, youth will be involved in the renovation of a local school facility for a youth center/volunteer clearing house. Volunteers from the base and local community will participate in the renovation, and local businesses will provide matching funds. The clearing house will organize volunteer projects within the community.	<u>Status:</u> To date 422 couples have attended the Prevention and Relationship Enhancement Program. All sessions include discussions on deployment and sea duty and how it effects the family. Thirty-two volunteers (18 of them sailors) and 11 teachers have been trained as facilitators for the Giraffe Project, which is offered in seven elementary schools. The classes choose projects to work on throughout the year that benefit the community. Projects varied from a save the whales campaign which culminated in meeting Governor Lowry, to petitioning the city council to install traffic bumps in front of school for children with special needs. Students continue to work with County Parks and Recreation Office on clean up crews, maintenance of walk paths and foot bridges. One 16 year old organized a task force of 6 youth to develop an in-line skating rink. A local architect donated his services and worked with the youth to design the rink. The youth presented their design to the city council. The council approved the design and donated the land. The youth are holding fund raising events to raise money to build the rink. To date they have raised \$70,000, they need \$270,000. Collaboration with the local schools has improved, the Partnership has space in two middle schools for activities. Activities and recreation programs target gang prevention and at-risk youth. The "Neutral Zone" has been a great success and is co-sponsored with the local police, schools, and community. Activities take place in the schools Friday and Saturday evenings from 9 p.m. to 1 a.m. Local business donate food and equipment. Local DJ's donate their time for hosting dances. An MWR van is available to drive youth home if needed. During the past year 8,395 youth have participated in these activities, with the support of 591 volunteers who donated 2,905 hours. Island Thrift, a local community organization, has donated \$200,000 towards the development of the youth center, and a non-profit organization has been established to run the program after the incentive award ends.

<u>Naval Security Group Activity Winter Harbor, Maine</u> Project: Schoodic Peninsula Partnership Description: The Schoodic Peninsula Partnership will provide military families located in a very remote community with recreational, social, and educational programs. The goal of the Winter Harbor proposal is to remove perceived barriers between the military and civilian communities by providing a joint-use facility, staff, computer, and recreational equipment and transportation to enhance the limited social and educational infrastructure of this area. The facility will support recreation, social interaction, and access to educational and computer resources seven days a week. In addition, staff will offer tutoring for students in state-of-the-art computer technology, including access to the Internet.	Status: A new recreation director has been hired under the provisions of a memorandum of agreement between the town of Winter Harbor, NSGA Winter Harbor, and the Winter Harbor Recreation Committee. New computer software and hardware has been installed that will increase community cable television channel capability, including information from a weather station atop the elementary school. Internet access is available to schools and libraries (including the NSGA Winter Harbor Library).
<u>Spangdahlem AB, Germany</u> Project: Improving the Quality of Life for Teens and Their Families Description: This project is a comprehensive youth program focusing on relocation, sponsorship, confidence building, and teen employment. The employment component encompasses the establishment of a Mexican restaurant, operated by teens, in the teen center. The project offers an interactive sponsorship program which allows newly relocated teens the opportunity to correspond with friends from previous locations via the Internet. A ROPES course will provide a means for youth to build confidence.	Status: Renovations on the Mexican restaurant facility have been completed. It will be located in the main youth center. The operation of the restaurant will be contracted with the contract requiring a percentage of staff be youth. The facility will also be used to conduct cooking classes, to cater special events and to provide breakfast and lunch for the school-age care program. The Youth Employment component has placed over 100 youth in local jobs ranging from baggers to sports score keepers. An initiative to partner with the local high school's Cooperative Work Experience program is also being pursued. The sponsorship program is running well. Pen pals involving 73 incoming youth have been established. Efforts continue to acquire a ISDN line to allow Internet connectivity for local youth to use to communicate with incoming youth. The ROPES course which opened in March 1996 is a major success and was used by more than 500 youth between March and November 1996. A Computer Lab/Homework Club is operational and serving approximately 110 youth per month. Computers are being upgraded to increase their capabilities and to attract more users. Outreach services have been extended to the community of Baumholder.
<u>U.S. Army Yuma Proving Ground, Arizona</u> Project: Law Enforcement Cadet Program Description: U.S. Yuma Army Proving Ground will expand the Law Enforcement Cadet Program, which plays a key role in the installation's ability to reduce juvenile violence. This program is designed to provide new opportunities for juvenile offenders and will operate as an all-volunteer program. Funding will enable the installation to facilitate further development of a program proven to supply positive alternatives to youth violence.	Status: The Law Enforcement Cadet program expanded in 1996 using 80 percent adult and youth volunteers who contributed 6,261 hours. The program is a joint effort of youth services, MWR, and Yuma Law Enforcement. A new Preparatory Cadet program was created in 1996 due to the popularity of the program and increased interest among 10-12 year olds. The program requires cadets to maintain a C average in school and to graduate from the program with at least 2,550 points out of a possible 3,600. Graduates in 1996 averaged 3,100 points earned through exams, demonstrating competency, attendance and ethics. The most significant outcome of this program is a dramatic 88 percent drop in juvenile violence cases since 1994. Collaborative efforts with local law enforcement and the Marine Corps Air Station in Yuma has expanded community involvement and increased participation. Activities include Kid ID projects; rappelling and desert survival; law enforcement classes, a drug free bike run, neighborhood watch program, law enforcement ride-along program; and honor guard training. Other installations have shown a keen interest in the Cadet program. Yuma Proving Ground assisted Tobyhanna Army Depot in setting up a program and continues to collaborate with other installations to export this highly successful strategy.

<u>United States Air Force Academy, Colorado</u> <u>Project:</u> The Youth Action Program (YAP) <u>Description:</u> The Collaborative Effort to Prevent Violence focuses on intensive youth intervention programs to improve school performance, strengthen parent-child relationships, and build resistance to negative peer influence. The program will be implemented through tutoring, and social skills and parent training. Experiential activities, such as wilderness therapy, will provide an exciting and challenging learning environment designed to encourage family recreation as a way to strengthen family relationships.	<u>Status:</u> Eighty-four youth are enrolled in the program. Eight students from last year are working as peer counselors. The project facilitates a collaborative approach utilizing schools, military, community and family. Youth and their families receive tutoring, social skills building, parenting skills, and experiential recreational activities as determined by their risk factors. A second group was formed to provide additional support and resources for single parents. The group meets once a week to discuss and resolve the challenges of single parenting issues. Parents are required to attend experiential activities with their child and attend monthly parent-teacher conferences. Volunteers include local high school, college, graduate students, Air Force Academy cadets, adults, and licensed social workers. Last year volunteers logged over 3,100 hours working as tutors, and positive role models for the students enrolled in YAP. The volunteers also assisted counselors with program activities and experiential activities such as: lock-ins camping, rock climbing and hiking, horse back riding, falconry and golf. The project has a strong evaluation component that requires youth and parents to take a pre- and post tests. Four evaluation instruments are used to determine need and measures progress; "Personality Inventory for Children" and "The Personality Inventory for Youth" measures attitudes towards others, family, physical-self, self-directness, work, school and achievement. "The Bloom Sentence Completion Survey" and "The Revised Problem Behavior Checklist" measures family problems, delinquency, anxiety, and social skill problems. Preliminary analysis suggest that both parents and youth expressed positive attitudes but girls showed a more significant positive shift. To date YAP has saved the government \$100,000 in CHAMPUS clinical costs.
<u>Yongsan, Korea</u> <u>Project:</u> Youth Model Communities Task Force <u>Description:</u> The Youth Model Communities Task Force will provide intervention and prevention programs for youths by implementing four key programs: ASK (After School Knowledge) which matches students in grades 5-12 with a mentor to help with homework; "Street Justice", an intervention tool to reach youth and help them decide between right and wrong, and understand the consequences of their actions; an outdoor leadership program which offers a wide scope of activities teaching life-long skills and providing positive alternatives for discretionary time; and a teen employment program for 16-18 year-olds with a positive attendance record. Teens in the employment program will be placed in jobs in local community organizations.	<u>Status:</u> ASK is staffed by two student tutors, an active-duty or parent volunteer, and a teacher during the week. There are 10 students who consistently participate in the ASK program. To qualify for ASK a student must have a "C" or below grade point average, 70 percent of the participants have improved their grade point average by one letter grade. There are 17 teens working in community organizations and MWR activities. The teens working the relocation office developed a teen relocation program using the E-mail system to inform incoming teens know about the schools, activities and life in Yongsan. The teens in the relocation program have sponsored 150 youth. The Outdoor Leadership Program completed two, week-long adventure programs. Youth Services staff and Special Forces soldiers took 48 teens to the island of Chenju, off the coast of Korea for a "Chenju Do Challenge" consisting of exercises in building teamwork, survival, self-esteem and confidence. A number of the participants previously displayed delinquent behaviors. Since completing the Outdoor Leadership Program, none of these youth have reverted to delinquent behaviors. During the year 60 first-time offenders participated in Street Justice. Although the majority had committed assault or larceny, active participation in the program eliminated the need for all but four of the offenders to be returned to the United States. The Communication, Help Awareness Teens (CHAT) program was develop an outgrowth of Street Justice. The CHAT program is a teen discussion group facilitated by a Adolescence Substance Abuse Counseling Service counselor, 80 youth have participated in CHAT.

<u>Fort Hood, Texas</u> <u>Project:</u> Youth for Action Hotline <u>Description:</u> The Fort Hood program trains installation youth to support a 24-hour, 365-day Youth for Action Hotline. The hotline subscribes to a national program providing youth-oriented crises prevention and intervention. It is staffed by trained consultants who assist and refer troubled youth. As a subscriber, the installation will receive monthly summary reports of calls and problems. The data can be used to focus on specific problems in local high risk youth populations.	<u>Status:</u> Initially, the Youth for Action Hotline was a great success, receiving more than 300 calls during its first week of operation. In September 1995, the Hotline staff prevented two potential suicides and successfully intervened in a physical abuse case. The following month, the Hotline received 215 calls, including calls from four potential suicides, three rape victims, nine individuals with drug abuse problems, three individuals suffering from depression, and 14 individuals alleging physical abuse by parents. However, cuts in Department of Education Safe and Drug Free Program funding caused 300 school districts to cancel their contracts with the Youth for Action Hotline contract service provider, the I Care Hotline. Since 95 percent of the contractor's funding derived from this source, he filed for bankruptcy and halted service of the I Care Hotline on January 31, 1996. The Fort Hood point of contact re-issued the invitation to bid on the contract for the hotline and received a low bid of \$84,000 for the balance of FY 1996. By comparison, the I Care Hotline received \$16,000 in Model Community funds for five months of service. As a result, Fort Hood was forced to terminate the hotline.
<u>Kelley Barracks, Germany</u> <u>Project:</u> The Getaway <u>Description:</u> The Getaway is a proposed safe house and 24-hour teen crisis center designed to serve the greater Stuttgart community. The program will provide a safe haven for teens and focus on counseling and prevention programs. DoD will fund the concept of a teen crisis center and safe house on a start-up basis in order to identify the actual usage prior to recommending a capital investment in a dedicated facility. The program will serve as an alternative to troubled teens and/or their families being sent back to the United States.	<u>Status:</u> Renovations on the facility for the "Getaway" were completed, except for remodeling of the kitchen, in April 1996. The shelter officially opened on June 4, 1996. As of October 1, 1996 the following staff were hired: a full time resident manager; three full-time youth supervisors; and two part-time youth supervisors. An aggressive marketing was implemented to inform the community of this new resource. The campaign included newspaper articles, presentations to middle and high school students, community open houses, and project staff participation at local events. To date, only one youth has used the shelter, staying for two days. Approximately six other youth discussed possible placement and either never followed through or were deemed inappropriate based on the project mission and/or youth needs. A youth survey was conducted to better understand the low use rate. Two primary problems were reported: the requirement for parent notification and permission for placement and confidentiality in the small, but high profile Stuttgart community. Local command decided to discontinue the project at the end of FY 96 due to lack of use and lack of ability to continue to support after the completion of the grant period. The facility is being utilized to support single service members in the Stuttgart area.

PRESIDENTS' SUMMIT FOR AMERICA'S FUTURE

Assistant Secretary of Defense (Health Affairs) Summit Commitments

VI. Multi-focused and long-range commitments.

a. Program: "Partnership in Education." This is Health Affairs' participation with OSD's adopted school in Washington, DC -- John Tyler Elementary School. This program spans two of the five fundamental resources for children and youth: I. An Ongoing Relationship with a Caring Adult: Mentor, Tutor, Coach; and IV. A Marketable Skill Through Effective Education.

b. Discussion: For the past several years, Health Affairs' personnel have participated in many activities and programs with students and faculty at John Tyler Elementary School in Washington, DC. Since the start of the current school year, this involvement has focused on an adopted first grade class and its teacher. Specific activities have included:

- o Donated food at Thanksgiving.
- o A party at Christmas, with gifts for all the students.
- o Christmas Poster Contest.
- o A spring break party, with Easter baskets for the students.
- o The purchase of books and other necessary school supplies.
- o Donated clothes for two children and their families who have special needs.
- o Ongoing collection of Tapes for Education: receipts (tapes) from Giant and Safeway food stores.
- o Tutoring every Wednesday afternoon.
- o Cultural Diversity Programs
 - oo Dr. Martin Luther King, Jr. Breakfast.
 - oo DoD Black History Month Celebration.
 - oo DoD Women's History Month.
- o Assistance with Science Fair.

o "Shadow Day": students shadow Health Affairs personnel during their daily activities.

o Career Day: students receive briefings and presentations on various federal careers.

The level of commitment by Health Affairs personnel is high: approximately 85% of HA members have assisted our class and its school, either through personal contact (e.g. tutoring, helping put on parties, etc.) or by donating needed food, clothing, books, and other school supplies. Involvement will continue throughout this school year and into the coming years, as well.

SUBMITTED BY:

ROGER HARTMAN
OASD (HA)/CLINICAL SERVICE
695-2640

PRESIDENTS' SUMMIT FOR AMERICA'S FUTURE
Service/Component Summit Programs/Commitments

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

- a. School Partnership (16 schools, 169 volunteers) (NIMA) (OSIA) (DIA) (DIOR) (DLA, DSCR) (DSWA) (HQ, DLA) (WHS)
- b. Adopt-a-School Program (3 colleges, 392 volunteers) (NIMA) (DSWA) (NSA) (OEA) (HQDLA) (DLA, DCMDW) (DLA, DSCC)
- c. McDonalds Learning Team. (OCHAMPUS)
- d. Catchers MITT Program. (OCHAMPUS)
- e. Referees for Track and Field Day (OSIA)
- f. Tours of Facilities (OSIA)
- g. Young Marines (11 students) (OSIA) (USUHS)
- h. Crime Prevention Briefings (OSIA)
- i. Special Emphasis Program Council (DIS)
- j. Project Me (DIS)
- k. DoD Science and Engineering Apprentice Program (27 students) (USUHS)
- l. Summer Laboratory Research Program (14 participants) (USUHS)
- m. Facilitating, Entry, and Retention of Medical Uniformed Professionals (47 participants) (USUHS)
- n. High School Student Science Program (10 students) (USUHS)
- o. Students for AIDS Education (60 members) (USUHS)
- p. Women in Medicine and Science (200 members) (USUHS)
- q. School-To-Job Program (AFIS)
- r. Youth Mentoring/Tutoring Program (100 volunteers) (AFIS) (DFAS) (DLA, DSCC) (DLA, DCMDE) (OSIA)
- s. Student Career Experience Program (11 participants) (DLA, DSCC)
- t. Shadow Day Program (82 volunteers) (DLA, DNSC) (DLA, DPSC) (DLA, DCSR)
- u. HOSTS Program (40 volunteers) (DLA, DMSC)

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

- a. Confidence Camp (OSIA)
- b. Honors Legal Internship Program (12 students) (OGC)
- c. Summer Employment Program for Students with Disabilities (DIS)
- d. School-Age Child Care (NSA)
- e. Kindergarten After School Care (NSA)
- f. Coalition for Quality Children's Media, "Kids First" Program (8 students) (AFIS)
- g. Children's Holiday Party (300 underprivileged children) (DLA, DPSC)

III. A healthy start.

- a. School trip to Washington Navy Yard (OSIA)
- b. Military Color Guard for Ceremonies (OSIA)
- c. Giant Food receipts for Computers (OSIA)
- d. Displayed Children's Art at OSIA (OSIA)
- e. Grandma House Program (DISA)
- f. Take Your Daughter to Work Day (**Approx 400 participants**) (DFAS)
(DISA) (DLA, DPSC)
- g. Child Care Programs (**305 children accommodated**) (NSA)
- h. Child Care Referral Services (NSA)
- i. Physical Training Program (**30 employees**) (AFIS)

IV. A marketable skill through effective education.

- a. Vocational Industrial Clubs of America (OCHAMPUS)
- b. Mock Interviews (OCHAMPUS)
- c. Career Day (OCHAMPUS)
- d. Speaking to Business Classes (OCHAMPUS)
- e. Guest Lectures and Presentations (OSIA)
- f. School Computer Training (OSIA)
- g. Student Hiring (**544 students**) (DCAA) (DISA) (USUHS) (DSWA) (WHS) (DLA, DCMDE) (DIA) (DLA, DCMDW) (AFIS) (DLA, DNSC) (DLA, DPSC) (DLA, DSCC) (NIMA) (OSIA) (OEA)
- h. Federal Recruitment Program for Students with Disabilities (DCAA)
- i. Minority Contractor Training (DCAA)
- j. Mathematics, Engineering, Science Achievement Inc (DSWA)
- k. High School Work Study Program (NSA)
- l. The Gifted and Talented Program (NSA)
- m. The Undergraduate Training Program (**75 students**) (NSA) (DIA)
- n. The Directors Summer Program (NSA)
- o. Telecommunications Curriculum Advisory Committee (AFIS)
- p. Computer Training for the Homeless (**50 participants**)
- q. Junior Achievement Program (**3 volunteers**) (DLA, DMSC)
- r. Stay-In-School and Co-Op Program (**50 students**) (DLA, DPSC) (USUHS) (NIMA)

V. An opportunity to give back through community service.

- a. Business Advisory Board Member. (OCHAMPUS)
- b. Colorado School to Career Partnership. (OCHAMPUS)
- c. Miles of Smiles Program (DIA)
- d. Close Up Foundation (DIA)
- e. Adopt a Shelter for Battered Women (DCAA)
- f. Veterans Outreach (DCAA)
- g. Orphanage Support (DCAA)
- h. Safety Awareness Activities (DISA)
- i. Visit to Soldiers Home (DISA)
- j. Agency Sponsored Blood Drives (DISA) (DLA, DSCC)
- k. Charity Bowling Tournament (DISA)
- l. Holiday Assistance (DISA)
- m. Helping Hands Adventist Community Services Center (USUHS)
- n. Black Employment Program (DSWA)
- o. Public Employees Roundtable (AFIS)
- p. In-School Reading Programs and Campus Special Events
(12 volunteers, 40 students) (AFIS)
- q. Special Event Days at Local Schools (20 volunteers) (AFIS)
- r. Clean & Green (15 volunteers) (AFIS)
- s. Make A Difference Day (15 volunteers) ((AFIS)
- t. Tours of Defense Photography School (AFIS)
- u. Junior Achievement (500 beneficiaries) (DLA, DSCC)
- v. American Society for Quality Control (2 volunteers) (DLA, DSCC)
- w. Project Give Tutorial (60 beneficiaries) (DLA, DPSC)

VI. Multi-focused and long-range commitments.

- a. Outstanding Scholar Program (**12 employees hired**) (DSWA)
- b. Job Fairs (DSWA)
- c. DSWA Educational Technology Program (**Donated 2604 pieces of equipment**) (DSWA)
- d. Co-Operative Education Program with Minority Institutions (**15 students**) (BMDO)
- e. Adopt Shelters (**2 shelters, 1000 receiving benefits**) (HQDLA)
- f. Operation Feed (**100 volunteers**) (DLA, DSCC)

VII. Service/Component related organizations and associations collaboration for support, communications, and operations.

- a. E.O. 12999, Educational Technology - Ensuring Opportunity for all Children in the Next Century (OCHAMPUS)
- b. Volunteer Income Tax Assistance Program (DCAA)
- c. National Security/Emergency Preparedness Communications (DISA)
- d. Reutilization of DoD Computers (DoD-wide 30,000 computers to 800 schools in 48 states) (DISA) (DIOR) (AFIS) (DLA, DPSC)
- e. Hispanic and Minority Organizations (DSWA)
- f. Minority Coalition (DSWA)
- g. Historical Society of Battle Creek (15 volunteers) (DLA, DMSC)