



Memo

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

Date: 03/14/00

Re: White House Conference on Youth, May 2000

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

A. SUPPORT FOR WHITE HOUSE CONFERENCE ON YOUTH:

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

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

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

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

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

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

- Investing in the Future: Supporting Positive Youth Development in the 21st Century
- Developing Youth, Building a Better Future

C. PARTNERS AND RESOURCES:

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

- Stewart Smith, Executive Director of Campfire Boys and Girls and Chair of the National Collaboration for Youth (representing dozens of major youth serving organizations)
- Karen Pittman, International Youth Foundation
- David Hamburg, former President, Carnegie Foundation
- Pam Stevens, Edna McConnell Clark Foundation
- Inca Mohamed, Ford Foundation
- Della Hughes, Executive Director of the National Network for Youth
- Michelle Kipke, Chair, Board for Children Youth and Families, National Academy of Sciences
- Andy Hahn, Brandeis University
- Sam Halprin, American Youth Policy Forum

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

D. ISSUES/THEMES:

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

these are listed first below.

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

Other suggested topics:

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

- **The Values We Teach** (How do young people develop their own values? What values are kids learning today and who is teaching them? How do family values, customs and conversations make a difference in a youth's maturation?) [*Member of Congress/Youth Organization Leader/Foundation Leader*]

E. ANNOUNCEMENTS/DELIVERABLES

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

- Every May, DHHS works with the White House to create an event commemorating teenage pregnancy prevention month. As in past years, CDC will have new state-by-state birth rates broken down by ethnicity to announce. It is expected that this will be the seventh year in a row that teen birth rates will have gone down. Additionally, the Administration has worked with the Campaign to Prevent Teenage Pregnancy to recognize their annual award recipients --- national and community leaders from a variety of fields who have made a real difference in helping teens avoid pregnancy. This conference would be a natural venue for these announcements.
- Although the Surgeon General's Report on Youth Violence will not be complete until December 2000, there may be a way to make a preliminary announcement about this project.

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

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

F. DOWNLINK AUDIENCES

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

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

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

HHS Positive Youth Development/Prevention Programs

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

Intervention Services for Youth in Crisis

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

Research Activities

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

H. RESEARCH AND OTHER BACKGROUND MATERIALS

- *Translating Youth Development into Action* (1999 issue of The Exchange newsletter)

(ACF/FYSB)

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

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

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

FROM: Jacquie Lawing, Acting Chief of Staff

DATE: March 14, 2000

RE: Suggestions for Raising Responsible Teens Conference

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

1. Suggested Themes for the conferences could include:

Partnerships in Public Housing (Boys and Girls Clubs, YMCA, Girl Scouts of American, etc.); Providing Safe Environments through Gun Violence Reduction Initiatives; After School Program; Tutoring and Mentoring; Government and Private Partnerships.

2. Possible Deliverables:

HUD issued its Super Notice of Funding Availability (SuperNOFA) on February 24, 2000. The SuperNOFA contains a wide variety of programs relating to children. Contract awards will not be made until later in the year. HUD would be willing to provide training on the SuperNOFA to conference participants..

3. HUD partners with 3,400 housing authorities and CDBG block grant cities through and fund a wide variety of programs for teens and their families. Many of these programs have been recognized for their outstanding work with young people. Provided is a list of programs/services offered to teens through HUD.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Potential participant list:

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

Tyrone Parker, President, Alliance for Concerned Men

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

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

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

Katherine Philbun, Director Community Relations, Major League Soccer

Beth Colleton, Director Community Relations, National Football League

Steve Martin, Director Corporate Relations, National Basketball Association

Eve Barth, Director Community Relations, NBA

Tom Braswell, Community Relations, Major League Baseball

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

Richard Bowers, VP Community Affairs, PGA Tour

Brad Hart, Associate Director, Police Athletic League

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

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

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



YMCA

We build strong kids,
strong families, strong communities.

MEMORANDUM

TO: Office of the First Lady
FROM: Eden Fisher Durbin
YMCA of the USA Public Policy
SUBJECT: White House Teen and Youth Conference
DATE: 03/09/00

Dedicated to building strong kids and families, YMCAs serve more than 9 million kids a year in the non-school hours. We run a wide range of youth programs—from literacy education and mentoring programs to day camps and juvenile delinquency prevention programs. Ys collectively are the largest providers of pre-school and after-school child care programs in the United States. But it is a new initiative that has the YMCA movement buzzing—the **Teen Action Agenda**.

YMCAs currently serve 1 in 10 teens nationwide, but Ys have come together to do even more for teenagers in this country. Our national Teen Action Agenda aims to serve 1 in 5 teens by 2005. It's an enormous goal—for an enormously important cause.

BACKGROUND ON TEEN ACTION AGENDA

This nationwide initiative emphasizes:

1. giving teens opportunities to be responsible (beginning with planning their own activities)
2. giving teens opportunities for community service and leadership (creating a sense of unity, community and belonging for teens and giving them meaningful roles in their community)
3. emphasizing the importance of adult role models (both in communicating with their parents and establishing mentoring relationships with caring Y volunteers and staff)

Over 100 YMCAs have signed onto the YMCA Teen Action Agenda and in doing so have agreed to:

1. double the number of teens they serve and support the YMCA of the USA's goal of serving 1 in 5 teens by 2005
2. offer at least one program in each of the following areas:
 - leadership/community service
 - education/life skills
 - health/safety/well-being

YMCA of the USA • Public Policy • 1701 K Street, N.W., Suite 903 • Washington, D.C. 20006

202-835-9043 • toll-free: 800-932-9622 • fax: 202-835-9030 • <http://www.ymca.net>

YMCA mission: To put Christian principles into practice through programs that build healthy spirit, mind, and body for all.

3. achieve and measure teen program guidelines and objectives and conduct self-assessment surveys annually
4. Subsidize all memberships for teens across the country

RESOURCES THE YMCA CAN OFFER

1. New nationwide commitment to teens
- ✓ 2. Subsidized membership to all teens
3. Access to 17 million people, 9 million youth through:
 - Fax Alerts (every 2 weeks to 4,000 CEOs and CVOs)
 - *Discovery Magazine* (seen quarterly by 17 million people)
 - *Y Member News* (monthly wall poster seen by 17 million people)
- ✓ 4. Web site chat room or resource section for teens
5. First national conference for teen workers in August
- ✓ 6. New curriculum for middle-school programs
- ✓ 7. Speakers:
 - Urban: Paula Gavin, CEO, YMCA of Greater New York
 - Rural: Mike Haynes, Kentucky YMCA Youth Association
 - National: Ken Gladish, National Executive Director, YMCA of the USA
8. Compilation of teen program evaluations from across the country

POSSIBLE IDEAS FOR CONFERENCE

- ✗ 1. National poll by the YMCA (\$1,000 per closed question, \$1,500 per open question) released by the White House
2. National "teen card"—a membership card youth can use at any participating youth-serving organization
- ✓ 3. "Web Chat" with celebrities who then refer kids to web sites of youth-serving organizations, all of which will be linked
- ✓ 4. Video to open the conference—first showing people talking about their needs and dreams (both teens and parents) and then zeroing in on what needs to happen within society to meet and achieve everyone's needs and dreams
- ✓ 5. Resource guide for parents that highlights opportunities for teens and families, ways to talk to teens, etc.

- Spoke to Matthew Douglas of Public Education Network.
- He's sending a courier over today w/ a hard bound copy.

MD 9:53 am

NATIONAL ASSEMBLY

1319 F Street, NW • Suite 601 • Washington, DC 20004 • 202/347-2080 • Fax 202/393-4517
Internet: <http://www.nassembly.org>

Alliance for Children & Families
American Association of Homes
and Services for the Aging
American Camping Association
American Cancer Society, Inc.
American Foundation for the Blind
American Humane Association
American Red Cross
Association for Volunteer Administration
Association of Jewish Family
& Children's Agencies
Association of Junior Leagues
International
Big Brothers Big Sisters of America
Boy Scouts of America
Boys & Girls Clubs of America
Camp Fire Boys and Girls
Campaign for Tobacco Free Kids
Catholic Charities USA
Child Welfare League of America
Citizens' Scholarship Foundation
of America
Civil Air Patrol
Coalition for Juvenile Justice
Council on Accreditation of Services
for Families and Children
Families, 4-H and Nutrition Cooperative
State Research, Education and
Extension Service
Girl Scouts of the USA
Girls Incorporated
Goodwill Industries International, Inc.
Habitat for Humanity International
Hostelling International
Joint Action in Community Service
Lutheran Services in America
National Benevolent Association
National Center for Missing
and Exploited Children
National Coalition of Hispanic Health
and Human Services Organizations
The National Council on the Aging
National Crime Prevention Council
National 4-H Council
National Mental Health Association
National Network for Youth
National Urban League
Neighborhood Reinvestment
Corporation
The National Mentoring
Partnership
The Points of Light Foundation
Save the Children
Second Harvest
SOS Children's Villages - USA, Inc.
Street Law, Inc.
The Salvation Army
Travelers Aid International
United Neighborhood Centers of
America, Inc.
United Seamen's Service
United Way of America
Volunteers of America
WAVE, Inc.
Women in Community Service
YMCA of the USA
Youth Law Center
Youth Service America
YWCA of the USA

MEDIA ADVISORY

embargoed for release , March 8, 2000

CONTACT: Gordon Raley
(202) 347-2080

New Report Documents the Effectiveness of Youth Development Programs as an Aid to Learning Community-based organizations provide youth with innovative learning opportunities

WASHINGTON, DC--Young people need and want support in community settings that fit their interests and needs. In addition to wanting a "safe place to go," they want exciting learning opportunities. In *Community Counts: How Youth Organizations Matter for Youth Development*, author Milbrey McLaughlin, professor of education at Stanford University, calls for communities to rethink how they design and deliver services for youth, particularly during non-school hours.

Based on more than 12 years of conversations with students ages 12 to 18 in challenging urban and rural areas, McLaughlin shows evidence that youth make strides toward better school and life success by being involved in effective out-of-school programs. According to the report, youth participating in such programs, when compared to youth in general:

- achieve higher academic levels and hold higher expectation for themselves
- demonstrate greater self-confidence and optimism about what the future holds
- express a strong desire to "give back" to their communities; and
- go on to be productive, employed and active members of their communities.

"We can no longer afford to think about learning simply during the school day," said Wendy D. Puriefoy, president of the Public Education Network, a nonprofit school reform organization in Washington, DC, that released the report. "Learning occurs everywhere. This report confirms that community involvement is an essential element in creating and supporting programs that are effective in meeting the needs of youth, particularly those in low-income areas."

Stewart J Smith, national executive director of Camp Fire Boys and Girls and chair of the National Collaboration for Youth, a coalition of 30 leading national youth development organizations, pointed to the report as being ground breaking. "*Community Counts* demonstrates persuasively that it is high time we mobilized American communities to assure all youth access to the developmental programs they need to be fully prepared as adults and effective citizens."

Regarding academic achievement, McLaughlin found that, compared to American youth generally, "youth participating in community-based organizations we studied are:

- 26% more likely to report have received recognition for good grades than are American youth generally, and youth with high levels of participation (several days a week or more) are *more than two times* more likely to report recognition for good grades;
- nearly 20% more likely to rate their chances of graduating from high school as 'very high' and
- 20% more likely to rate the likelihood of their going to college as 'very high.'"

"In other words," McLaughlin said, "despite the challenges they face at school, in their neighborhoods, and often at home, teens who participate in the CBO's we studied generally achieve more in school than typical American youth. Further, higher levels of participation in community-based organizations are associated with greater likelihood of academic success."

"Looking at our data, it's really clear that communities need to support youth in an integrated and coherent way and that no one institution can go it alone," said McLaughlin.

Milbrey McLaughlin is the David Jacks Professor of Education at Stanford University in Palo Alto, California. The Public Education Network is a national association of local education funds that promote school improvement and reform in public education in poor and urban areas across the country. The Spencer Foundation is a private foundation that grants funds to support research that contributes to the understanding of education and improvement in its practice. *Community Counts* draws upon work supported by grants from the Spencer Foundation to Milbrey to Milbrey and Shirley Brice Heath from 1987-1999.

The National Assembly of Health and Human Service Organizations is an association of national voluntary organization bound by a common concern for the effective delivery of health and human services to the American people, especially those in need. Please visit the Assembly's website for more information: <http://www.nassembly.org>.

###

NATIONAL COLLABORATION FOR YOUTH

1319 F Street, NW • Suite 601 • Washington, DC 20004 • 202/347-2080 • FAX 202/393-4517

Internet: <http://www.nassembly.org>

Community Counts: How Youth Organizations Matter for Youth Development

Executive Summary

Milbrey W. McLaughlin, Professor of Education, Stanford University

Research supported by the Spencer Foundation in studies conducted from 1987 to 1999.

Publication and dissemination supported by the Public Education Network

From twelve years of conversations with youth in challenging urban and rural settings, McLaughlin and colleagues have gained a better understanding of what effective youth-based organizations look like and what youth gain by participating in them. In addition, we know more about what communities, youth organizations, schools, and funders and policymakers can do to cultivate and sustain more effective programs for youth. McLaughlin's research makes clear that community counts in its response to the unmet needs of youth, particularly in how they provide care and opportunities for development. And community counts in the design and delivery of out-of-school experiences.

Summary of Findings

Compared to typical American youth, young people participating in community-based organizations are:

- 26% more likely to report having received recognition for good grades, and youth with high levels of participation are *more than two times* more likely to report such recognition;
- nearly 20% more likely to rate their chance of graduating from high school as "very high;"
- 20% more likely to rate the likelihood of their going to college as "very high."

An Affinity Group of the National Assembly of Health and Human Service Organizations

Alliance for Children and Families
American Red Cross
Association of Junior Leagues
International
Big Brothers Big Sisters of America
Boy Scouts of America
Boys & Girls Clubs of America
Camp Fire Boys and Girls

Child Welfare League of America
Citizens' Scholarship Foundation
of America
Civil Air Patrol
Coalition for Juvenile Justice
Families, 4-H and Nutrition
Cooperative State Research,
Education and Extension Service
Girl Scouts of the USA

Girls Incorporated
Hostelling International -
American Youth Hostels
Joint Action in Community Service
National 4-H Council
National Mental Health Association
National Network for Youth
National Urban League
The National Mentoring Partnership

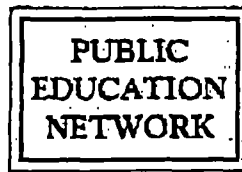
The Salvation Army
Save the Children
United Way of America
Volunteers of America
WAVE, Inc.
Women in Community Service
YMCA of the USA
YWCA of the USA

- significantly more likely to report feeling good about themselves;
- significantly more likely to indicate higher levels of self-efficacy;
- 8% more likely to “strongly agree” that they are persons of worth -- those with high levels of participation are nearly 15% more likely to view themselves as worthy persons;
- significantly more likely to report higher levels of personal agency and effectiveness;
- nearly 13% more likely to feel that the chance they would have a job that they enjoyed was “very high;”
- more than two and a half times more likely to think it is “very important” to do community service or to volunteer.

Long Term Recommendations for Funders and Policymakers

- Fund people, not just programs -- possibly by restructuring funding streams around fellowships for youth workers and directors, and/or making funding more discretionary;
- Fund intra- and inter-city networks of youth workers and youth organizations;
- Support development of alternative pathways of training and credentialing for youth workers;
- Reframe policy debates around after-school programming, possibly making community-based organizations eligible for federal and state after-school dollars typically reserved for schools;
- Ensure that community-based organizations are aware of and applying for available after-school funds;
- Fund on-going operations, not just start-up costs, possibly educating youth organizations and other CBOs about how they can access existing funding streams in education and other areas;
- Work with funders of similar programs to streamline or otherwise coordinate grant application procedures and eligibility requirements and pursue the feasibility and usefulness to applicants of releasing joint requests for funding; and
- Create a local education fund to advocate for school and community improvement and the public policy level;

***For more information about the National Collaboration for Youth
call 202-347-2080 or visit www.nassembly.org***



Community Counts: How Youth Organizations Matter for Youth Development

Executive Summary

Milbrey W. McLaughlin, Professor of Education, Stanford University

Research supported by the Spencer Foundation in studies conducted from 1987 to 1999.

Publication and dissemination supported by the Public Education Network.

From a dozen years of conversations with youth in challenging urban and rural settings, McLaughlin and colleagues have learned what motivates youth to participate in community-based organizations that serve them. From her study, we have a better understanding of what effective youth-based organizations look like and what youth gain by participating in them. In addition, we know more about what communities can do to cultivate and sustain more effective programs for youth.

McLaughlin's research makes clear that community counts in its response to the unmet needs of youth, particularly in how they provide care and opportunities for development. And community counts in the design and delivery of out-of-school experiences.

Youth gain academic and life skills

The findings of this report show that effective community-based organizations provide opportunities for healthy growth and development for young people.

- Finding 1:*** Participating youth achieve at higher academic levels and hold higher expectations for graduating from high school and going to college.
- Finding 2:*** Participating youth demonstrate greater self-confidence and optimism about what the future would hold.
- Finding 3:*** Participating youth express a strong sense of civic responsibility and desire to "give back" to their communities.
- Finding 4:*** Participating youth go on to be productive citizens. The great majority of followed those in the study, now in their 20s, are firmly set on positive pathways, employed and active members of their communities.

Effective community organizations, in the words of one urban youth worker, help youth "duck the bullet," or beat the odds of early pregnancy, futures lost to drugs, or academic failure.

Effective youth organizations are centered on learning

Although effective organizations differ greatly, the focus areas of their activities, environments, and relationships are deliberately centered on learning.

- Focus Area 1:** **Youth-centered.** Staff and activities respond to young people's diverse talents, skills, and interests; build on their strengths by identifying what youth do well and developing those skills; and feature youth leadership and voices.
- Focus Area 2:** **Knowledge-centered.** Effective organizations show youth that *learning* is a reason to get involved. Programs are clearly and intensely "about" something, whether sports, arts, or community service; provide activities that deliberately teach a number of lessons and build a range of academic and life skills; and provide opportunities for youth to connect with a wide array of adult and peer teachers.
- Focus Area 3:** **Assessment-centered.** Youth need opportunities for ongoing feedback, peer reviews, and self-reflection to know how they are doing and how they can do better next time.
- Focus Area 4:** **Care-centered.** Effective organizations provide family-like environments where youth can feel safe and build trusting relationships.

How can communities count for youth development?

Communities can count by engaging community members in the process to develop youth organizations, their strategies, and their services. Youth development efforts are more effective when they engage all youth-serving institutions, particularly schools. As primary conveners of communities and schools, local education funds (LEFs) are ideally suited to implement the following recommendations.

- Recommendation 1:** **Engage all youth-serving institutions, particularly schools.** Though schools are often left out of the youth development equation, local education funds are equipped to bridge the gaps between schools and community organizations.

Recommendation 2: Encourage and support youth organizations that focus on content not simply on services. Programs that offer exciting opportunities for kids are more popular and provide better learning opportunities than programs that are established to provide a safe place.

Recommendation 3: Support a variety of smaller, innovative programs that offer youth a menu of learning opportunities. With different tastes, talents, and peer affiliations, youth need a variety of opportunities to engage as active learners.

Recommendation 4: Listen to youth to learn what they need. We can't know the reasons kids consistently miss meetings with mentors or miss days of school unless we ask them.

Recommendation 5: Focus on diverse and well-trained staff. Expand the notion of "expert" to include people in the community who are qualified because of their experiences or background or, as one youth leader put it, have a "Ph.D. in the streets." To provide effective training, community-based organizations can draw on what local education funds have learned about effective professional development.

Recommendation 6: Pay attention to and work within the local context. Since there are no cookie cutter approaches to effective youth organizations, decisions about the best places to locate or best "topics" around which to organize youth services are best left to the community.

Recommendation 7: Commit to adequate funding for youth.

- Make core activities of youth-based organizations a line item in the local budget.
- Help youth organizations sustain themselves, not just start up their operations.
- Measure both process and outcomes to gauge positive accomplishments of youth and of the organization.

Recommendation 8: Build on community assets. Start from community strengths that already contribute to the well being of youth and families.

Recommendation 9: View youth as a resource not as a "problem." Effective organizations show that it is possible to treat youth as resources and still yield successful outcomes.

**For more information about the Public Education Network
call 202-628-7460 or visit www.PublicEducation.org**

Experts Meeting March 7th

NOTES

- please be sure to include the following communities:
faith based/clergy, music world, sports world, internet, media, parents, teachers, afterschool, coaches, mentors, league, police, teen employers, incarcerated parents, parks and rec, little league
- cover role of peer relationships- we are too prone to believe peer relationships bring kids down
- talk about bullying, teasing, harassment, how kids are labeled into groups
- time use studies & do a portrait of teens
- current title implies irresponsibility
- don't forget to celebrate great things adults are doing for young people including employers
- look at teen employers: $\frac{3}{4}$ seniors are employed part time
 - do tips on how to evaluate your child's workplace;
 - seek out what employers are doing for their teen employees (ex. BK scholarships)
 - is there a best employers list?
- need the physiological research piece woven in
- look at focus groups Jane Lipkis (sp?) did with middle school kids
- think of it as two tiers of support: parents and community
remember there is a push and pull of competing interests
- possible focus/topic areas
 - divorce and effects -living between households, custody, 2 job families
 - developmental issues which are very different for girls and boys- school, family, opportunity and career issues
 - ed support- what are the schools really doing to support these kids
 - technology- what do we do with kids at internet, parental screening drops off in teens but 15 is prime victimization age
 - youth volunteerism- youth is making a difference, 99.75% of youth are okay
- Coordinate with League of Cities and Conference of Mayors- all have a youth development coordinator in each city
- Talk to Jane Quinn of Children's Aid Society NY

-Early on in admin did “youth talk” sessions (95 & 96; Kansas City and Denver), panels with 7-8 kids talking about their everyday stories , were regular kids- find transcripts
[I feel... Not enough time for.... I am stressed because...]

-look at negative perceptions adults have of youth and how it doesn't match reality, look at how adults have perceived youth over time, look at people's worries over time and the reality of life at the time

-Video: splice how kids feel about things/ what are their worries

-Deliverable: Come out with a publication that counters myths about youth- their violence, drug use, teen sex

-look at whose in jail for what- would surprise people

-look at NPR story on consumer marketing for kids

Meeting 3: Youth Organization Conference Call

NOTES

March 9th

-Targets should be youth, kids, youth workers and educators, communities as a whole (don't forget faith based)

-focus on building partnerships between youth and adults; don't just have parents bring kids have kids come with their community worker, teacher, etc.

-title not good, maybe....

Helping Parents Raise Strong Kids

Raising Strong Kids In America

Empowering Youth and Families

-look at Declaration of Interdependence – powerful message about what kids need (Dorothy has at YouthBuild)

-Give parents and youth agencies communicating tools/tips

-highlight community service opportunities; families are doing service with their kids, even taking service vacations

-start conference with a snapshot of who this generation is [diverse, tech savvy,, etc]

-do a snapshot of family now

-bring out CRC & its provisions

-Catherine has a list of things other countries have done in this area

-if use responsibility in title, define responsible

-remember youth are involved in advocacy

-look at publiceducation.org

-bring in a parent from Columbine

-seems kids are feeling pressure NOT to talk to parents- not cool; address this peer pressure

-kids also feel pressure not to do well in school

-SS brought up our developing a list of questions for youth these constituencies could take to their teens and then report back to us on the answers

WHITE HOUSE CONFERENCE ON YOUTH (3/10)

May 2 -EAST ROOM, APPROX. 200 PARTICIPANTS

DELIVERABLE	MANAGER(S)	DEADLINE	STEPS
Goals and Objectives	Shirley/Ann	- X - COMPLETE - X - Initial Memo Complete	- Agree to Goals and Objectives - Meet with Eric, Tom, Gene, Bruce - Meet with Loretta, MaryBeth, Maria, VP, Tipper staff - Memo to HRC for sign off
- Consult with Experts in Field - Consult with Agencies	- Shirley/Ann/Sonia - Ruby	- March 1-15 - March 10	- Hold focus groups -Ask for inventories of their programs, research; ask about deliverables, speakers, invites - Require memo of suggested themes; deliverables; list of programs and services; research

• Draft Budget/ Secure CoSponsor/Secure Fiscal Agents if needed	Shirley/ MaryEllen/ Cab Affairs	• • March 15 • March 17 • Continual	• Draft Budget (SS) • Contact & Confirm CoSponsor • Contact & Confirm Fiscal Agent as needed • Determine in kind needs
--	---------------------------------------	--	---

• Determine Conference Program • IF LUNCHEON • IF BREAKOUTS • IF OVP NIGHT RECEPTION		• March 15 • March 15 • March 17 • xxx • March 17 • Xx • Xxx • Xxx • March 17 • xxx	• Set Date/location & confirm with POTUS and FLOTUS • Select Title • Format Determined/ number of sessions; panels/town hall/ • Secure funding • Secure off site location • Set Topics/Agendas for Breakouts • Secure speakers • Determine culminating close- secure place, speaker • Secure OVP Participation • Pass along guest list
---	--	--	---

• Satellite Downlink • Cybercast	EricDodds/Wendy/ MaryE	• March 17 • March 30 • Asap • Xxx • Xxx • Xxx • March 15 • March 17 • xxx	• Secure Funding Partners/Tech Partners • Estab Registration process and site • Cab/Leg Outreach • Save the date letters • Develop materials for downlinks • Run test • Determine need for cybercast • Secure cybercast partner/tech person • Promo
		• MaryEllen/ Social • March 15 • xxx • xxxx • xxx • xxx • xxx • xxx • xxx	• Invitee categories identified • Lists due • First Round of cuts • Determine diversity needs • Second round additions and cuts • Final list due to Social Office • Mailed

• Research/Select Speakers • Based on agenda items, research possible speakers • For each identified speaker, gather contact information and bio • Locate prior speaking engagements/articles written as a means to preview	Ruby	• • March 24 • • March 28 • April 1 • April 1 • • April 7 • April 21	• Finalize Agenda for focus • Research speakers based on agenda topics- gather contact info/ bios/ videos/articles written • Make speaker decisions • Secure speakers • Research/Select/Secure families to focus on • Official speaker Bios due • Speaker Remarks due
• Conference Video	MaryEllen/Shirley	• March 10 • March 17 • March 17 • March xxx • • Xx • April 15	• Determine need for video • Identify and hire vendor • Video Concept Finalized • List of interviewees as needed/contact info • Complete filming • Edit and deliver first rough cut for review

Research/Polling Needs	Ruby	• March 17 • March 17 • March 24 • xxx • ASAP	• Develop list of research needs - (time use study) • Develop Polling needs • Commission needed research/poll • Research gathered/due • Research past conferences/panels, etc.
• Promotion/Media/Press	Shirley/MaryEllen/ FLOTUS & POTUS PRESS	• March • xxxx	• Identify and meet with media partners • Develop Press Plan and time line

• Create Conference Materials •	•	• April • April • April • April • April	• Determine contents of conference/press packets (research data/resource lists/ graphs/follow up info/ deliverable write up/research overveiw) • Determine contents of Entering folder (welcoming letter, agenda, speaker bios, note pad) • Materials collected • Cleared through Counsel • Packets made and delivered to Social
• Deliverables/Follow Up Plan	• Ann O'Leary	• Continual	• Work with DPC for Admin Deliverables • Work with private sector to develop outside deliverabel • Seek out new research to release
• Assist Speechwriters	• Shirley/Ann	• April	• Provide acknowledgements/talking points/ relevant research

• Secure Principals	• MaryEllen/	• Done • ASAP	• Submit for POTUS scheduling • Submit to VP People
• Develop Comprehensive Timeline • Create overall workplan—with deliverables and deadlines	• MaryEllen	• Update Weekly	• Workplan drafted - (this is it!)

Meeting 3: Youth Orgs Call

Thursday, March 9, 11:30

456-6755

456-6766 CODE 2095

Alan Khazei, CEO
City Year
285 Columbus Avenue
Boston, MA 02116
617/927-2451
akhazei@cityyear.org

Dorothy Stoneman
Youthbuild
58 Day Street
PO Box 440322
Somerville, MA 02144
617/623-9900
dstoneman@youthbuild.org

Joy DesMarais
Director of Strategic Youth Initiatives
National Youth Leadership Council
1910 West County Road, B
St. Paul, MN 55113
651/631-3672 x232
jdesmarais@nylc.org

Catherine Milton
Save the Children
54 Wilton Road
Westport, CT 06880
800/243-5075
cmilton@savechildren.org

Gorden Ralley
National Collaboration for Youth
1319 F Street NW
Suite 601
Washington DC 20004
347-2080
nassembly@aol.com

Jecelyn McCurdy, Program Coordinator

Black Community Crusade for Children
Children's Defense Fund
25 E Street NW
Washington, DC 20001
628-2041
jmccurdy@childrensdefense.org

Danny McGoldrick
Director of Research
National Center for Tobacco Free Kids
1707 L Street NW Suite 800
Washington, DC 20036
202/296-5469 w
202/904-5469 cell
dmcgoldrick@tobaccofreekids.org

Meeting 2: Experts

Tuesday, March 7, 2pm

Samuel Halperin, Senior Fellow
American Youth Policy Forum
1836 Jefferson Place NW
Washington, DC 20036
202/ 775-9731
shaplerin@aypf.org

Dr. Michelle Kipke, Director
Board on Children, Youth and Families
The National Academies
2101 Constitution Avenue NW
Washington, DC 20418
202/334-3883
mkipke@nas.edu

Jennifer Klein
Former Senior Policy Advisor to
First Lady Hillary Rodham Clinton
202/965-4234
jkleindc@aol.com

Nicole Rabner, Summer Associate
McKinsey and Company
600 14th Street
Washington, DC 20005
202/662-8618
nicole_rabner@mckinsey.com

Shay Bilchik, Executive Director
Child Welfare League of America
440 First Street NW
Third Floor
Washington, DC 20001
202/638-2952
sbilchik@cwla.org

Melinda Hudson, Senior Vice President
The Alliance
America's Promise
909 North Washington Street
Alexandria, VA 22314
703/535-3869

703/535-3903 fax

melindah@americaspromise.org

OFFICE OF THE FIRST LADY
Direct Extensions (3/10/00)

Abedin, Huma	62587	Marshall, Capricia	62399
Alston, Milli	66634	Massey, Eric	62787
Ballen, Jennifer	57035	Milanese, Dino	66751
Beach, Carol	(301) 951-9643	McCoy, Ann	66635
	<i>or</i> 67265	McGuire, MaryEllen	62016
Brierton, Joan	57104	Mohsinger, Beth	62411
Button, Katy	67264	Muscatine, Lissa	62858
Cicetti, Pamela	62369	O'Leary, Ann	66275
Costello, Brenda	62131	Paschall, Janna	65373
Craighead, Kelly	62518	Pushkar, Alice	65955
Croft, Caroline	56940	Richardson, Malcom	57105
Donovan, Anne	62007	Sagawa, Shirley	62583
Engelstad, Jane	57272	Schiller, Laura	67289
Feingold, Emily	66342	Schwartz, Laura	65655
Garcia, Monique	62006	Shamir, Ruby	65696
Graff, Toby	66432	Shih, June	65640
Greene, Melodie	67847	Smith, Jennifer	62558
Henry, Kim	65959	Soghier, Shereen	66334
Hickox, Amy	56954	Solis Doyle, Patti	62468
Hothem, Eric	67064	Velasco, Jo	57109
Howard, Heather	67263	Verveer, Melanne	62538
Howes, Sarah	57267	Voeller, Joe	57103
Kaplan, Jody	62708	Whillock, Margaret	66306
Kennedy Gill, Sharon	66749	Widdess, Kim	66330
Kincaid, Missy	66321	Williams, Pam	65966
Lovell, Ellen	62260	Woodard, Eric	65708
Madden, Stephanie	56978		
Mailey, Mickie	65318		

MEMORANDUM FOR MRS. CLINTON

From: Shirley Sagawa
Ann O'Leary
MaryEllen McGuire

Re: White House Conference on Youth

Date: February 23, 2000

cc: Melanne Verveer, Lissa Muscatine, Patti Solis

10 → Please start by 9 a.m. to &
can leave shortly after 11:30-12
if necessary

+ Melanne →

Let's proceed w/ Steve's AOL
offer on uniform rating
before - may want to
announce something

We are moving ahead with the proposed White House Conference on Youth, which we are tentatively calling the White House Conference on Raising Responsible Teenagers in the 21st Century.

The attached piece explains the goals and framework of the conference as we envision it. We have discussed the ideas with David Hamburg, and both Tom Freedman and Eric Liu on the DPC. We have assembled a working group including DPC, Public Liaison, and First Lady staff, and will start holding focus groups with outside groups shortly. HHS has tentatively made \$160,000 available for the conference.

Our goal is to hold the conference in late May, before the end of school and before the third anniversary conference of America's Promise. We are going to request May 22, although we understand that another date may be preferable.

Please let us know if you have any feedback on the paper. In our work on youth violence and on the conference call with the President, many voice support for your continued leadership in this area. We are moving ahead because of the short timeline.

PHOTOCOPY
HRC HANDWRITING

March 15,2000

Note to : Ruby Shamir, Ann O'Leary
Subject : WH Conference on Raising Responsible Teenagers
From : Kevin Sullivan, Bill Modzeleski and Tamara Monosoff

The following information is provided as a follow up to the first interagency meeting planning for the upcoming White House Conference on Raising Responsible Teenagers. Please note that while this conference is focusing on "teens" and "tweens" we believe that the raising responsible teenagers begins in early childhood, and therefore at least one session should be directed at what parents need to do in the early years.

I. Issues and Themes:

Hope: how does society give teenagers hope for the future

Early childhood: The foundation for raising responsible teenagers begins early, teenagers

Critical Transitions: from junior high school to high school, (freshman in high school are far more likely to commit suicide than seniors) From high school to college (**the need to reform the American high school experience**, thousands of kids drop out of school because they are bored and thousands of others are ready to do college-level work)

The search for Identity: among boys and young men; the lack of responsible definitions of manhood leads some male teenagers to see the use of guns as their only definition of manhood.

Growing up Alone: too many teenagers are raising themselves. Parental involvement falls off considerably as children make the transition out of childhood. This is a very critical time, a time when decisions about such things as alcohol and drug use are made, rather than having parental involvement fall off we need to find ways to help parents overcome the time crunch of modern living.

Parental Substitutes: Finding other adults to fulfill role of parents when parents are not available. [Too many teens find themselves without proper parental supervision. We need to explore ways to keep every teen "connected" to at least one responsible adult.]

Creating a responsible value system: role of character education and religion in helping young people define themselves.

II. Deliverables:

- Growing Up Drug Free: A Parents Guide to Prevention. This publication is being printed in Spanish. It will be ready for distribution in late April.

III. List of ED Programs that support parent involvement or activity:

- Safe and Drug Free Schools Program: LEAs may use their SDFS State Grant funds for programs that involve parents in wide range of activities that help create safe, disciplined, and drug free learning environments.
- Parent Centers: Parent Centers have been established in every state and in the territories [58 in total]. These Centers provide training, information, and support for activities that will increase the involvement of parents in the education of their children.
- 21st Century Learning Centers: This program promotes the development of after-school programs throughout the country.
- Gear Up: This program provides multi-year competitive grants to states and local partnerships between colleges, low income middle schools and high schools, and two other organizations. The program is designed to help students —no later than seventh grade—to take and succeed in difficult subjects, with the desired outcome being attendance in college.
- Title I Compensatory Education Programs: Schools served with Title I funds must develop and implement a parental involvement policy.

IV. Research/Data to Support Themes:

- The National Center on Addiction and Substance Abuse (CASA) has released research that shows that parent involvement in their child's lives is essential if they are to remain alcohol and drug free. Their research shows that teens listen to parents.
- Evaluation findings from parental programs such as FAST [Families and Schools Together] have shown that parental involvement is key to drug prevention.



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

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

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

DATE: March 14, 2000

RE: Suggestions for Raising Responsible Teens Conference

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

1. Suggested Themes for the conferences could include:

Partnerships in Public Housing (Boys and Girls Clubs, YMCA, Girl Scouts of American, etc.); Providing Safe Environments through Gun Violence Reduction Initiatives; After School Program; Tutoring and Mentoring; Government and Private Partnerships.

2. Possible Deliverables:

HUD issued its Super Notice of Funding Availability (SuperNOFA) on February 24, 2000. The SuperNOFA contains a wide variety of programs relating to children. Contract awards will not be made until later in the year. HUD would be willing to provide training on the SuperNOFA to conference participants..

3. HUD partners with 3,400 housing authorities and CDBG block grant cities through and fund a wide variety of programs for teens and their families. Many of these programs have been recognized for their outstanding work with young people. Provided is a list of programs/services offered to teens through HUD.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Potential participant list:

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

Tyrone Parker, President, Alliance for Concerned Men

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

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

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

Katherine Philbun, Director Community Relations, Major League Soccer

Beth Colleton, Director Community Relations, National Football League

Steve Martin, Director Corporate Relations, National Basketball Association

Eve Barth, Director Community Relations, NBA

Tom Braswell, Community Relations, Major League Baseball

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

Richard Bowers, VP Community Affairs, PGA Tour

Brad Hart, Associate Director, Police Athletic League

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

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

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



United States
Department of
Agriculture



Programs Related to Raising Responsible Teenagers

Stop 2225
Independence Ave SW
Washington, DC 20250-2225
202-720-2908

Source: 1999 Children, Youth, and Families At Risk (CYFAR) Program Data
www.reeusda.gov/4h/cyfar/stst/stst2_fm.htm

State Strengthening (STST) Projects Working With Teens

State	Project Title	Community Location
Arizona	Postponing Sexual Involvement This state strengthening project focuses on youth, particularly in the area of teenage pregnancy prevention. The project educates teens on the risks of too early sexual involvement and trains them to promote postponing sexual involvement among pre-teens and young teens. The project also includes parent education seminars to familiarize them with the program and to teach and encourage parental-child communications. The project includes the production of videos by teens to promote abstinence, educational workshops for the public, community collaboration and Internet access. Amphi Targeted Communities Project: LA CASA LA CASA (The Community of Amphi Support Annex) is a student resource center on the campus of Amphi High School. The goal is to offer services and programs that will increase class attendance, improve class performance, and lead to completion of high school requirements for graduation. This is being achieved a variety of classes and services ranging from it's computer center (1 STST connectivity site and 9 additional computers donated by community), "Lunch Box Seminars," Nutrition classes, peer/adult mentoring, peer education and strong youth service component. It is operated by 24 high school students, 2 U of A work-study students and Pima County Extension Program Coordinator and supervised by Pima County Family & Youth Agent and LA CASA Advisory Committee. 43 youth volunteered to mentor, tutor and serve on Youth Advisory Board volunteering 1202 hours of service to LA CASA.	Globe Ampni High School -- LA CASA Student Resource Center
Delware	Dover Air Force Base Strengthening Community Programs The core of the Strengthening Community Program is the <i>Strengthening Families Workshop</i>. It is designed for youth ages 10-14 and their parents. In a seven-week workshop with four follow-up booster sessions, both parents and youth receive training in skills to resist peer pressure, making and understanding family rules and consequences, ways to show love and support, and drug and alcohol resistance skills. Through the workshop parents develop a consistent approach to their youth, which will be utilized	Dover Air Force Base

whether the military parent is with the family in a home base or deployed. It is offered in collaboration with the Dover Air Force Base Middle School.

Strengthening Families in the Brookmont Farms Community

The main component of the project for children was operating a community-based after-school and summer program as a safe haven for children and youth. The Kids Night program operated two evenings per week from September through May and every day during the week of spring break. Activities included homework help, reading, storytelling, computer literacy, nutrition and food safety, creative arts, nature study, and field trips. Participation in county-wide 4-H events, activities, and trips was encouraged. A 7-week summer program focused on participation in a variety of group activities, leadership skills, study skills, and behavioral skills. The summer program included daily individual and group reading activities. In addition, five summer youth workers assisted with the children and learned on the job leadership and character building skills.

Youth in the community participated in a 4-H leadership club for 7th and 8th grade students at the local middle school. College interns, who were recruited and trained through a Learn and Serve program, acted as mentors to the middle school youth and worked with them on community service projects. Activities included teamwork training, leadership skills, mentoring with younger children and service learning projects. In the Brookmont community, these youth assisted younger children during Kids Night activities, participated in the Spring Break week, helped plan and operate a youth service community garden clean-up day, and assisted with the summer day camp activities and a community wide fun day.

New Castle County

Guam

Seeds to Success

Seeds to Success was designed to provide "at risk" youth an opportunity to learn about agriculture through an after school course held each day, Monday through Friday for a two-month period. The program targets eighth and ninth grades students and teaches the basic computer literacy and Internet skills, so students will be able to use the Internet. The students will then use those skills to research agriculture and nutrition information on the Internet, and after they complete the course they will be able to grow better home vegetable gardens with the help of their family.

Federated States of Micronesia (Kosrae)

Indiana

Big Buddy Program

The Big Buddy program pairs older teens (ages 15-18 yrs. old) with a fifth or sixth grader. Once the younger student enters eight grade. The youths are identified by the fifth and/or sixth grade classroom teacher based on the student's poor academic performance, classroom behavior and school attendance record. During the school year, the pair participates in a two-hour after school program once a week at the local elementary school. During the 12-week summer vacation, the program expanded to include overnight residential camp experiences, community service projects, and hands-on workshops. Monthly, county-wide meetings allowed the "Buddies" to interact with other youth from the five elementary schools that feed into the central Jr./Sr. High school. This was designed to ease the transition from elementary school to high school by empowering these young people through involvement across town/school district lines. Monthly family centered activities involve the "Little Buddy", his/her parent(s), and their "Big Buddy" in a two-hour interactive evening program. Parents received training on how to improve their parenting skills. A computer lab and training center was established at the Crawford County Youth Center, in the Crawford County Public Library. Participants in the Big Buddy program were trained as Internet Masters. In addition, community collaborators conducted the "Have A Healthy Baby" educational program for pregnant teens and adults when needed.

Far Eastside PBC

The Far Eastside neighborhood is on the east side of Indianapolis. This PBC project primarily focuses on year-round educational and recreational activities for youth, strengthening community identity, development of community leadership, and improving technology skills. Year-round educational and recreational activities are conducted for youth 6-18 years old in cooperation with adults in the community. Classes in arts, science, SERIES, business, sports, recreation, career exploration computer technology, etc. will be conducted at John Marshall Middle School. A ten-week 12-hour per day summer camp was offered to 6-12 years olds where educational activities were based on 4-H curriculum. On-going educational leadership opportunities (i.e. Youth Councils, Leadership Workshops and mentoring) for neighborhood residents were created to develop and refine leadership skills resulting in placement in community roles. An electronic link was created between all the organizations participating in the PBC project to enhance communications, and increase knowledge of electronic

Crawford County

Indianapolis Far Eastside - Marion County

resources. A computer lab was created at Partners Place in John Marshall Middle School where people can learn and access electronic communication. A new computer-users club of residents was created. Members of this organization will design a community home page and serve as mentors for other community residents.

Kentucky

TRY (Teens Reaching Youth)

An after-school enrichment program that incorporates middle school and high school students as volunteer mentors to elementary school students. Mentors receive training in building leadership, teamwork, character education, self-esteem and developmental assets. An emphasis is placed on establishing a caring relationship between teens and youth. The project focuses on keeping youth excited about school and learning, by offering hands-on activities in a variety of subjects, with a part of the program being training in Internet usage.

Just Do It, Jr.

This program helps young people develop a positive attitude about themselves and school. It focuses on preventing high-risk behavior. Participating fifth graders learn how to communicate effectively, make wise decisions, get along with others through anger control and accept responsibility for their actions. They learn to feel better about themselves and their future. In addition to the "Just Do It, Jr." curriculum we utilize a number of resource books and materials. Lap top computers are used as well as tapes and videos. Lessons are taught by use of games, role play, group discussion, and arts and crafts. Our project also involves making a resource library available to the community. This is done through the local health department and pediatricians office. Various health fairs, book fairs and other civic functions are attended with resource materials being made available to the public. One day parenting classes are offered as needed.

Maine

Teen and Young Parent Program

The overall goal of this program is to increase the ability of young parent's to successfully nurture their children. The targeted geographical area is Knox County. Currently our program enrolls first time young mothers nineteen years of age and under. The Young Father's Project enrolls any young man, a biological father or someone acting in that role. Currently, there are 20 fathers and 31 pregnant or parenting mothers enrolled in the TPPKC. Mothers range in age from fifteen to twenty-one (average age 18.2), all

Edmonson County

Graves County

Knox County, Rockland

receive monthly home visits as participants in the Parents as Teachers (PAT) program. This educational curriculum provides information to parents, prenatal through their child's third birthday, about child development (social, emotional, language and physical), nutrition and the feeding relationship, safety, wellness and demonstrates parenting skills. A total of thirty-six teen mothers have volunteered to participate in PAT this year. Sixteen of these are paired with a caring, trained adult volunteer. An interesting trend in the families we see, is the number of "couples" we are enrolling. Currently twenty young fathers between the ages of sixteen and thirty-two (average age 21.5) are enrolled. Fifty percent of the fathers are in an enrolled couple and one father stays enrolled even though the mother of his child has graduated after three years and four months in the program. The Young Fathers' Project helps dads understand the importance of his relationship to his child and builds parenting and relationship skills. All three professionals (one male, two female) are Certified Parent Educators through the National PAT Center in St. Louis, Missouri.

Michigan

Youth Violence Prevention Project

Over the course of three years, a full-time VISTA (Volunteer in Service to America) worked with Branch County MSU Extension staff, partners and volunteers to develop, implement, facilitate and evaluate educational programming for youth ages 5 to 19 to help these youth develop assets and skills in violence prevention. Following are some examples of these efforts:

- *Branch County 4-H* – The Leadership 2020 program was used to provide intensive government and leadership training for high school youth.
- *Branch County Day Treatment Program* – This involved weekly meetings with boys (aged 13 to 17) in the juvenile justice system court-ordered program. The group focused on the PeaceTalks violence prevention curriculum, the Michigan 4-H SPACES curriculum, CHARACTER COUNTS! and personal hygiene improvement. Programming took place at the Sunshine House, a county-owned facility. These programs were offered several times for three to six months at a time.
- *Juvenile Court Probation Requirements* – This involved weekly meetings with juveniles on probation with the Probate Court System. This group also used PeaceTalks, SPACES and CHARACTER COUNTS! These programs were offered several times for three to six months at a time.
- *Jefferson Elementary School, Girard Elementary School, Sherwood Elementary School, Union City Elementary School*

Branch County

– Talking With T.J. and CHARACTER COUNTS! programs were done for a five-week period with second- and third-grade classrooms.

- *Safe Night* – This event, which was targeted to 11- to 14-year-olds, featured an evening of conflict resolution activities, food, games and a dance.
- *TeenShare* – TeenShare is housing for homeless teens in Branch County, where up to six teens at a time can stay as long as they are in school and employed or looking for employment. These teens were involved in ongoing activities focusing on conflict resolution, money management and nutrition.
- *Sherwood Elementary School, Union City Elementary School, Lakeland Elementary School* – The Conflict Resolution Through Children's Literature program was done for a five-week period with second grade classrooms

Union Baptist and the Math and Science Academy

The model was developed through the YAR funded project and was disseminated to two sites in Ingham County. The goal of the project continued to be to increase science, math and reading literacy of youth so that they might succeed in learning and in the job market. The goals of the project were being carried out through the Electronic Connectivity connection with the sites. Both sites are located in Ingham County. The Math and Science Academy is in a rural out-county small city and the Union Baptist location is in an urban setting.

Ingham County

At the Union Baptist site which housed an after-school and summer program, youth, along with a tutor, used the computer individually and in groups. The students were taught how to log onto the Internet, as well as how to access the endless amount of information available on the world wide web. Students used the Internet to research different subject areas they are studying in the classroom. They also looked up information on careers.

At the Stockbridge Middle School site, MSU Extension partnered with the Middle School Community Education Program to provide math and science activities in an after- and in-school program. MSUE also programmed with the Migrant Education Program during the summer. Students who were failing received extra support in math and science based subjects. The site's project director, who was also a teacher in the school district, provided extra support by setting up special times for students to come in

and do science and math activities. Also, during the school day, students had the opportunity to use the computer and Internet. During the summer migrant youth had the opportunity to use the computer and Internet as a learning tool.

Minnesota

Mentoring Makes a Difference

The Mentoring Programs are designed to provide youth with friendship, support, skill building activities, as well as positive role models. Teen parents, high school and middle school youth are matched with adult volunteers from communities in Polk County, Mahnomen County and the White Earth Reservation. Volunteer mentors work with youth on one-to-one basis and in-group settings. The mentoring programs include:

- REACH: Offers after school and summer opportunities for any students in the Crookston Middle School and Junior High School. Program leaders target students with economic or racial barriers. Students served are Hispanic, Native American, Mixed Racial and White. Opportunities include; 4-H youth development projects, community service projects, academic tutoring and performing arts opportunities.
- PARTNERS IN PARENTING: Offers adult mentors for teen parents in Polk County, Mahnomen County and on the White Earth Reservation.
- TRUST (Teens Receiving Unconditional Support Time) Students grades 5-12 in the Crookston School District who volunteer or are referred are matched with adult volunteer mentors.

Polk and Mahnomen Counties

Nebraska

Building Family Friendly Communities

The purpose of the program is to advocate the building of communities where all children, youth, and families are valued. The initial approach has been to reach youth and develop life skills, leadership, technology, and interpersonal skills. Program content at this community-based site includes computer technology classes for Hispanic and white youth and adults who have had very little prior exposure to computers. A group of Hispanic teens has come together to form a leadership development group. These participants are involved in several community outreach projects and are learning leadership skills. Hispanic adults are being recruited and trained to lead traditional 4-H clubs, integrating into a strong traditional county 4-H program. A cultural dance performance group has been formed to involve another segment of Hispanic youth. A community gardening program in the summer

Dawson County

reaches a wider range of youth of varied cultures and creates opportunities for young children to interact, learn about gardening, and take responsibility. The Hispanic Leadership Institute is teaching youth and adults about local government and how to get involved. The project staff are partners with several agencies in a young parents program. Our staff is involved in programming to young parents in the areas of parenting and child development, health and wellness, individual goals and relationships, life skills and self-sufficiency. There is also an extension group for Hispanic women that encourages participants to learn new skills, utilize existing skills by demonstrating talents, and become involved in the community.

Building Family Friendly Communities

The purpose of the program is to advocate the building of a community where all children, youth, and families are valued. Program content includes the development of an Improv Theater Troupe. Participants are Native American teens who have been trained in improv theater skills and who perform these improvisations around social issues. Issues they address with audience members include peer pressure, youth ethics and behavior, health issues, domestic violence, and substance abuse. During this program year the Troupe reached over 2600 people with 20 performances. The computer lab provided by this project is the only source of computers available for public access in the community. Many people, both young and old, have been introduced to computers through one on one, self-taught, and small group trainings. As a source of community pride, the project has spearheaded a community effort for park improvements. This has brought people together in a unified effort in a place where this doesn't happen often. The project is also involved in several collaborative efforts including Family and Community Leadership programming and the Youth Development network. The project staff are highly involved in programming around several educational topics in the local school system. Listed below is a list of primary partnerships the project staff have developed in the community. These connections help participants in the projects to become more aware of what is available in the community.

Thurston County

Nevada

Building Communities of Support for Alternatives to Juvenile Detention

Battle Mountain

Winnemucca (Humboldt County)

Elko County

The purpose of the program is to teach teens skills that will help them get out of the juvenile justice system and become productive members of the community. Program content includes skill-building in the areas of communication, problem-solving and decision-making, self-responsibility, conflict resolution, aspiration building and goal setting. Community leadership activities are identified and completed by the groups. Youth are trained to use the Internet and have an opportunity to use the Internet at several different community sites. The parenting component teaches adults to reinforce concepts youth learn in the program. Three, two-hour parent education meetings are offered. Weekly instructional postcards are exchanged between youth and parents. Parents also participate in orientation and graduation meetings. This multi-jurisdictional effort brings together local judges, juvenile court masters, juvenile probation and parole officers, University faculty, local Cooperative Extension offices and Federal Cooperative Extension partners. Sites and collaborators are linked by e-mail. Donations have been received from business and state partners. Project "MAGIC" received the 1997 second-place National Award for Excellence at the National Rural Institute on Alcohol and Drug Abuse from the Center for Substance Abuse Treatment, United States Department of Health and Human Services.

Oregon

Hernandad Latina Project

The 4-H Hernandad Latina Program links Latino high school students with Latino middle school students and professionals in the community. The intent is to provide support to Latino youth through mentorship, educational and recreational programming, and positive role modeling. The overall goal of the program is to not only provide quality, community-based educational programs for Latino youth, but to promote their academic achievement and to achieve a 100% graduation rate for program participants.

Before and after-school programming is offered two to three days a week to middle school youth. A summer activities program is also conducted for this age group. High school students who complete 20 hours of training, develop and apply leadership skills as youth leaders for the middle school programs. They also serve as older youth role models for the younger students. Program content for both student groups focuses on leadership development, computer literacy, and skills that facilitate the transition between middle school and high school and between high school and future careers. In addition, an adult mentoring program matches professionals in the community with high school youth. Major

Portland, Multnomah County

community partners include the Portland Hispanic Chamber of Commerce, the Oregon Council for Hispanic Advancement, and the Portland Public Schools.

Oregon Outreach

Web Wizards Computer and Internet Technology after-school program is offered twice-weekly, for 90 minutes each meeting, at two high schools and involves 28 Latino youth. Web Wizards is designed to teach students leading edge computer and web technologies, workplace skills, and the value of volunteerism. The bilingual sessions are taught by Latino adult mentors. Also included in the curriculum are goal setting, problem solving, decision making, effective communications, and other life skills. After achieving basic competencies, the students mentor Latino middle school students and Latino adults and family groups at local libraries and community centers under the supervision of their adult mentors. The skills they teach include basic computer skills and how to interface with the internet. The adult mentors are volunteers from the Intel Latino Network. Each year a new cohort begins the basic program and once they complete the program, have the opportunity to move on to advanced and specialized skill levels. Participants may earn high school credit through the program.

The Videography and Media Action Project provides an opportunity for 12 Latino High School students to learn video production techniques, including production planning, and the operation of video, audio, lighting, and editing equipment. Students meet twice a week for four weeks, spending three and a half hours at each meeting. As a result of their work, they produce a 30-minute video with study guide on a culturally relevant issue they face in their school lives. The video and guide are used by high school teachers with their classes and also with facilitated parent and community groups throughout the county. Instructors for the bilingual videography class are from Tualatin Valley Community Access, Sunset High School, and OSU Extension 4-H. After completing the basic class, students are eligible to continue with the advanced course. Both courses earn high school credit toward graduation for the participants. Students act as facilitators of community dialogues using the video and study guide. Participants also volunteer 10 hours at TVCA or work on other projects to practice the skills they are learning as well as to experiment with creative ideas. As the project continues to develop, students will have the opportunity to gain leadership experience by teaching

Washington County

Hood River County

peers and younger middle school students videography skills and by reinforcing their cultural identity.

Projecto Arte y Cultura summer day camp focuses on Mexico's history, geography, culture, traditions, and values through a variety of different recreational, educational, and artistic activities. Thirty youth (K-7), meet with a certified teacher from Mexico, five days a week, five hours/day for five weeks, as part of *Plan Vacacional de Mexico*, co-sponsored by the Mexican Consulate and the Mexican Sports Federation. At the end of the program, parents and family members are invited to a celebration featuring traditional foods and a program presented by the participating youth. Video productions of the final celebration are aired on cable television to involve and educate the larger community about the program.

South Dakota

Neighborhood, Education and Technology Centers (N.E.T.)

Pierre

The purpose of this project focuses on the following four goals:

1. To develop more effective community programming for youth through coalition-building
2. To improve academic success among youth
3. To provide a safe and structured after school environment
4. To promote positive assets among youth.

Children, youth, families, and other community members from the Pierre/Ft. Pierre area have had opportunities to get involved with the computer centers located at the Boys and Girls Club, Lutheran Memorial Church, and most recently the Community & Youth Involved Center (CYIC). These computer learning centers provide after school programming for all ages, and especially for middle school youth. Activities include mentoring, tutoring, building positive character traits in youth by serving as volunteers in the community, and developing a Web page on the Internet listing community activities for youth and families. There is also a computer at Capital Area Counseling Service for their targeted audience of children and families at risk.

Resiliency/CYFAR & South Middle School Partnership

Rapid City

The purpose of this project focuses on the following three goals:

1. To reduce student problem behavior
2. To develop a character asset-building program to enhance resistance to risky behaviors

3. To increase interaction between parents, community, staff, and students.

Program participants include 663 students from the 6th, 7th, and 8th grades at South Middle School. Activities include presentations and involvement in gang and graffiti prevention, Character Counts!(sm), peer conflict mediation, health/nutrition, careers, disaster preparedness, and school site development.

Strategies included developing a web site, revising Character Counts!(sm) curriculum and conducting group performances, conducting teen forum sessions, and conducting peer mediation and prevention programs to reduce involvement in gangs, graffiti and harassment. Strong collaborative relationships have been developed between the SDSU Cooperative Extension Service, South Middle School, Rapid City Police Department, South Dakota National Guard, Chamber of Commerce, and Salvation Army to provide various presentations, resources and expertise.

Texas

T-TEEMS

Brazos County Extension has developed a strong coalition that is addressing youth at risk in A.R.M.Y. Boot Camp (Academy for the Rehabilitation & Motivation of Youth). These youth are assessed for interest in entrepreneurship and are taken through the 4-H Entrepreneurial Education Program to prepare them for an employable future by developing competencies and skills critical to employment and entrepreneurial ventures. A pilot entrepreneurial project has been conducted this past year with 42 youth. Currently 12 volunteers are involved with the youth project. Through involvement in the state strengthening project, youth will link with other youth with similar interests. The project site will be replicated through alternate funds at a site in Travis County, Austin, Texas.

Brazos County

Wyoming

The Success Program

Platte County's "Success Program" is a partnership between Platte County Extension, Wheatland High School, and several community agencies (mental health, chamber of commerce, hospital, churches, etc.). Youth programs promote workforce preparation through academic assistance and classes in connectivity skills by computer teacher Bob Catchpole. Resource workshops on life skills and job shadowing/career development experiences are coordinated by teacher/CY-AR evaluator Katie Carmin. Courses by teacher/Success Coordinator Wayne Hicks on geographic

Platte County

information systems (and follow-up field experiences) are providing students opportunities for hands-on learning, interaction with adult learners (who can also enroll) and opportunities to teach and apply skills with local businesses, Forest Service, and Natural Resources Conservation Service. Parents are encouraged to support children's learning through positive parenting and involvement in school and out-of-school learning. The majority of participating youth improved in grades through support experiences and demonstrated new skills and enthusiasm in science and technology as a result of the project.

The "Success Program" is an integral part of a community-wide effort to address youth problems (methamphetamines, delinquency) and potential (school-to-career, asset-building) and promote economic development. Extension contact Christine Pasley and other staff and collaborators of the "Success Program" are recognized community leaders in other projects. Moreover, "Success," collaborating with business and government agencies, is raising awareness and support for youth and optimism about community development. Statewide school reform and Extension emphasis on civil rights and EFNEP/FSNEP are also influencing emphasis on at risk audiences and program impact.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

GIVING TEENS & PARENTS THE TOOLS FOR LIVING & LEARNING

TEEN voices & views

Volume 1 • Issue 1

Spring • 2000

M A G A Z I N E

Identify
critical

WHEN THE
GOOD DIE

ON PATROL

Police Officer
of a Patrol Becomes
the Badge

PARENT
RESOURCE

GUIDE

Things Signs of
Behavior

Setting
Young
Agency

& beyond

LOST BOYS ...

Why Our Sons Turn to Violence
& How We Can Save Them
Book excerpt by Joe Garbarino

* Susan Bayles - looking at perceptions
negative stereotyping
was at Benton

"Frameworks" in Potomac

Search Institute 100 Things you can do for your kid

Peter's writings are accessible

America's Promise 5 things are OK

Skeptical of practical approach

Public agenda research

Need a more positive frame, not blaming -

Participate in community ~~life~~ life

What is a support + what is a program

An activity? An attitude?

In isolated communities may have youth policy

Now there's not in most communities

Advocacy role for parents

Challenge idea ^{if} what parents can do - can't do
it alone

Young people interacting w/ the world -

2 strongest messages -

- kids need them

- how to follow through - ^{not} w/ 5 steps at home -
need community

Don Roberts at Stanford - doing book on Kaiser Studies
6 hrs/day on media

^{focuses on} - Frank Gilliam at UCLA - how issues are framed on the
nightly news

Jane Brown at UNC - communication experts

Michael Males - ^{focuses on youth} The Scary First Generation - bad data?



Parents are important
+ need support from the community
Teens have an important role in their own
development
role of community

Robert Research/anecdote - a larger class than ever before
between teens & parents

new economy + new world

alone in afternoon + evening

need to reinvent how parents are thinking about their

Book -

A tribe apart - teens in Reston VA

Robert - 8 yr old

After school, Evenings, Weekends, Summers

not a blame situation

movement away from problems, prevention, to full potential

a universal message about what teens need

~~but~~ but when it comes to action -

some parents can buy what their need +
others can't

That's where the policy fits in

A lot of parents with means to buy don't know
what to buy

A continuum of development

Literature is problem focused not - "ages & stages" -

Book coming out soon

14F
Jim Connell
Turning Points
PP/1 thing

Surviving your Adolescence - Pheylan
your Today line
But these aren't parent accounts

Look at

Deborah Haffner's new book
from Drapers to Dating

Laura Sessions - at West
Step

 MaryEllen C. McGuire
03/13/2000 07:46:33 PM

Record Type: Record

To: Sonia G. Chessen/OPD/EOP@EOP, Ann O'Leary/OPD/EOP@EOP, Ruby Shamir/OPD/EOP@EOP,
Shirley S. Sagawa/WHO/EOP@EOP

cc:
Subject: foundation call



6foundations.wpd.d

Here's tomorrow's participant list for our foundation meeting [as it now stands]. The call is at 10am, call
456-2561 OR 456-2565 CODE 3297

Meeting 6: Foundations Call

Tuesday, March 14, 10am

456-2561

OR 456-2565 CODE 3297

Debra Delgado
Senior Associate
The Annie E. Casey Foundation
701 Saint Paul St,
Baltimore, MD 21202
(410) 547-6600
Debra@aecf.org

NOT CONFIRMED

Michele Cahill
Program Officer
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022-7001
(212) 207-6229
Scheduler April (212) 207-6290
mc@carnegie.org

NOT CONFIRMED

Robert Sherman
Program Officer-Effective Citizenry
Surdna Foundation, Inc.
330 Madison Avenue
30th Floor
New York, New York 10036
(212) 557-0010

Pam Stevens
Program Director
Edna McConnell Clark Foundation
250 Park Avenue, Suite 900
New York, NY 10177-0026
(212) 551-9100
fax (212) 986-4558
Pstevens@emcf.org

Inca Mohamed
Program Officer
The Ford Foundation
320 East 43rd St.
New York, New York
Tel (212) 573-4924

Fax (212) 351-3658
E-mail Imohamed@fordfound.org

Karen Hein
President
The William T. Grant Foundation
540 Lexington Avenue 18th Floor
New York, NY 10022-6837
Phone (212) 752-0071
Scheduler – Charlie Finlay (cfinlay@wtgrantfdn.org)

Barbara Harr
Senior Program Officer
Ewing Marion Kauffman Foundation
4900 Oak
Kansas City, MO 64112-2776
Tel (816) 932-1156
Fax (816) 932-1450
Email Bhaar@emfk.org
Scheduler Ruth Huntsman (816) 932-1180



Steve Culbertson <SCulbertson@ysa.org>
03/10/2000 04:28:24 PM

Record Type: Record

To: MaryEllen C. McGuire/WHO/EOP, Shirley S. Sagawa/WHO/EOP
cc: Michael McCabe <MMcCabe@ysa.org>
Subject: "Time"

Mary Ellen,

Thanks for including me in the meeting this morning. It strikes me that the key question is the best way for the White House to add value to the enormous amount of work already being done on behalf of youth.

I keep coming back to the challenge of "Time" as a major theme for May 2nd. And a media hook.

Juxtapose the fact that every kid is in school only 20% of their childhood...against the fact that two-working-parents is the norm. What you get is a pie chart with an enormously empty period of time that needs to be filled. This scares the devil out of most parents. And the American public. Most destructive social behavior happens outside of school time. Rich parents are now programming their kids 24 hours a day ("You can't just let your kid go out and ride his bike like we did," a buddy of mine recently said). Most parents cannot afford that kind of backstop, and they are unaware of the amazing resources that ALREADY exist. So the conference could look at the five major areas of non-school time that provide "the answers":

- * academic reinforcement (homework, tutoring, technology labs, etc.);
- * physical fitness (every young person should be exercising)
- * arts (critical to brain, tolerance, and esteem development)
- * service to others -- especially youth serving other youth (strong correlation with positive social behavior)

and,

- * sleep (studies show most kids in America are sleep deprived).

Families, religious congregations, and our best youth development groups in America address all five, and there may even be research that shows optimum time scenarios for all five (for example, the new President's Student Service Award calls for a minimum of 50-100 hours of service to others per year, and I'm presuming the medical community has a recommendation on X number of hours of sleep required to be healthy and an active learner during school hours).

These five could also be the afternoon breakout discussion sessions. Groups could be asked how each of the five areas could be better accessed and strengthened.

For the morning general session there are two key themes for speakers that could set the tone for the entire day. First, it is important that youth be positioned as resources, not problems. Secondly, there could be a dialogue with youth about the assets will help them launch successful lives in this new economic era of globalization and technology. The five "promises" or assets of America's Promise (caring adult, healthy start, safe places, marketable skills, safe places, and the opportunity to serve) could be the framework. With the idea of providing tools not boring monographs, showcasing the new America's Promise checklist would put an important tool into every parent's hand. Since the majority of the American youth development organizations have embraced these promises, you have immediate context, buy-in, and forward momentum. It has been 3 years since President and Mrs. Clinton welcomed us to Philadelphia on behalf of America's children. It is certainly an opportune time to pause, reflect, and move forward.

Let me know how Youth Service America can help.

Best,

Steve

Steven A. Culbertson
President & CEO
Youth Service America
1101 15th Street, NW
Suite 200
Washington, DC 20005
202.296.2992 x43 (voice)
202.296.4030 (fax)
steve@ysa.org

<http://www.SERVE.net.org>
<http://www.teenvolunteernow.org>

The mission of Youth Service America is to strengthen the effectiveness, sustainability, and scale of the youth service movement.

"Our answer is the world's hope: it is to rely on youth...This world demands the qualities of youth; not a time of life, but a state of mind, a temper of will, a quality of imagination, a predominance of courage over timidity, or the appetite for adventure over the love of ease." ---RFK

Experts for the planning of White House Summit on Youth Development

Richard Negron
Children's Aid Society
IS218, Room 123
4600 Broadway
New York, NY 10040
Phone: 212-569-2866
Fax: 212-304-3427
Youth program practitioner

Carla Sanger
President and CEO
LA's Best After School Enrichment Program
220 N. Main Street, #700
Los Angeles, CA 90012
Phone: 213-847-3681
Fax: 213-485-6606
E-Mail: csanger@mayor.ci.la.ca.us
Youth program practitioner

Carter Savage
Senior Director of Education
Boys and Girls Club of America
1230 W. Peachtree St., NW
Atlanta, GA 30344
Phone: 404-487-5811
Fax: 404-487-5789
E-Mail: csavage@bgca.org
Youth program practitioner

Deborah Craig
Interim President
YouthNet of Greater Kansas City
104 West 9th Street, Suite 104
Kansas City, MO 64105
Phone: 816-221-6900 x233
Fax: 816-221-8008
debccraig@kcyouthnet.org
Developing and coordinating consortium of community-level programs for youth

Jane Quinn
Assistant Executive Director
Community Schools and Partnership

Children's Aid Society
105 E. 22nd Street, Room 514
New York, NY 10010
Phone: 212-949-4954
Fax: 212-358-8935
janeq@childrensaidsociety.org
Extensive knowledge community-based organizations for youth

Elizabeth Reisner
Principal
Policy Studies Institute
1718 Connecticut Ave., NW, Suite 400
Washington, DC 20007
Phone: 202-939-5323
Fax: 202-939-5732
E-Mail: ereisner@policystudies.com
Evaluation of youth development programs

Gary Walker
President
Director of Research
Public/Private Ventures
2005 Market Street
Suite 900
Philadelphia, PA 19103-7009
Phone: 215-557-4400
Fax: 215-557-4469
Developing and evaluating youth development programs

Heather Weiss
38 Concord Ave.
Cambridge, MA 02138
Director
Harvard Family Research Project
Phone: 617-495-9108
Fax: 617-495-8594
E-Mail: heatherweiss@harvard.edu
Research and policy around community and youth issues

Margaret Beale Spencer
Professor
Graduate School of Education
University of Pennsylvania
3700 Walnut Street
Philadelphia, PA 19104-6216

Phone: 215-898-1945
Fax: 215-573-3893
marges@gse.upenn.edu
Research on youth of color and the communities in which they live

Cynthia Garcia Coll
Professor of Education, Psychology, and Pediatrics
Brown University
Box 1938
Providence, RI 02912
Phone: 401-863-3147
Fax: 401-863-1276
cynthia_garcia_coll@brown.edu
Research on youth of color and community-level programs for youth

Delbert Elliott
Professor
Center for the Study and Prevention of Violence
University of Colorado - Boulder
Campus Box 442
Boulder, CO 80309
Phone: 703-267-8032
Fax: 703-227-4090
phyllis_elliott@mail.amsinc.com
Research and evaluation of violence prevention programs

Frank Furstenberg, Jr.
Zellerbach Family Professor of Sociology
Department of Sociology
University of Pennsylvania
277 McNeil
Philadelphia, PA 19104
Phone: 215-898-6718
Fax: 215-898-0718
FFF@lexis.pop.upenn.edu
Adolescent development, families, and communities

Richard Lerner
Eliot-Pearson Department of Child Development
Tufts University
105 College Avenue
Medford, MA 02155
Phone: 617-627-5558
Fax: 617-627-5596
rlerne01@tufts.edu

Adolescent development and youth development programs

Hanh Cao Yu
Social Scientist
Social Policy Research Associates
1330 Broadway
Suite 1426
Oakland, CA 94612
Phone: 510-763-1499 ext. 631
Fax: 510-763-1599
Hanh_Cao_Yu@spra.com
Research on children and youth of color

Dale Blyth
Director
Center for 4-H Youth Development
University of Minnesota
340 Coffey Hall
1420 Eckles Avenue
St. Paul, MN 55108
Phone: 612-624-2188
Fax: 612-624-6905
dblyth@extension.umn.edu
Adolescent development and youth development programs

David Milner
President
Community IMPACT
1000 16th Street
Suite 800
Washington, DC 20036
Phone: 202-293-9840
Fax: 202-293-9844
dmilner@community-impact.net
Youth program practitioner

Peter Benson
President
Search Institute
Thresher Square West
700 South Third Street
Suite 210
Minneapolis, MN 55415
Phone: 612-376-8955
Fax: 612-376-8956

asst: marilyne@search-institute.org

Youth development, designing and evaluating youth assets

Michele Cahill

Senior Program Officer

Carnegie Corporation of New York

437 Madison Avenue

New York, NY 10022

Phone: 212-371-3200

Fax: 212-754-4073

mc@carnegie.org

After school programming; education and school reform

Richard Murphy

Vice President and Director

Center for Youth Development and Policy Research

Academy for Educational Development

1825 Connecticut Avenue, NW

Washington, DC 20009

Phone: 202-884-8267

Fax: 202-884-8404

rmurphy@aed.org

Youth development policy and programming

Jean Grossman

Vice President

Public/Private Ventures

One Commerce Square

2005 Market Street

Suite 900

Philadelphia, PA 19103

Phone: 215-557-4400

Fax: 215-557-4469

Developing and evaluating youth development programs

Constancia Warren

Senior Program Officer

Academy for Educational Development

100 5th Avenue

New York, NY 10011

Phone: 212 367-4567

Fax: 212-627-0407

cwarren@aed.org

Evaluation of youth development programs

Linda Marie Burton
Professor of Human Development and Family Studies and Sociology
Pennsylvania State University
106 Henderson Building
University Park, PA 16802
Phone: 814-863-0241
Fax: 814-863-7963
burton@pop.psu.edu
Child and adolescent development; communities of color

Ken Winters
Department of Psychology
University of Minnesota
Minneapolis, MN
Phone: 612-626-2879
Fax: 612-626-5591
Winte001@umn.edu
Alcohol and drug prevention

Claire Brindis
Executive Director
National Adolescent Health Information Center
University of California - San Francisco School of Medicine
Institute for Health Policy Studies
Box 0936, Laurel Heights Campus
3333 California Street, Suite 265 (for FedEx and Express Mail)
San Francisco, CA 94143-0936
Phone: 415-476-5255
Fax: 415-476-0705
brindis@itsa.ucsf.edu
Adolescent health and policy

Eugene Garcia
Professor and Dean
University of California - Berkeley
1501 Tolman
Berkeley, CA 94720-1670
Phone: 510-643-6644
Fax: 510-643-8904
EGARCIA@VIOLET.Berkeley.edu
Education

Anne C. Petersen
Senior Vice President for Programs
W.K. Kellogg Foundation

One Michigan Avenue East
Battle Creek, MI 49017-4058
Phone: 616-969-2278
Fax: 616-969-2638
anne.petersen@wkkf.org
(please cc: Pat on all correspondence: pkh@wkkf.org)
Adolescent development and philanthropy

Iris F. Litt
Editor of Journal of Adolescent Health
Director of the Division of Adolescent Medicine
Stanford University
School of Medicine
750 Welch Road
Suite 325
Palo Alto, CA 94304
Phone: 831-659-0560
Fax: 831-659-0529
iris.litt@stanford.edu
Adolescent health

Stephen A. Small
Professor of Child and Family Studies
University of Wisconsin - Madison
1300 Linden Drive
Madison, WI 53706-1575
Phone: 608-263-5688
Fax: 608-262-5335
sasmall@facstaff.wisc.edu
Adolescent development, families, and communities

Jeff Arnett
Visiting Professor
Department of Human Development
University of Maryland
4409 Van Buren Street
University Park, MD 20782
Phone: 301-927-2886
Fax: 301-927-2886
arnett@wam.umd.edu
Research on older adolescents, aged 18-25

Robin Jarrett
Professor, Department of Human and Community Development
University of Illinois - Urbana-Champaign

College of Agricultural, Consumer and Environmental Sciences
269 Bevier Hall
905 South Goodwin Avenue
Urbana, IL 61801
Phone: 217-265-0659
Fax: 217-244-7877
E-Mail: rjarrett@staff.uiuc.edu
Research on youth of color and the communities in which they live

Joan Lombardi
1941 Shiver Dr.
Alexandria, VA 22307
Senior Associate
Bush Center in Child Development and Social Policy
Phone: 703-660-6711
Fax: 703-660-8924
E-Mail: lombardi@aol.com
Public policy around child and adolescent health and development

Meeting 4: Youth Organizations March 10th

NOTES

- we don't need to reinvent the wheel here with new research, new programs, just do more of what we're doing
- the more assets a kid has, the better they will do
- we need to find venues for families to connect and for teens to connect to their communities
- YMCA can do polls- teen and parent time use/ ask kids and parents where they get their info
- YMCA could do a teen card that could act as a discount card to org memberships
- YMCA could do a web chatroom w/celebrities talking about their favorite programs as another means to hook kids in (ie Denzel Washington is HUGE on Boys & Girls clubs)
- Girls Inc. did 25 mother/daughter workshops we may want to look at (video of this?)
- Keep in mind "211" United Way Campaign- for public service access
- get home the message that parents OR a caring adult can tremendously affect a teen's life
- America's Promise is doing a checklist project- things parents/adults can do for kids, Steve says it's quite good, will be released at June Conference
- America's Promise is also bringing together a youth compact
- maybe you could bring in teens to talk about parents
- consider that we are one of the only countries in the world that does not have a youth minister (came up at Philanthropy by way of CNS Rep)
- If you tap into Oprah and Parade Magazine you've covered a majority of American parents
- got to a national neighborhood org for promo, they feed into all those little neighborhood papers
- encourage groups to get word out through church bulletins
- don't forget faith providers
- Media Hooks:
 - Kids only spend 20% of their lives in school, ask what are they doing with the other 80%, this is where we can talk about time use, sleep studies, role of youth based orgs
 - frame an American Childhood
 - frame a Parent's life
 - Kids are on waiting lists to get into youth programs, not a lack of interest, not that there

are millions of places to go, is a lack of resources, lack of room in existing programs

Themes/Things Group Would Like to See

- how parents/communities can begin discussion with teens (tips/tools)
- tell what kids are doing with time and what they'd like to be doing with their time
- see kids as resources not problems, as part of the solution
- kids are hope of today not just tomorrow, they can meet needs in the community
- help *parents* connect kids to agencies/programs
- facilitate getting kids to programs
- is an opportunity to turn up the volume on youth voice

-Steve has a youth advisory committee we could use as *our* youth advisory group, they represent several different constituencies (including the Y, 4H, etc)

-Great Studies:

- Kaufmann – Reweaving the Tattered Web (?)
- Public Private Ventures study
- Public education study
- A Matter of Time, Risk and Opportunity
- Beyond Rhetoric
- Search Institute – “The 40” (I’m afraid I’m unfamiliar with this and didn’t know what it was, can someone fill me in?)
- Ad Council/Public Agenda Study- 71% adults think kids have nothing to give back but reality is these kids are less violent, more religious and serving more than other generations
- Mott Survey- what people think of afterschool programs, 90% registered voters see them as necessary and willing to pay more taxes (80% plus of Republicans)

Meeting 4: Youth Orgs

Friday, March 10, 9:30

Eden Fisher Durbin
Director of Public Policy
YMCA of the USA
1701 K Street NW Suite 903
Washington, DC 20006
202/835-9043
202/835-9030 fax
eden.durbin@ymca.net

Richard J. Sauer
President and CEO
National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
301/961-2820
sauer@fourhcouncil.edu

Susan Mason, Vice President
National Mentoring Partnership
1400 I Street Suite 85
Washington, DC 20005
202/729-4375
smason@mentoring.org

Mildred Wurf
Director of Public Policy
Girls Inc.
1001 Connecticut Avenue Suite 412
Washington, DC 20036
202/463-1881
mwurf@girls-inc.org

Steve Culbertson
President and CEO
Youth Service America
1101 15th Street NW, Suite 200
Washington, DC 20005
202/296-2992 x43
steve@ysa.org

Agenda for Tuesday meeting

Name of conference:

How about -- White House Conference on Raising Teenagers in the Twenty-first Century:
Responsible, Resourceful, and Ready for the Future

Proposed Invitation copy:

OUTSIDE COVER

(PRESIDENTIAL SEAL)

The President and Mrs. Clinton

Invite you to

THE WHITE HOUSE CONFERENCE
ON RAISING TEENAGERS

On Wednesday, April 5, 2000

From 9:30 a.m. until 4:30 p.m.

INSIDE COVER

THE WHITE HOUSE CONFERENCE
ON RAISING TEENAGERS

Tuesday, May 2, 2000

Morning Session

Opening Remarks By President and Mrs. Clinton
THE EAST ROOM

Luncheon

THE STATE DINING ROOM

Breakout Sessions

Discussion Groups with Senior Administration Officials and Members of Congress
THE WHITE HOUSE CONFERENCE CENTER AND EISENHOWER OFFICE BUILDING

Closing Reception

THE INDIAN TREATY ROOM

Funding and co-sponsors:

Fiscal agent—YMCA, National Campaign for the Prevention of Teen Pregnancy, Save the Children, American Youth Policy Forum, or another organization?
Who will call and work this out?

Private sector funders – Budget is ready to go. Should we send it plus 2-pager to all the foundations on our call? We need about \$100,000 in private sector funding to cover the lunch, reception, video, and low-income participate travel (although we could get by with \$50,000 if we have the reception at the Indian Treaty Room instead of the Gores', we do a low-budget video, and we see if groups or agencies can pay for low-income participants). WE NEED THIS PIECE LOCKED UP QUICKLY SO WE CAN START WORK ON THE VIDEO.

Federal cosponsors – Should we set a \$ or in-kind floor to be a co-sponsor? I sent the budget and 2-pager to Ruby and Wendy from Cabinet Affairs to get around for contributions.

Video concept:

MaryEllen spoke briefly to the producers who have done Millennium Evening videos and the Philanthropy conference video. The Social Office is comfortable with them and they work quickly. (HRC really liked the philanthropy video.) The concept we have floated is to use a half dozen or so parent/teen pairs drawn from the DC area and to film them responding to a series of questions designed to cover the topics we want to highlight (ie communication, perceptions, concerns, problems and solutions, etc.). The actual video would feature snippets of these remarks (ie, Teen: I wish I had more time with my mom. Mom: I have to work two jobs to pay the rent and that means I'm never home for dinner. Etc.) Do we like this concept? What alternatives? If we go with this, we need to hunt down parents and teens right away, and of course, nail down funding. I would propose that we do the first draft of a script and let that drive both the selection of families and the interview questions.

Conference announcement

Was there any receptivity to having the President announce the conference? Do we agree that HRC should not make the announcement? We need to start making media calls – are scheduling a meeting with Melanne and Lissa for tomorrow to formulate a real plan.

Program

We should schedule a meeting for next Monday (and do our homework before then) to make decisions about program. Specifically:

- What are the key messages
- Who can deliver these messages
- What celebrities are on message if we could get them
- What should the breakout sessions cover
- Who should we ask to chair (and to organize) the breakout sessions
- What themes should the introductory video touch on

Deliverables

One deliverable that keeps coming up is the joint document from the Campaigns for the Prevention of . . . that came up during our meeting with Sarah Brown. If we want this to happen, we need to move on it.

Same deal with any reports to be released, etc.

Invitation list

MaryEllen has about 150 names on the list – we need at least 200 out of the box. We will need to get a list to Social by April 1, so we both need to get our names in and to have a list meeting early next week. Ann and Sonia – we don't have the list of folks you contacted for focus groups, so if any of them should be invited, need to send them to MaryEllen asap. The list meeting will identify holes so we may be scrambling to add to the list next week.

INVITE CATEGORIES
WHITE HOUSE CONFERENCE ON RAISING TEENAGERS
MAY 2000

Invitation List

The conference will focus on all aspects of adolescent development – health, education, jobs, after-school activities, risk behaviors, community service, peer interaction, community groups, faith, and family. To be considered for attendance, suggested invitees must be submitted with a priority designation [A or B] and *all* of the following information: name, title, organization, address, phone, two-three lines on who they are/why they should be considered, information that will help us ensure a diverse group of invitees, and the category for which the individual is being recommended. Invite categories are as follows:

1. Parents and teens [see information below]
 2. Organizations that serve or support youth
 - a. National nonprofits
 - b. Foundations [that fund youth-related research or programs]
 - c. Grassroots organizations
 - d. Religious organizations
 - e. Educators [middle and high school]
 - f. Parent organizations
 3. Research/academics/experts on adolescence
 4. Work and family
 - a. Employers with exemplary support programs for parents
 - b. Employers with exemplary policies for teenage workers
 - c. Experts on work/family issues
 5. Media
 - a. Members of the media that reach parents or teenagers
 - b. Experts on the media's role in influencing youth
 6. Policymakers
 - a. Federal [Congressional or Executive Branch]
 - b. State
 - c. Local
-

Parents and Teens

At our conference we would like to feature American families with their teens. These parent/teen combinations [can be an adult with parental responsibility even if they are not actual parent] will be chosen across all segments of society and represent the variety of issues today's teenagers and their parents are facing. If you have a family you would like to nominate for recognition, or

to participate in a possible panel discussion, please provide us with a brief account of why they should be considered [what issues are they facing in their lives that other American families will be able to relate to], along with their contact information.

***All invitation lists and “parent/teen” nominations are due to MaryEllen McGuire in OEOP 101 by COB Friday, March 17th for review.**

Chuck D

why hip hop is
good for his community

PBS special

Fried Friendly
Seminar

8-10

March						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Weekly Planner

March 19 - 25, 2000

Sunday

19

Monday

20

9:00 AM Deputies
9:30 AM Sr Staff
12:00 PM Lunch w/Ann Maura (mess)
2:00 PM Brain Guy Mtg

Tuesday

21

10:30 AM Conf Call w/Marc&Annie Lunch w/Deb Jospin
1:30 PM YOUTH: Mv/ Lissa
2:00 PM Agenda Mtg
3:00 PM JAGS Call

Wednesday

22

5:30 PM Deputies
SHIRLEY VACA

Thursday

23

9:30 AM Womens
10:15 AM Issues
SHIRLEY VACA

Friday

24

SHIRLEY VACA

Saturday

25

Meeting 3: Youth Orgs Call

Thursday, March 9, 11:30

456-6755

456-6766 CODE 2095

Alan Khazei, CEO
City Year
285 Columbus Avenue
Boston, MA 02116
617/927-2451
akhazei@cityyear.org

Dorothy Stoneman
Youthbuild
58 Day Street
PO Box 440322
Somerville, MA 02144
617/623-9900

Joy DesMarais
Director of Strategic Youth Initiatives
National Youth Leadership Council
1910 West County Road, B
St. Paul, MN 55113
651/631-3672 x232
jdesmarais@nylc.org

Catherine Milton
Save the Children
54 Wilton Road
Westport, CT 06880
800/243-5075

Gorden Ralley
National Collaboration for Youth
1319 F Street NW
Suite 601
Washington DC 20004
347-2080

Jecelyn McCurdy, Program Coordinator
Black Community Crusade for Children
Children's Defense Fund
25 E Street NW
Washington, DC 20001

628-2041

Danny McGoldrick
Director of Research
National Center for Tobacco Free Kids
1707 L Street NW Suite 800
Washington, DC 20036
202/296-5469 w
202/904-5469 cell

young people should be in the target

trade?

fair based institutions

doesn't like the title

raising strong children - doesn't like responsible

partnership w/ communities, parents, teenagers

you're... id your document

Bengal campaign against tea pay

message from young people to parents

* parent/child communication - help give
parents tools to help them communicate

tools for young people to help parents

highlight orgs of community service
service vacations

Summer of Service, push community coalitions

stand w/ dropships of who this generation is

demographics

family structure

technology

concentration on the rights of the child

emphasize participation in decision making -

advocacy by youth

definition of responsibility is what we're
interested in

have a call to action - 2 or 3 things

young people pressure not to talk to parents

Rory Hammond - Ten Point Coalition in Boston