The White House Conference on Teenagers:
Raising Responsible & Resourceful Teens
May 2, 2000

10:15am **Morning Session/East Room**

Opening Video

Remarks by the President and First Lady

Keynote

Panel I Who are today's teens and what do they need?

Panel II What can parents do to help teens? What can communities do to help teens and parents?

Closing Remarks by the First Lady

12:30pm **Luncheon/State Dining Room**

2:00pm **Breakouts/White House Complex**

- Family Time
- The New Media
- Education
- The Village
- Closing the Gap
- Youth as Resources
- A Healthy Start

3:30pm **Closing Reception/Indian Treaty Room**

WHITE HOUSE CONFERENCE ON TEENAGERS: RAISING RESPONSIBLE AND RESOURCEFUL YOUTH
May 2, 2000

MORNING SESSION

10:15 a.m. **Following opening video, President and Mrs. Clinton make remarks and introduce keynote speaker, Ben Casey of the Dallas YMCA. President departs following keynote's remarks.**
The East Room

10:45 a.m. **Mrs. Clinton moderates Panel I:**
Who are Today's Teens and What Do They Need?
The East Room

Speakers:
Dr. Jacqueline Eccles, University of Michigan; Dr. Jay Giedd, National Institute for Mental Health; Dr. Angela Diaz, Mt. Sinai Center on Adolescence; Karen Pittman, International Youth Foundation; Emily McDonald, teen involved in community service, Clarkrange, Tenn.; actors Danny DeVito and Rhea Perlman, After School Alliance.

11:25 **Mrs. Clinton moderates Panel II:**
What Parents and Communities Can Do to Raise Successful Teens
The East Room

Speakers:
Laura Sessions Stepp, author, *Our Last Best Shot*; Edd and Edwin Speaker, father and teen son, Los Angeles; Dr. Robert Blum, University of Minnesota; Ellen Galinsky, Families and Work Institute; Bob Davis, Lycos, Inc.; Susan Bales, Frameworks Institute; Geoff Canada, author, *Fist, Stick, Knife, Gun*; Jay Engelin, 1999 Principal of the Year; Dr. Katherine Newman, Harvard University; Rev. Jeff Brown, Ten Points Coalition; Gabriella Contreras, teen activist, Tucson, Arizona.

12:30 p.m. **Morning Session concludes**

White House Conference on Teenagers
Break-Out Sessions
May 2, 2000

Breakout 1/ The Jackson Room in the White House Conference Center
Family Time: What can we do to make it easier for parents and teenagers to spend time together?

Moderators: Director Janice LaChance, Office of Personnel Management
Member of Congress

Panelists: Stanley J. Botts, Bell Atlantic
Ken R. Canfield, National Center for Fathering
The Malone Family (Donnie & Fonda)
Laurence Steinberg, Temple University
Amy Swisher, First Day Foundation

Breakout 2/ The Eisenhower Room in the White House Conference Center
The New Media: How is the information age shaping youth today?

Moderators: Deputy Director Donald Vereen, Office of National Drug Control Policy
Member of Congress

Panelists: Zoë Baird, Markle Foundation
Jim Browne, GetNetWise.org
Robert J. Davis, Lycos, Inc.
Judith A. McHale, Discovery Communications, Inc.
Kathryn C. Montgomery, Center for Media Education
Justin Newland, National Campaign Against Youth Violence

Breakout 3/ The Truman Room in the White House Conference Center
Education: How can we build school climates that work for teenagers?

Moderators: Secretary Richard Riley, U.S. Department of Education
Senator John Kerry (D-MA)

Panelists: Sarah Austin, Decatur High School, Atlanta, GA
Gene Bottoms, Southern Regional Education Board
Jay Engeln, MetLife/NASSP National Principal of the Year
Susan Gaddy Greene, I.S. 218, New York City
Larry Hurt, 1999 Indiana Teacher of the Year
Robert S. Rivera, Project GRAD

Breakout 4/ The Lincoln Room in the White House Conference Center
The Village: How can the community better support parents and teenagers?

Moderators: Deputy Attorney General Eric Holder
Rep. Ellen Tauscher (D-CA)

Panelists: Jeffery L. Brown, Ten Point Coalition
LaToya Gardner, Maplewood Comprehensive High School, Nashville, TN
Kenneth L. Gladish, YMCA of the USA
Milbrey W. McLaughlin, Stanford University
Katherine Newman, Harvard University

Breakout 5/ Eisenhower Executive Office Building 476
Closing the Gap: How can we provide positive opportunities for all teenagers?

Moderators: Secretary Alexis Herman, U.S. Department of Labor
Rep. Ruben Hinojosa (D-TX)

Panelists: Peter L. Benson, Search Institute
Talmira L. Hill, Annie E. Casey Foundation
Lan-Ahn Phan, Woodrow Wilson High School, Washington, D.C.
accompanied by Sandra Hoa Dang, Asian American LEAD
Dorothy Stoneman, Executive Director, YouthBuild USA
accompanied by Ameir Ramadan, Youthbuild USA
Kathleen Sylvester, Social Policy Action Network (SPAN)

Breakout 6/ Eisenhower Executive Office Building 472
Youth as Resources: Can teenagers be resources in their own development and for their peers?

Moderators: Harris Wofford, CEO, Corporation for National Service
Member of Congress

Panelists: Kathleen Lee, Turner Middle School, Philadelphia, PA
Michael Preston, Gila River Youth Council
Robert D. Putnam, Harvard University
Nicole Salinas, Antonian High School, San Antonio, TX
Andrew Shue, Do Something
Gary Walker, Public Private Ventures

Breakout 7/The Roosevelt Room
A Healthy Start: How can we help teenagers stay healthy?

Moderators: Secretary Donna Shalala, U.S. Department of Health & Human Services
Rep. Sheila Jackson Lee (D-TX)

Panelists: Sarah S. Brown, The National Campaign to Prevent Teen Pregnancy
Brandi Chapple, Trinity College, Washington, D.C.
Harold S. Koplewicz, NYU Child Study Center
Carole Morris, Mt. Vernon Neighborhood Health Center
Michael D. Resnick, University of Minnesota School of Medicine

OJJDP

PARENTING RESOURCES *for the 21st Century*

www.parentingresources.ncjrs.org

Parenting Resources for the 21st Century puts you in touch with the information you need to meet the challenges of raising a child today.

Find out:

- How to find child care for your newborn.
- What to do when your child misbehaves.
- How your child can benefit from playing organized sports.
- Who can help when you suspect your teenager is using drugs.
- Where to find information on college scholarships.

This Web site has been developed in cooperation with and support from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Coordinating Council on Juvenile Justice and Delinquency Prevention.

Those without Internet access can learn about the resources featured on the Web site by calling OJJDP's Juvenile Justice Clearinghouse (800–638–8736) for additional information and assistance.

The **Parenting Resources for the 21st Century** online guide links you with answers to these questions and many more in a user-friendly and easy-to-access format. Just go to *www.parentingresources.ncjrs.org* (online June 2000) and find the parenting information you need by choosing any one of the site's eight categories:

- Family Dynamics
- Health and Safety
- Child Care and Education
- Family Concerns
- Youth Development
- Out-of-School Activities
- Resources
- What's New

Whether you're a parent, a grandparent, or any other person who cares for—or about—children, this Web site will provide the resources you need.

Community Counts

HOW YOUTH ORGANIZATIONS MATTER FOR YOUTH DEVELOPMENT

PUBLIC EDUCATION NETWORK

THIS REPORT IS DEDICATED TO JOHN W. GARDNER,
WHO HAS NURTURED THIS WORK FROM ITS BEGINNING.
HIS LEADERSHIP AND VISION INSPIRE COMMUNITIES
TO COUNT FOR ALL OF THEIR CHILDREN AND YOUTH.

Communities and their youth seem to be growing apart just at a time when they need to be pulling together. Troubling signs are everywhere that youth of all descriptions—not just so-called disadvantaged youth—find insufficient supports in their communities to be able to move confidently and safely toward adulthood. Many schools lock up tightly at 3 p.m., sending children and youth into empty houses, barren neighborhoods, street corners, or malls. Youth interpret a local landscape void of engaging things for them to do as adult indifference. For instance, when we asked one youth how his midwestern community sees him, he replied, "They don't. I feel invisible." We heard a version of this assessment from youth everywhere. But in a number of communities nationwide, adults are working to develop and sustain youth organizations that provide youth placement and opportunity, breathing new life into their communities as a result.

Interviewer	What's it like to grow up in this community?
Youth	It's boring, boring, boring! There's nothing to do and nowhere to go.
Interviewer	How do you see kids in this community?
Police officer	Kids are different today. They have no respect. They don't want to work hard.

Most adults are familiar with some version of teenagers' complaints of boredom. In some cases, such complaints reflect little more than an adolescent's contrarian cast of mind. But for many, if not most, of America's youth, this assessment of the dearth of interesting things to do in their community reflects reality. And, in the absence of organized activities and inviting youth-focused places, young people make haphazard choices for themselves.

Many teachers, law enforcement officers, social service workers, and other adults believe that today's youth are different from yesterday's. They are widely perceived to be less engaged, less motivated, and more likely to get into trouble.

Have kids changed, or has the society changed? Well, both. Communities have changed, families have been transformed, and workplace demands are fundamentally different from what they were a quarter of a century ago. Because families, friends, communities, and religious or civic groups no longer assume primary responsibility for making connections, a gap forms in society's supports for its youth.

Youth lose out. Young people with nothing to do during out-of-school hours miss valuable chances for growth and development. During the most critical years for moral development, these youth miss opportunities to find satisfaction in work for the good of their community. Society loses out when youth fall through the cracks in institutions that could prepare them for a productive future. Community counts—for better or worse—in its response to these institutional gaps and youth's unmet needs for support, care, and opportunities for healthy development.

The odds are high that a young person growing up in one of the county's troubled urban communities will do poorly in school. For example, in some urban centers, up to 60% of African-American boys will not graduate at all.[1] The odds are high that a young person growing up in one of America's struggling rural communities will move onto welfare rolls, rather than into productive employment. The odds are high that youth with nothing positive to do and nowhere to go will find things to do and places to go that negatively influence their development and futures.

This institutional discontinuity exists for young people of all social backgrounds. Even in well-to-do suburban communities, many youth find themselves adrift.

Some youth are lucky enough to have someone who can pay for fee-for-service activities and shuttle them back and forth. Other youth are fortunate enough to live in a community with sufficient engaging, worthwhile activities in the afternoons, on weekends, or during the stretch of summer months.

But for too many youth, the odds seemed stacked against hopeful futures when their communities offer few resources for them. For the majority, there are no adults around for sustained active learning opportunities during their nonschool hours. Moreover, many communities lack supervised, educational places to go when school is out. In one community we came to know, youth noted with irony that the only public facility open in their community was the county jail. In another urban community, the neighborhood was so barren and dangerous that, said one youth, "even the pizza man won't deliver." Young women growing up in urban neighborhoods like this one told us that they stay inside locked apartments after school for fear of violence on the streets. Young women in some midwestern towns did not feel much more secure. In response to our question about what advice she would give a newcomer to her midwestern town, one said: "Don't trust anybody. Don't talk to anyone. Mind your own business. Be careful."

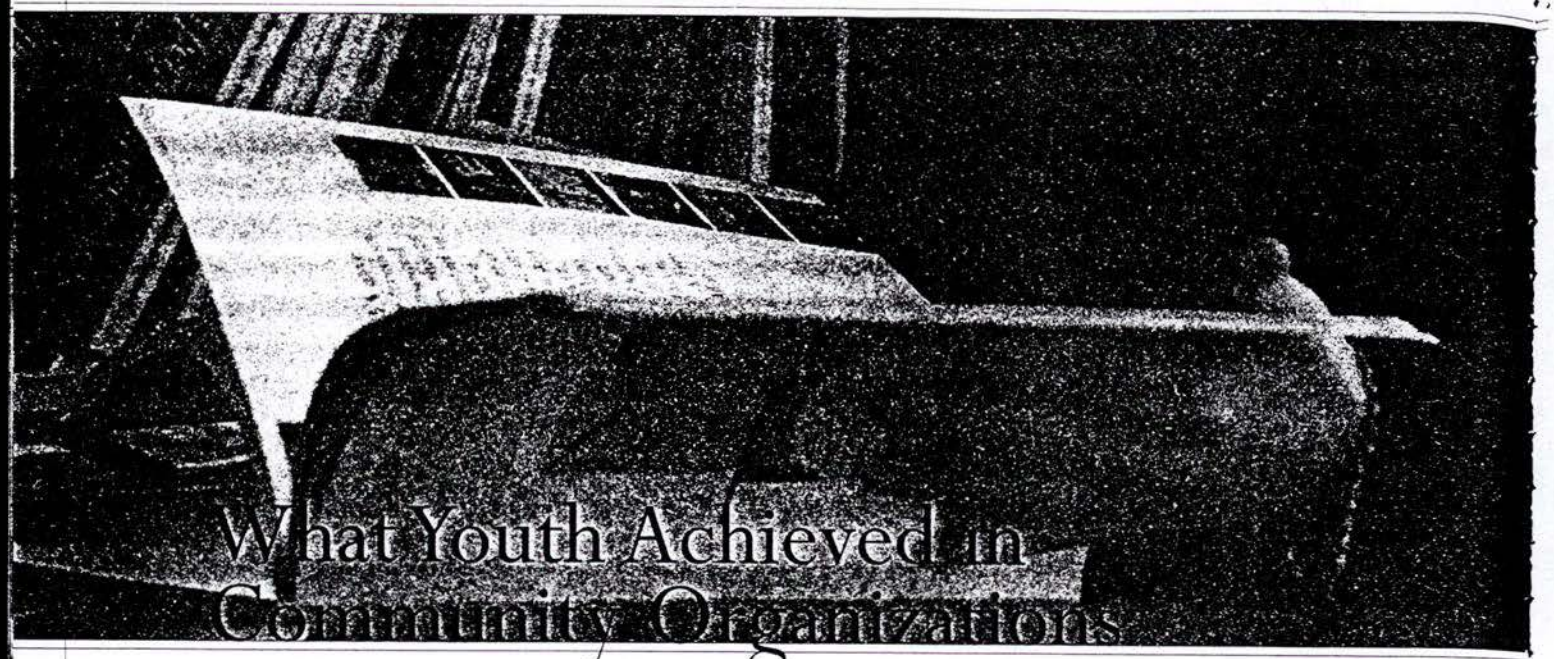
Community organizations can make a powerful, positive difference in youth's lives. A decade of research looking into the contributions of community youth-based organizations in challenging settings provides evidence that community—in the form of the organizations and activities it supports—can help youth beat the odds associated with gaps in traditional institutional resources.[2] In our ten years of research, this research team has come to know the rhythms and work of approximately 120 youth-based organizations in 34 different cities, from Massachusetts to Hawaii, that constructively involve young people in their nonschool hours.

We wanted to learn about "effective" community based-organizations, and relied on youth to define those terms. They led us to diverse organizations they identified as good places to spend their time.[3] These organizations engage young people in challenging but fun things to do, offer a safe haven from often dangerous streets, and provide ways to spend free time in ways that contribute significantly to their learning and their social development. In this way, these organizations, in youth's views, were not "typical" of the other organized opportunities that may also be available in their communities—activities youth judged as uninteresting, not appropriate for them, or otherwise off-putting.

Neither are the youth we came to know in these community-based organizations (CBOs) "typical" American youth, either in terms of the schools they attend, the communities they inhabit, or their family circumstances. We found in these CBOs engaged youth who are typically hard to reach, designated "high risk," and often most isolated from community. Almost without exception, the urban youth we got to know came from low-income, high-risk family and neighborhood settings. Young people we met in these mid-sized towns were typically of lower-middle or lower class and, like their urban counterparts, they came from families struggling with unemployment and social disruption. The rural youth who participated in our research were generally from poor families and wrestled with the unique aspects of their rural communities.

Our research reports numerous accomplishments and successes of active young people engaged in community organizations. Of greatest importance for society is the compelling evidence from the experiences of these youth that CBOs can play a critical role in meeting the needs of today's young people. They can fill the gap left by families and schools that are stretched to capacity to provide supports to young people. One of the most appealing aspects of these CBOs is that they give young people the opportunity to engage in positive activities, to develop close and caring relationships, and to find value in themselves—even in the face of personal disruption, poor schools, and neighborhoods generally devoid of supports.

The impressive accomplishments of these young people from diverse communities around the country warrant community action. Community-based organizations offer a means for reaching youth and they can have a significant impact on the skills, attitudes, and experiences youth need to take their places as confident, contributing adults.



What Youth Achieved in Community Organizations

Youth participating in these CBOs accomplish more than many in society would expect of them and, in fact, more than most citizens would ever think possible. Their achievements and triumphs are of many different kinds—formal and informal, social and academic. Each of these achievements matters to youth's journey through adolescence to the futures they can contemplate and claim.

Academic success—in terms of high school graduation, participation in rigorous courses, and good grades—plays a major part in a young person's ability to land a satisfying job, or even find employment at all. Even in today's economy, paths to all but the most menial jobs are closed without a high school diploma.

But a measure of academic success alone is not enough to motivate youth to tackle challenges, succeed on the job, or effectively navigate the institutions of mainstream society. Young people need life skills as well. Those skills and attitudes include a sense of personal worth, a positive assessment of the future, and the knowledge of how to plan for it. They also include attitudes of persistence, reflection, responsibility, and reliability. Self-confidence and a sense of efficacy are critical if youth are to strive for success in school and society.

Enhancing these life skills, in addition to supporting more traditional academic outcomes, is at the center of the youth organizations we studied. Many of these organizations, besides benefiting young people, also have a positive long-term effect on the community. The young people express high levels of civic engagement and a commitment to getting involved. They intend to be assets to their communities and examples for others to follow.

ACADEMICS

To the majority of the youth we met in effective community organizations, their local schools fall short both as learning institutions and as places where they feel safe and valued. Compared to most American youth, the youth in this study are more likely to experience violence in their schools, to encounter drugs, to have something stolen from them, and to feel personally threatened at school.[4]

Yet, compared to American youth generally, young people who participate in the community organizations we came to know achieve at higher levels and hold higher expectations for their academic careers. For example, youth participating in the community-based organizations we studied are:

- 26% more likely to report having received recognition for good grades than are American youth generally, and youth with high levels of participation (several days a week or some) 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"
- 20% more likely to rate the likelihood of their going to college as "very high."

In other words, despite the challenges they face at school, in their neighborhoods, and often at home, teens who participate in the CBOs 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.

SELF-CONFIDENCE AND OPTIMISM

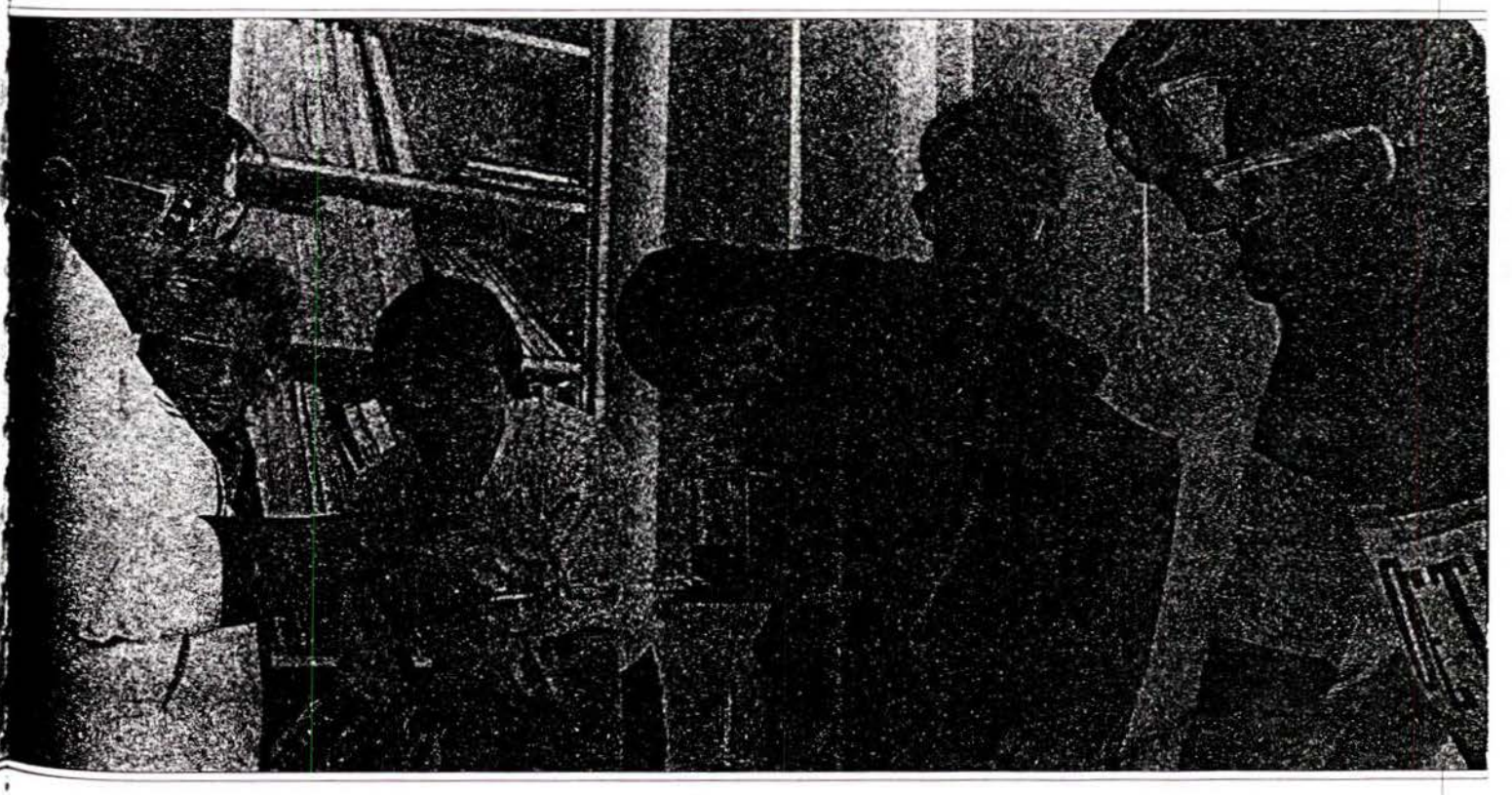
Cynicism about the future is a commonplace attitude among youth in communities where local job markets are unstable, where the institutions intended to support their development are of poor quality or lacking altogether, or where there is little to suggest that they could do other than collect unemployment or settle for a dead-end job. The youth we studied stood out even in the most distressed settings by expressing hope for their futures and talking animatedly about their plans.

Significant numbers of the youth not only had positive ideas about what the future would hold, but they also had gained the knowledge and confidence to plan and reach for it. In contrast to the self-destructive assessments of many other youth from difficult environments—who say things like "the future be dead" or doubt the value of trying to succeed because it's "no use"—young people engaged in CBOs hold markedly different views from their peers, and even from typical American youth.

Youth participating in these CBOs say that they expect to have a job they will enjoy, that they can do things as well as others, and that plans they make will work out. Compared to the typical American youth, young people participating in community-based organizations are:

- 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. More notable, those with high levels of participation in CBOs are nearly 15% more likely to view themselves as worthy persons;
- significantly more likely to report higher levels of personal agency and effectiveness. For example, they are significantly more likely to "strongly disagree" with the statement that "chance and luck" are "very important" to getting ahead;
- nearly 13% more likely to feel that the chance they would have a job that they enjoyed was "very high."

Youth who participated in these CBOs, in other words, express a sense of personal value, hopefulness, and agency far greater than peers in their community, and greater even than youth growing up in more representative American circumstances. These youth generally feel proud of what they can do and believe they can construct a positive life.



CIVIC RESPONSIBILITY

These youth generally feel they want to "give back" to their communities, moreover, that it is their responsibility to do so. In contrast to youth alienated from their community, these youth acknowledge the important role that community, in the form of their CBO, played in enabling their positive development, and they intend to help provide the same opportunities for other young people. For the majority of the youth in our study, community service has become a habit—one they expect to keep throughout their lives.

Youth active in the community-based organizations involved in our research are significantly more likely than typical American youth to believe that it is important to do community volunteer work. For example, compared to American youth generally, youth participating in these CBOs are more than two and a half times more likely to think it is "very important" to do community service or to volunteer. Youth work to make youth-friendly and safe communities.

In particular, youth active in community organizations expect to work to "correct economic inequalities" or to make life better for children and youth growing up in their communities. Especially in urban areas, where most of the young men in our study have been or are still involved with gangs, this commitment to enabling a different, safer path for children, youth, and families finds passionate expression. In fact, this commitment to bettering their community is the reason why many urban youth say they intend to stay in their community and make it better, rather than move away.

These attitudes of civic responsibility and benefits of community service are most apparent in those organizations that feature community service as its focus or as an important aspect of another activity. Youth who have high levels of participation in community service activities—as part of arts programs, sports, leadership initiatives, dedicated community service projects such as "Weed and Seed," work with elderly residents, or rehabilitation efforts—are *eight times* more likely to respond that it is very important to get involved with community than were representative American youth.

Youth active in community service clearly derive benefits that magnified those associated with participation in a CBO. They bask in the praise of neighbors who appreciate their clean-up activities, bright murals, or inviting community gardens. This was the first time many of these youth have received positive feedback from adults. In fact, many told us it was the first time they felt valued by their community and that this regard fueled their self-confidence and optimism about the future. These youth provided detailed descriptions of the ways they grew personally as a result of their involvement in community service activities. They stressed how their experience changed their attitudes about personal responsibility. One said, for example,

> It gives me a sense of responsibility, like what you've got to be [when you have a job]. ... You've got to be there on time, work hard at it, and get done what needs to get done. That's why I am part of this [program] because I needed that responsibility.

SENSE OF EFFICACY:
"I AM ABLE TO DO THINGS AS WELL AS OTHERS"

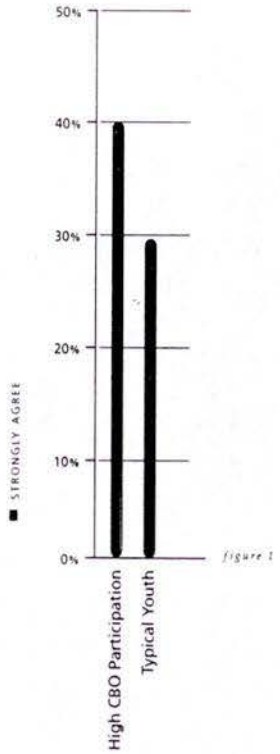


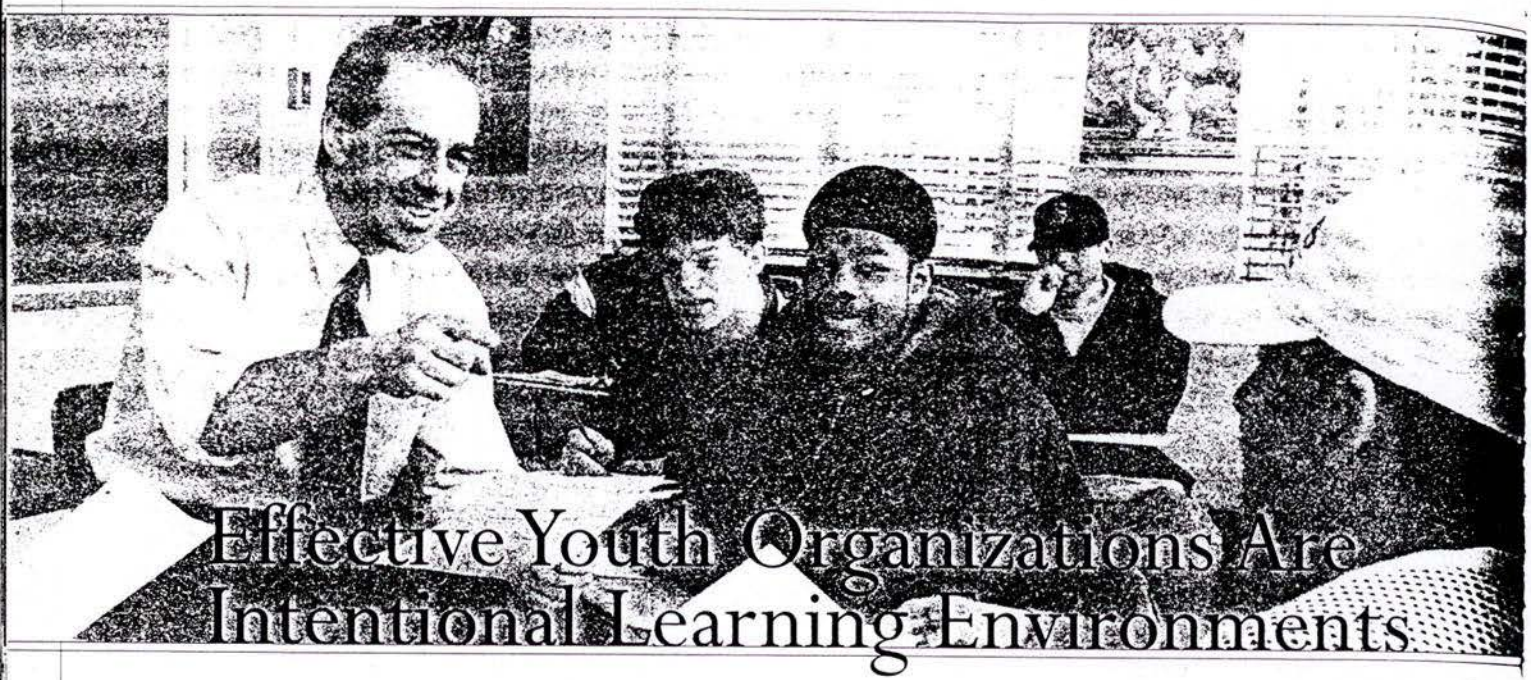
figure 1

Such comments about personal gains from community service are strong and find consistent support in survey responses. Youth with high levels of participation in community service activities are nearly twice as likely to "strongly agree" that they feel positively about themselves. Those with high levels of participation in community service are nearly two and a half times more likely to "strongly disagree" that they lack enough control over their lives. In consequential ways, the benefits of community service go in both directions—to the community that receives it and to the youth who provide it.

PATH TO SUCCESS

We have maintained contact with nearly 60 of the youth who were part of our original research in three urban communities. We have had a chance to examine how they fared over a decade. Contrary to predictions that they would be "dead or in jail" before they left adolescence, the great majority of these young men and women, now in their 20s, are firmly set on positive pathways as workers, parents, and community members. A few went on to higher education and are proud college graduates. Most got some kind of training after high school. With few exceptions, these young adults are employed and active members of their communities, giving back as they said they would. They own small businesses such as a sports park concession stand or carpet cleaning enterprise. They work in local park and recreation facilities. They are engaged parents. They often continue with the arts or sports activities that engaged them as teens.

Would these youth have made it anyway? Would they have accomplished all of these things without the community organization that nourished and challenged them in their free time? Little doubt exists in their minds that the CBOs where they spent time after school, on weekends, or in the summer months played a critical role in nurturing their development and in mediating the risk factors in their schools, neighborhoods, and often their families and peer groups. These effective community organizations, in the words of one urban youth worker, help youth "duck the bullet," or beat the odds of early pregnancies, futures lost to drugs, street violence, or derailed by school failures. These CBOs provide community sanctuaries and supports that enable youth to imagine positive paths and embark upon them. These community organizations are learning environments that boost the success of many youth in school, but just as important, teach youth many life skills—without which academic success would mean little. Without these community resources, they too could have faltered on their journey through adolescence.



Effective Youth Organizations Are Intentional Learning Environments

What kinds of CBOs enable these positive outcomes for youth? The community-based organizations associated with these successes differ in nearly every objective way possible. No one type of program, facility, or organizational affiliation was consistently associated with positive youth development. We found similar outcomes across a broad spectrum of type, location, and size of CBO. Adult leaders—both paid and volunteer—came from various personal and professional backgrounds. Some have been in the military service. Others have been teachers. Many have worked in church groups or with athletic teams all their lives. Funding for the organizations' activities came from a wide range of sources: national sponsoring organizations, block grants from local cities, federal job-training monies, regional foundations and local donors, youth fundraisers, and the pockets of adult leaders. Most of the organizations live a hand-to-mouth existence, with few resources in equipment and personnel. Given these differences, however, the CBOs are similar in several ways.

INTENTIONAL LEARNING ENVIRONMENTS

The quality and effectiveness of the community-based youth organizations we studied are not happenstance. In fact, these positive outcomes are not found in most youth organizations or in other organizations that look similar on paper. Too many community-based opportunities are "gym and swim" recreation centers, tutoring efforts, or drop-in centers set up primarily to "keep youth safe and off the streets." While many of these programs make an effort to provide young people with quality activities, others merely provide a place to go and a collection of things to do.

On a casual visit to a youth organization that attracts and sustains youth involvement, a visitor might sense its relaxed atmosphere and apparently informal relationships among youth and adults. However, the activities, environments, and relationships in the youth organizations where we found these positive outcomes for youth are deliberate, distinguishing them from casual drop-in centers in both the content of their activities and the environments adults create and insist upon.

DIMENSIONS OF A LEARNING ENVIRONMENT

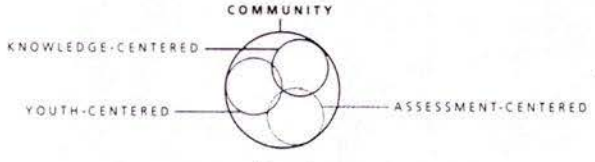


figure 2

Community-based organizations with an emphasis on learning are alike in some critical ways. The core elements of an effective youth organization correspond directly to the core elements of an effective learning environment as described by learning theorists. As different as they may seem on the surface, the CBOs youth led us to are remarkably similar in their values and goals across different agents, spaces, settings, and activities. All are youth-centered, knowledge-centered, and assessment-centered.

Youth-Centered. The CBOs that enjoy the confidence, loyalty, and participation of youth put youth at the center. Adults hold the youth in their vision for the organization and the community. They know youth's interests and what they bring to the organization. They know about their lives at home, in school, and in the neighborhood. The CBO's programs reflect this youth-centered focus.

Respond to diverse talents, skills, interests. Adults make an ongoing effort to make activities both accessible and challenging for *all* youth. Effective youth organizations offer activities in ways that make them appropriate and inviting to youth with a diverse range of talents, interests, and skill levels. Adults take the time to suggest activities that are appropriate to diverse skill levels and break activities down into parts to allow youth with all skills to participate. For instance: A theater group brings in novice thespians as props managers, stage hands, wardrobe tenders, and other roles that allowed those beginners to watch, learn, and play a vital role in the organization. A sports team devotes special coaching to less-experienced athletes, and like the theater group, includes novices in the excitement of games as important supports for their team members. A literacy program that takes up most of a church's basement with newspaper production buzzes with activities from writing lead articles, to interviewing sources, to laying out pages. In each of these examples, there are multiple ways a young person can join in, regardless of skill level. Adults in effective CBOs pay close attention to what the youth can do and introduce them to engaging activities that challenge them to stretch their skills.

Build on strengths. Youth-centered programs identify and build on the youth's strengths. Programs do not aim to remedy weaknesses or deficiencies in youth before providing opportunities for leadership and risk-taking. Contrary to a "fix then teach" approach (that assumes youth cannot learn something new or engage in a positive activity until a problem has been remedied), these programs aim to identify what the youth do well already and develop those skills. Problem behaviors that may exist or concerns about school achievement are addressed within this positive context.

This positive approach contrasts with what youth encounter in many communities and their organizations. Many youth feel that adults do not care about them, do not acknowledge their needs or worth, and do not like them. "Everyone thinks of us as being bad," said a young person in rural America. "But it is not our fault." A police officer in a mid-sized town underscored his community's tendency to notice the negative, rather than build on the positive. "You have to be bad to be noticed—the 'good kid' doesn't get any attention." An urban social worker observed, "Youth in this community aren't valued, and they have few occasions to demonstrate their value." Effective youth organizations notice the strengths of young people and build on them.

Choose appropriate materials. Youth-centered organizations tailor their activities to the interests and strengths of the youth with whom they work. For example, leaders of Girls Inc. in the Southwest revised materials they received from the national office to connect with the Latinas in their organization. The leader of a Girl Scout troop carefully reviewed national programs and curricula from the perspective of her high-poverty girls. "It's easy to make assumptions," she said. "Many of our girls don't have alarm clocks or even telephones at home, so some of the things we get that assume such things in the home aren't appropriate for them."

Provide personal attention. Adults in effective youth organizations are contemptuous of what one called "herd programming," where youth move in large groups from activity to activity, with little personal attention or connection. This description unfortunately applies to many after-school efforts that provide a safe place for youth to gather at the end of the day but have insufficient resources to do any more than that.

Reach out. Youth-centered organizations actively reach out into the community to let youth know about their programs. Youth workers in effective CBOs do not simply put a notice in a newspaper and sit back to wait

DANCE 'TIL YOU DROP: TWO AFTER-SCHOOL DANCE LESSONS

David, the dance teacher, is about 30—he is tall, black, dreadlocked. "These are my babies," he tells us. "I was just like them. I come from the same place they come from." The small room buzzes with energy and body motion as dancers pour in, peel off their dark blue and white uniforms and throw on bright T-shirts and stretch pants. When David finally shuts the door, there are 18 dance students—all African American, nearly all girls. The three boys maneuver to the front and wiggle for attention. David moves nonstop and works up a dripping sweat. The group sails through an hour of stretching and shoulder popping, leg raises and sit-ups. A few dancers slip into dance moves they are familiar with, and David gently redirects them into the routine of the moment. He keeps them all in view, breaking his routine to squeeze a shoulder or reshape a pose. All eyes are focused intently on him until they coast to an exhausted but exhilarated halt. Ms. Velez dances professionally in the city's well-regarded dance troupe. She spends several afternoons a week teaching dance to inner-city African American youth. She has the intensity and high expectations of a professional, and she keeps her class focused and busy. Her directions are clear. She dances with the students, modeling steps, sequences, and style. The group splits in two upon invisible command, and facing each other, they move through a fast-paced, lively hip-hop style dance. After a set of tough moves, Ms. Velez stops the group. "That was better but you must give me—BOOM!" Her chest pops out and her back arches pretzel-like. Students take in the ferocious move. Soon they are "popping" for each other. All students wear kneepads because, as one student explains, "This is serious stuff!" The line of dancers gradually breaks until there are just youth moving in space. It's 3:30, and they've been dancing nonstop for 45 minutes. A girl looks winded. "Five more and then we'll get a drink of water—five, six, seven, eight. " Ms. Velez keeps them moving past the promised time, encouraging, "Let's take it from the top, and then we'll get a drink." The young dancers seem happy to do what she says. They have an important performance coming up.

—OBSERVATION NOTES

for youth to show up. They know that most youth do not read the newspaper. They understand that many youth might feel, on the basis of past experiences, that the program would not include activities that interested them. These adolescents are accustomed to programs in which they're treated as children, or that views them as a problem. Most of the effective organizations we came across actively reach out to draw youth in. Adults and participating youth seek out other young people to join. Not surprisingly, youth themselves are among the most effective ambassadors and recruiters for their organizations.

Feature youth leadership and voice. Youth voice and points of view help define youth-centered organizations. Youth provide leadership and direction, taking a central role in designing activities, establishing and enforcing formal and informal rules for members. In some organizations, each year begins with a process of members looking over last year's rules, throwing out unwanted ones and adding new ones. Youth input into rules adds legitimacy and salience to effective CBOs.

Knowledge-Centered. Community-based organizations that motivate youth and contribute to their development are knowledge-centered. They point to learning as a reason why youth should get involved, and they take steps to provide the relevant knowledge.

Clear focus. Having a clear program focus is vital to a knowledge-centered organization. Each of the effective organizations we examined is about something in particular. They are clearly and intensely about sports, arts, entrepreneurship, community service, or athletics. These central "topics" provide a common purpose and make it possible for the members to express their own emerging identities as artists, athletes, or young entrepreneurs. Club programs that appeal to youth similarly offer an assortment of focused, tightly organized activities that may vary according to the interests of youth, but typically include sports teams, community service, and something arts-related, such as teen drama. These efforts are not merely loosely organized activities to do with sports or arts or leadership that a young person can dip in and out of; they are concentrated programs that aim to deepen skills and competence through intense engagement in a specific area.

One generic activity will not fit all youth. Adolescents are clear about wanting to be part of an organization that sup-

ports their individual interests. As anyone who has worked with a teenager understands, she wants to be just like everyone else, but she also wants to pick her own identity.

Quality content and instruction. Clear focus is not enough to hold on to youth, however, if they feel an activity lacks quality. Not every arts program, sports team, or leadership club is able to attract the interest of young people. Striking among the CBOs where youth spend time is their high evaluation of skill-building activities. Youth are the first to notice that good instruction motivates them. Exemplary teaching and committed teachers show all students they are learners of promise and a value to society. High-quality content and instruction propel youth to accomplishments beyond those they imagined possible.

Embedded curriculum. How that focused activity is conceived and carried out also matters enormously. We see youth in effective organizations almost always engaged in activities that deliberately teach a number of lessons. The adults within a successful CBO recognize the many kinds of knowledge and skills their youth need to succeed in school and life, and they deliberately try to provide them.

Embedded within the organization's programs are activities that build a range of academic competencies and life skills. Youth leaders take every opportunity to extend these skills. For example, an arts program asks youth to research their cultural history. Young painters learn a good deal of history, gain pride in their background, and gain skills in mural making. A dance teacher encourages her students to keep journals and often starts dance sessions by having students read their writings aloud. These dancers pick up habits of writing and reading while learning to hip-hop or double tap. Or in a project focused on child care in the community, youth read news articles on the topic and study various issues related to child care. They read in textbooks about "stages of play" and create write-ups based on their observations as classroom aides.

Even hard-driving sports organizations find ways to broaden the perspectives and competencies of youth. For example, it is common in many organizations for team members to come to practice early to work with volunteers on homework, study for exams, or fine-tune specialized units related to their sport. Many coaches work academics into topics of great interest to their young athletes, such as nutrition and weight training. One year a basketball team had six-week units of study on the following topics: finances of the National Basketball Association, physics in the sport of basketball, and neurophysiology.

LEARNING LIFE SKILLS THROUGH SPORTS

The Rockets is a winning inner-city basketball team made up of African-American youth from one of the city's most impoverished neighborhoods. The coach sees his goal as getting youth ready for life and uses basketball expressly to that end. Students are put in charge of coaching each team. In addition, the coach pays explicit attention to involving all students; better players pass to less skilled players even when they could have taken shots themselves. The coach and players work intensely on developing skills and executing plays. There is no referee—students must take responsibility for monitoring themselves. The post-game wrap-up focuses on questions of sportsmanship and personal growth. "Can anyone name something good another player did in practice?" the coach asks. "William passed a lot today," an eighth grader who was coaching replies. After discussing various players' performance, the program director says, "It's time for self-evaluation. Get ready with thumbs up or thumbs down." The director then states different criteria, and the participants evaluate themselves: "Controlling body and mouth?" Most youth put their thumbs up. A few put thumbs down. "Teamwork? Coachability?" the coach continues. Half the thumbs are up, the other half down. "Helping others?" One boy who has his thumb down mutters, "I didn't do anything to help someone today." Finally, the coach asks, "Outside of the gym, doing things to improve yourself?" Again, a mixed result. The young men take this reflective exercise as seriously as their passing drills and practice at the foul line.

—OBSERVATION NOTES

LEARNING TO BE A LEADER

Darryl, coordinator of the high school mentor program, starts the session with a game. Students divide into groups of three and each team picks a leader. He whispers the rules of the game to the leaders, and tells them to return to their group. Groups get active, but after a short time Darryl stops everyone and reminds them that each leader was supposed to brief his or her team. The game starts over. Now some team members lose their ability to speak, others lose the use of their hands or their eyes. But the team has to communicate well enough to build a block tower together. Eventually the tallest tower wins, and Darryl "debriefs" the groups about their process. "What did it feel like to be a leader? What was it like working with someone who couldn't see? What made it easier to work as a team? Harder?" One student said, "Everyone can do a job and be important to the team." Another said, "It was easier when someone told us what to do." They talk about feelings. Someone said, "I felt all alone, like it was all on me." Another said, "I felt pressure." Darryl related the building game back to the group process, and the students' eventual work mentoring young students attending the after-school arts program classes. "Communicate with the artists and teachers if you are feeling pressure—ask them for help. You are joining a team." A student says, "I really didn't know I was feeling pressure when I was building. I just got really quiet and focused on what I was doing." The students are attentive and listen closely to Darryl, and to each other. At the end of the discussion the young people record in their journals what they learned that day about themselves and about leadership.

—OBSERVATION NOTES

Each of these units included original research, problem sets, discussions of ethics, and decision-making. For example, the unit on the NBA covered costs of health insurance, uniforms, travel, income from ticket sales, taxes on players' salaries, and using probability theory to illustrate the youngsters' chances of making it to the NBA. The neurophysiology unit discussed steroids, heart rate under exertion and under heat dehydration, and myths surrounding "chocolate highs" and "carbohydrate loading."

Just as important to the development, competence, and confidence of the youth, however, are the life skills woven into their activities. A basketball coach debriefs his team after every game on sportsmanship. Talk of personal responsibility and teamwork always come before talk about winning strategies. On the way home from performances, a gymnastics coach made a point of stopping for a restaurant meal "so the guys can learn some table manners." The director of a Boys and Girls Club instituted an annual formal dinner, complete with table service. The purpose of this evening was to introduce youth to social situations they will encounter and, as he put it, "to give the boys some models of how to treat young women—hold out their chairs, things like that."

Multiple "teachers." In knowledge-centered CBOs we found many adults acting as teachers. Senior citizens are there as teachers. Peers teach each other. Community members help out with homework, bring snacks, or coach teams. The most visible teachers we observed are those with formal teaching roles in the organization—the coaches, directors, consultants, organizers, and peer tutors, among others. But these leaders frequently identify other adults and youth within and outside the organization as advisors and mentors. Peers are particularly powerful teachers in high-quality youth organizations, and youth leaders know it. Accordingly, they provide different opportunities for youth to link with adult and peer teachers, selecting different "teachers" at different times.

Assessment-Centered. "How'd I do?" "How's this?" "What d'ya think?" Learning and development requires ongoing feedback. Assessment in such varied forms as coaches' comments, public performances, a teacher's gentle correction of a dance pose or mural technique, peer reviews, game outcomes, or self-reflection are constant in activities that challenge youth, stretch their skills and experience, and return benefits of pride and personal growth. In these youth-centered environments, evalua-

tion is not about competition or one-upmanship. It is candid, supportive feedback on how a youth did and how she could do better next time.

Cycles of planning, practice, and performance. Because cycles of planning, practice, performance, and assessment characterize most of the effective youth organizations we studied, the activities found there are not of the "pick up" variety. While many club programs have opportunities for youth to stop by and shoot some pool, have a swim, or find a game on the basketball court, joining the club's basketball team commits youth to regular practices and games. Community service programs valued by youth also require careful planning, consistent involvement, and follow-through. One girls' club was concerned with medical services to the elderly. They studied costs and availability of services within nursing homes, assisted living programs, and the homes of people who received homebound care. They volunteered in nursing homes, made visits with residents in assisted living, and organized distribution of food and gifts to the homebound for the holidays. Throughout the activities, youth met with adults and peers to reflect on their experiences and devise new strategies for work with the elderly. Or, youth involved in an inner-city rehabilitation project designed and built a model home and had the thrill of seeing their plans, calculations, and decisions about construction and design standing proud in their neighborhood in the form of attractive housing.

Feedback and recognition. Organizations where youth accomplish at levels that make them and their community proud devise activities that culminate in celebration and performance. Adults find any number of ways to showcase the talents of their youth. Ms. Velez stages an annual dance recital to show off the accomplishments of her young dancers (see sidebar, p. 10). Moreover, says the coordinator of the dance program, the pride attached to that annual performance spills out into the community. She notes the special case of a homeless family whose, "mother comes to class and stands there beaming with pride because she's watching her daughter dance across the stage. That's why we're in this community."

Youth find feedback and pride of accomplishment in ways other than formal performances. A youth hard at work in an inner-city garden and park project said, for example:

> This is how you show responsibility, and for me, I'm doing something for the community which everybody gets to see. ... I can show people I'm doing it. ... They can just walk past and see me doing it. So that just builds up my self-esteem.

An arts organization sends its members to meet with the business community to negotiate a contract to paint murals in a corporate office. A YMCA dispatches young men affiliated with the gang prevention effort to meet with local politicians and present proposals for funding. A literacy effort assigns youth to solicit advertisements to support its community newspaper. Each of these assignments requires youth to plan what they will do and evaluate alternative strategies. Each provides immediate feedback on their choices and presentation of self.

These culminating events and public displays are more than important goals and rewards for youth. They also provide opportunities for youth and adults in their community to see each other in new ways. Such performances go a long way toward strengthening relationships among adults and youth in their neighborhoods.

As the interlocking rings in Figure 2 suggest (see p. 8), the elements of an effective community youth organization are mutually reinforcing. Because adults focus on youth, the knowledge they provide fits youth interests and needs as defined in local terms. Because adults assess youth's progress on an ongoing basis, they are able to tailor activities to stretch, but not intimidate youth. Continued assessment also lets adults know about the merits of their own program choices. Is the program engaging? Too hard? Too easy? A youth-centered environment must be flexible—responsive to changing tastes of youth and to changes in local labor markets, opportunities, and resources.

Effective youth organizations take a broad view of essential competencies. As they dance, balance the books, or rebound, youth acquire skills of leadership, organization, problem-solving, and persistence. Young people working in their community or lobbying for support for their organizations learn political skills and

valuable lessons about how to move through, and with, the "system." As their peers, youth leaders, and the public assess their products and performances, youth come to understand that quality evolves, and they learn about the importance of revision, attention to detail, and pride of effort.

The social processes of reflection and evaluation teach youth about alternative explanations of outcomes and how to deal with them in constructive ways. They learn how to move beyond stereotypes, for example, rather than launching into heated debate. Under the watchful eye of the adults in these organizations, youth learn elements of social etiquette. They learn how to present themselves to the community and employers, both in person and on paper. Given meaningful roles in their organizations, youth learn about trust, responsibility, and personal accountability. They learn that their actions and their inactions matter. They acquire a critical sense of agency and realism. They learn that they can make important contributions to their group and their community. They learn they can accomplish socially valued goals. And they form assessments of their future and how to reach for it. This sort of learning about self, community, and futures occurs through action.

Essential to this learning, however, is the presence of an accepting community within the organization. Supportive, caring community is the essential element of an effective youth organization.

Caring Community. High-quality youth organizations are first or second families for many participating youth. For some youth, these CBOs serve as a primary source of relationships and support. The youth organizations provide

DIFFERENCES BETWEEN
SCHOOL AND AFTER-SCHOOL SETTINGS:

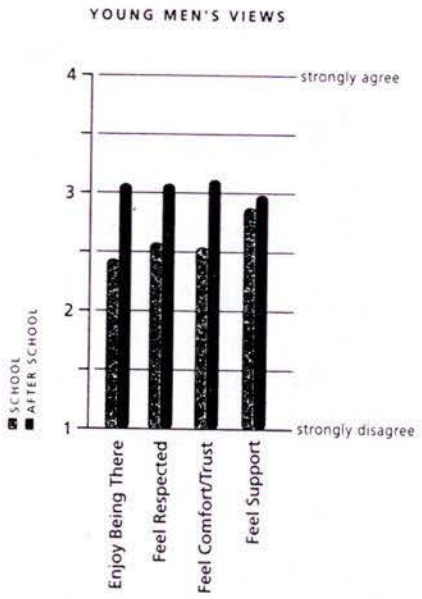


figure 3.1

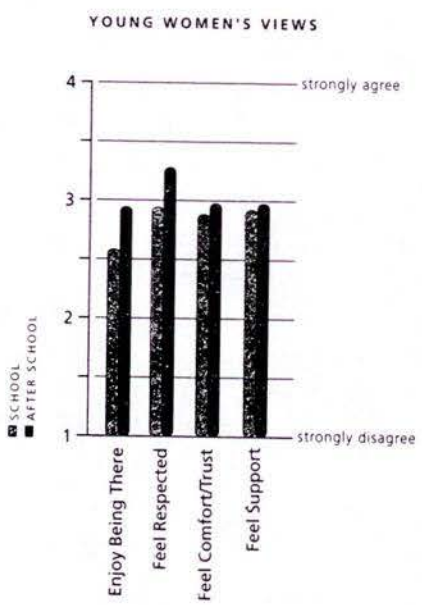


figure 3.2

"family-like environments"—environments that provide many of the supports that, ideally, a family would.

Safety. Youth feel safe in these organizations. Urban youth, especially, put security at the top of the list of requirements for a community-based youth organization they would attend with confidence. Adult leaders of the urban youth organizations we studied understand that the "boundaries" most significant to their members are not census tracks or attendance areas but gang boundaries. They take special care to ensure the safety of their members. One obtained a van with tinted glass to transport their youth the three blocks across so-called "Death Wish Park." Another established clear rules about hours of attendance for rival gang members in the same neighborhood. As a result of this close attention to safety, many youth report feeling safer and more respected in the "family" of their youth organization than they do in school.

Trusting relationships. Effective CBOs where youth congregate provide more than a safe haven, however. They focus on building relationships among youth, adults, and the broader community.

Many youth in these organizations talk about the sense of unconditional support they find in the organization and how this sense of belonging fostered the trust and confidence they needed to accept new challenges. Youth contrast their experience in these youth organizations with other experiences where they felt they were being treated as problems that needed remedy. Youth growing up in the harsh corridors of urban communities are particularly adamant in stressing the importance of being taken—without judgment—as they are and helped to move on to more positive places. Effective community organizations for youth focus on building relationships and undergird those relationships with unqualified acceptance.

Clear rules. However, the conditions of unqualified acceptance themselves are qualified. Features of safety, trust, and acceptance are supported by a number of clear rules and responsibilities. An essential set of agreements and understandings involves the rules of membership. Many facilities make it known that no gang colors, weapons, drugs, foul language, or alcohol may come through the door. Almost all of the effective youth organizations we studied set clear expectations for members' attendance and participation at meetings, practices, or other group sessions. Several athletic groups have specific rules as well as strict expectations. If a player stops going to school, he cannot play. Missing two practices means the bench for the next game. Not showing up in uniform means the bench plus push-ups. Youth were adamant about having and enforcing such rules. For example, a basketball coach had a lot of explaining to do when he called a benched player into the game against a tough opponent. The coach reasoned, wrongly, that the team would consider winning the game more important than sticking to rules. As they told him in angry recriminations after the game, "rules are rules" and even if it meant a loss, they should be applied consistently.

Other critical rules involve expectations for how members treat each other. "Nothing negative." Members are expected to be supportive, fair, and keep close watch on the safety of the group. In groups with a span of ages, youth care for, mentor, work with, and induct younger members into the organization just as older sisters and brothers might.

We noticed other things about the rules at work in an effective youth-based organization. They are, in youth's assessment, fair and key to the sense of trust and safety they felt there. The rules are youth-centered in their flexible application. We were stunned, for example, to watch the coach of a baseball team quietly retrieve a youth's mitt from the train tracks, where it had been hurled in a silent rage and in direct affront of the club's rules about equipment. In response to our unasked question about rules, the coach told us about a night of particular violence in the young man's home, how the youth needed to, "get it out. ... We'll talk about it later."

Responsibilities for the organization. Youth also have responsibilities of place. Everyone picks up, shares, and takes responsibility at high-quality CBOs. One adult leader explained how he wanted to keep a home-like atmosphere going that depended on members actively thinking of the youth facility as a place where they belonged. "This is their house. There are no 'Boys' and 'Girls' signs on the bathroom doors here any more than there would be at home. They should know or ask. They should treat this place like their own house. ... Keep it clean and know that what they do will determine to a great extent how people see us. If their house is a pig pen, then that's how people are going to perceive us." Part of this responsibility involves taking care of the group's

equipment. Young people in these community organizations are in charge of everything from the team's basketballs, to expensive audio equipment, to the club van, to the scrapbooks that chronicle an organization's performances.

Likewise, CBOs that attract and keep youth engage them in the day-to-day realities of operating the organization. For example, youth often have to raise extra money and help decide how to spend the group's regular budget. Athletic organizations playing teams outside their neighborhood hand over travel plans to older team members. These members decide mode, route, departure times, pick-up arrangements, and spending money. The responsibilities themselves teach youth important lessons about leadership, responsibility, trust, and decision-making. Beyond that, stronger engagement in running the youth organization means more intensive ties to the group. Shared problem-solving builds community.

Constant access. As in the ideal family, adults provide caring, consistent, and dependable supports for youth and are available as needed. In reality this usually means that these adult staff open their lives to youth and are available to them anytime. In the youth organizations we studied, we found blurred boundaries between adults' professional and personal lives. Organizations with facilities provide access to adults and spaces to meet daily and often in the evenings and on weekends. In many of these places, youth come and go at all hours. Many youth simply come to the youth organization after school, curl up on the floor or worn furniture, do homework, talk with friends, and wait for rehearsals or practice to begin. Some come to work on special projects connected with a show or product development.

For those groups with no facilities, adults usually hold other jobs and meet with the young people only several times each week, usually when borrowed space is available or when the weather allows meeting in an open field or at a park. Nonetheless, these adults make themselves accessible to youth by giving out their work and home phone numbers and being available outside the formal activities of the youth organization. One coach of a winning inner-city basketball team has to schedule formal meetings of the team around his job as a high school social studies teacher. But hardly a day goes by that he does not have contact with a team member—some of whom regularly camp out in his apartment when the going gets too tough at home.

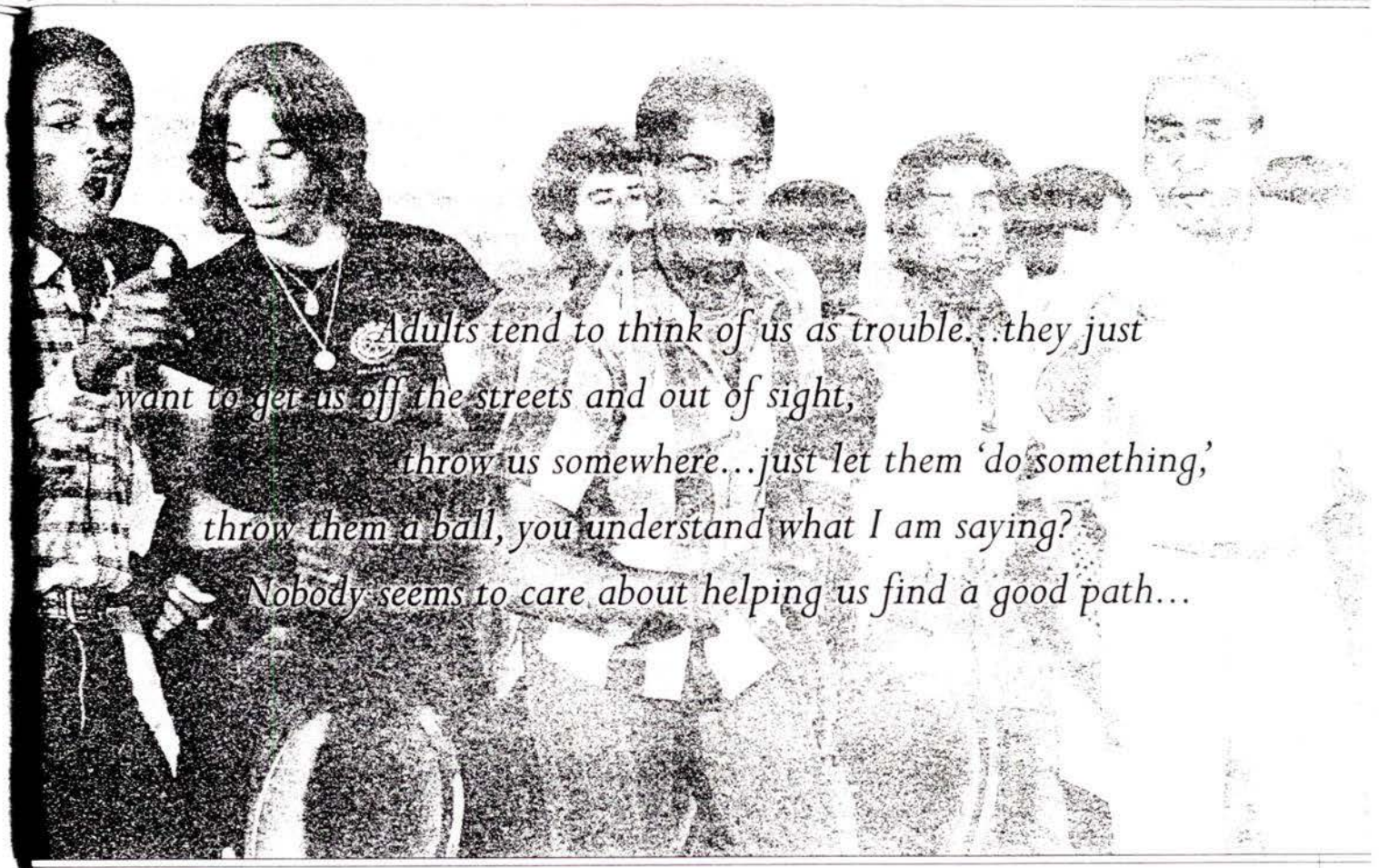
A common finding of research into the resilience of youth at risk—and one that the policy community knows but keeps rediscovering—is the crucial role of one adult in enabling a young person to manage the treacherous terrain of dysfunctional neighborhoods and families, inadequate institutional supports, and peers headed in negative directions. Our research adds another voice to that refrain. A caring adult can make all the difference in the life of a youth. Thus, effective youth organizations pay particular attention to sustaining connections with youth.

Social capital. Effective CBOs also build relationships among youth, their community, and society—they provide youth social capital in such forms as introductions to community leaders, tips on jobs, meetings with local businesspeople, and contacts in policy and service systems. Adults in these youth organizations work with youth on job applications, call friends to set up interviews, and arrange transportation. Youth in a number of organizations shadow adults to learn more about their work and to establish personal relationships with someone outside the immediate community. Effective community organizations provide particular relational resources that foster links across an otherwise often-unbridgeable gulf between youth and society's institutions.

Figures 3.1 and 3.2 illustrate significant differences in how youth see the environments of school and their youth organization (see p. 14). These differences are particularly significant for African-American adolescents, who often experience school as a hostile environment and their neighborhood streets as dangerous. Effective youth organizations involving African-American males seem to provide an especially valuable and rare resource for their development and safe passage through adolescence in urban America.

> Adults tend to think of us as trouble...they just want to get us off the streets and out of sight, throw us somewhere...just let them 'do something,' throw them a ball, you understand what I am saying? Nobody seems to give a shit about what would help us find a good path...

These youth organizations where young people imagine, plan, and achieve care deeply about the quality

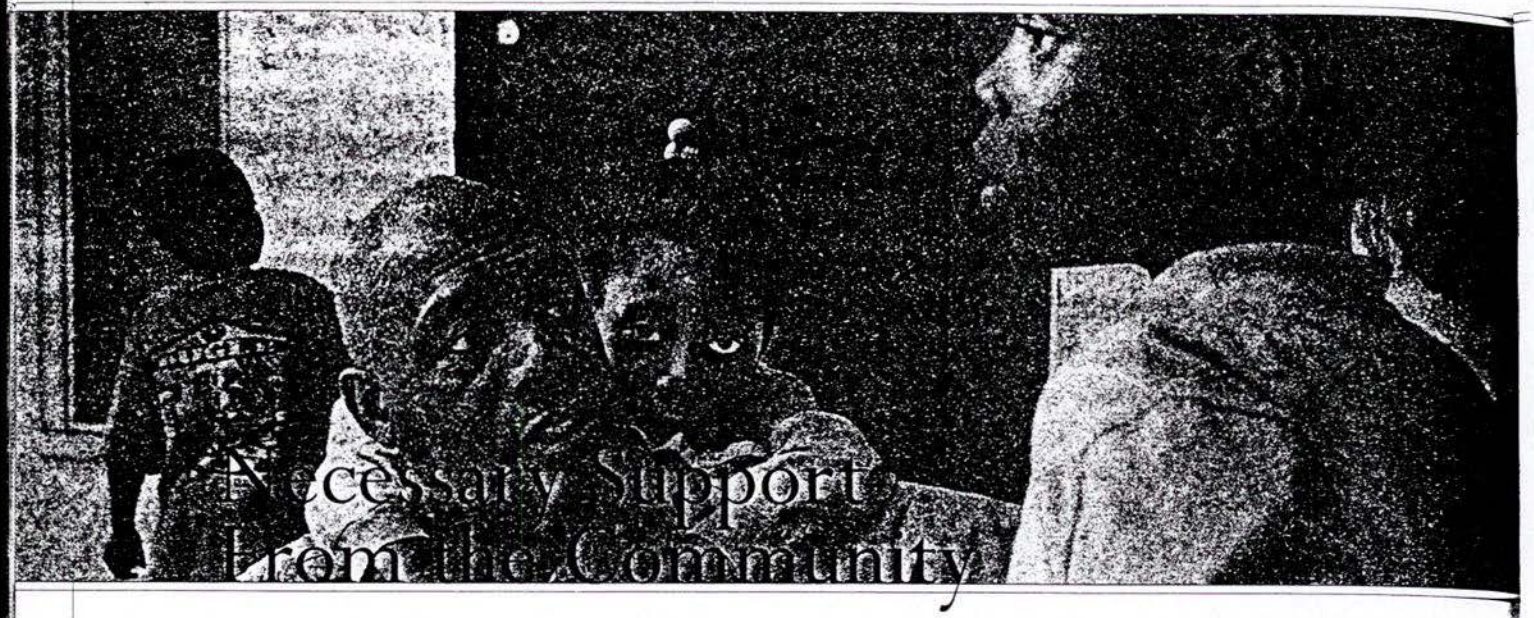


of opportunities for youth. For reasons of fiscal and organizational capacity, or conceptualization, these organizations are the exception in their communities and around the country. Youth led us to programs and organizations they considered "best." The social, academic, and civic outcomes we found within those organizations celebrate their many tastes.

Waiting lists also tell of the special features of these youth organizations. Most of the effective organizations in this study are overflowing, with waiting lists of eager youth. Some of the small groups—such as those featuring sports, the arts, or a leadership initiative—have applicants numbering more than two times their available slots. Perhaps the most dramatic was the high-demand, high-performance urban tumbling team that reports a waiting list of 3000 young people. However, in these same communities, other youth organizations go empty and resources unused because young people assess their programs as uninspired and their settings impersonal. They head instead for the streets or empty homes. Youth will not migrate to just any organization. Content matters.

Anyone who has worked extensively with young people knows that no one answer can respond to all questions, and no one program will meet the needs of those between the ages of 8 and 18. Yet some principles of design are evident. The community organizations that encourage and enable these positive outcomes are environments deliberately created to engage youth in ambitious tasks, to stretch their skills, experiences, and imaginations. The work of an effective youth organization is neither easy nor merely just for fun. These organizations are communities of learning and care, aimed at enriching the individuals—youth and adults—who belong to them.

Community-based organizations of the kind we describe here may be the institution of last resort for youth in depleted inner-city environments—where failure is perceived as insurmountable and young people feel paralyzed by their lack of belief in themselves. Youth organizations can provide bridges to other paths and opportunities to find self-value and success. In all communities, youth-based organizations that create engaging learning environments for young people comprise critical resources for youth in out-of-school hours.



Necessary Support from the Community

What does it take to foster and sustain more of these community organizations where youth can find interesting things to do, security, and accomplishments that equip them for productive lives? These youth organizations we studied are unusual resources for kids—too many organized programs for youth look quite different in what they offer, how they interact with youth, and the kind of environment they construct. It's not surprising that the effectiveness of these organizations differs in important ways, too. Moreover, these differences in program histories and supports run counter to some conventional ways of funding and assessing youth organizations. In order to make community count for youth, communities need to rethink strategies for their youth-directed CBOs.

LEADERSHIP AND PASSION

Each of the programs we studied build from an individual's passion—a passion for kids, an activity, or a community's well-being. This is true even for local affiliates of national organizations such as the YMCA or Boys and Girls Clubs. Effective programs are led by adults deeply committed to young people and their futures.

These youth organizations are not established primarily for purposes of safety, providing youth someplace to go, or as a strategy for addressing an academic, health, or social problem. The enthusiasm of adults associated with the organization brings essential beginnings and elements of stability. In instances when we saw a vital youth organization evolve into the dull fare that youth reject, we saw a change of leadership. A leader motivated by passion and commitment was replaced with an individual who saw the position as a responsibility to manage rather than a mission to achieve.

The prominence of passion in effective youth organizations signals the need to identify and back that penchant and energy in the community. In addition to supporting established organizations, policies that effectively support youth organizations seek out and underwrite committed individuals and enable their work with young people. Policies in support of passion for youth get the word out that funds are available for adults in the community who have enthusiasm for working with young people.

Yet, most local policies encourage established institutions as carriers of public interest and investments in youth. This strategy may defeat the type of fundamental rethinking urged here. The risk for policy resides in new forms of accountability, untried relationships, and the loss of leverage that accompanies relations based in contracts with organizations. Communities need to back these possibly risky investments. Youth's unwillingness to get involved in the usual offerings bears witness to the low return on more conventional strategies.

COMMUNITY CONTEXTS

Guiding principles underlie effective youth organizations, but there are no cookie-cutter practices. The work of a high-quality youth organization is thoroughly local and therefore unique. Surface similarities among communities mask differences that matter to youth and the organizations that nurture them. Every community has similar institutions, but they are understood and

operated in distinctive ways. Schools in urban areas, for instance, are sometimes seen as agents of the system and hostile to youth and their families. Schools in urban areas often are impersonal and disconnected from the community, since few if any of the professionals working inside them know much about the neighborhood or the people who live there. Rural schools, on the other hand, provide conspicuous contrast to these urban observations. Schools in rural areas often form the hub of the community. They gather all generations of community members, and school staff know not only the children and youth in their care but also their extended families. Although urban schools make a difficult and not always appropriate partner to youth-serving community organizations, rural schools are natural collaborators.

Moreover, within communities of similar descriptions, institutions may mean different things to residents. We found significant differences among urban communities, in particular, in youth's perceptions of the local school. Youth who rate their schools as hostile or unsupportive are less likely to stay there for after-school functions than are youth who find their schools a comfortable, safe environment. School may not be safe after school—largely due to the realities of street life rather than the school itself. Questions of where to locate after-school activities need to be answered by the community, not resolved by standardized policy directives. Program location can make a vital difference in youth's involvement.

Communities around the country also have different issues or shortcomings with which to contend. Urban areas find space for youth activities in short supply, while mid-sized towns and rural areas generally count space as an asset. Rural and many mid-sized towns struggle with inadequate libraries or other cultural resources, resources that most urban areas can build upon. Problems of inadequate transportation frustrate plans for youth activities in rural communities where youth live miles apart down country roads. Urban youth organizations confront not a lack of transportation but its cost and safety.

Therefore, most initiatives to build effective CBOs need to be based in local knowledge and conditions. Those hoping to replicate effective youth organizations nationwide must work within local contexts. These programs will not transfer intact from one location to another, nor can they be "taken to scale" by simply repeating what works in one community.

COMMUNITY "MENU"

If one were to judge youthful ideas about individuality merely from their choice of clothing, one might conclude that all young people want to be the same. The baggy pants, oversized T-shirts, and backward-turned hats seem a virtual uniform for American youth at the end of the twentieth century. Yet the choices and voices of the youth we came to know advise that individual preferences matter enormously. Youth's evolving sense of identity and competence call for programs suitable to them. The young woman who brightened her neighborhood's spirits with her cheerful murals would not likely join a local basketball team. The youth hard at work planting, tending, and selling their vegetables probably will not be attracted by membership in a drama troupe. The youth living on one side of "Death Wish Park" will not participate in activities with youth who live on the other side, even though the physical distance between them is only a few blocks. A necessary strength of the CBOs attractive to youth in a community is their variable offerings. Opportunities for youth of different tastes, talents, and peer affiliations make up a menu of learning from which youth can choose.

A surprise early in our research was the dearth of opportunities for young women. We found only a handful of programs for them. Public and philanthropic dollars often focus on the non-school hours of young men, especially African-American boys in the inner-cities who are thought to be most "at-risk" and most threatening to society's goals. In many coeducational settings, especially formerly boy-serving organizations gone coed, girls seem like afterthoughts as plans are made for equipment or activities. In too many club programs, for example, an afterschool activity for girls involves standing around watching the boys play pool rather that one constructed specifically for and by the young women. We found both an absolute level of underservice to girls overall in communities, and too many instances of girls being treated as second-class citizens in coeducational programs.

An effective youth organization must be able to attend to these differences and provide occasions for youth to engage as active learners. What one youth leader termed "herd programming"—taking in large numbers of youth—will not provide effective environments for learning and development. It is unfortunately the case that fiscal and other constraints in many communities apparently preclude support for the intentional learning environments we describe here. While these are well-meant efforts, and may be better than nothing for young people in depleted neighborhoods, communities must be clear that they cannot foster the youth outcomes we document here.

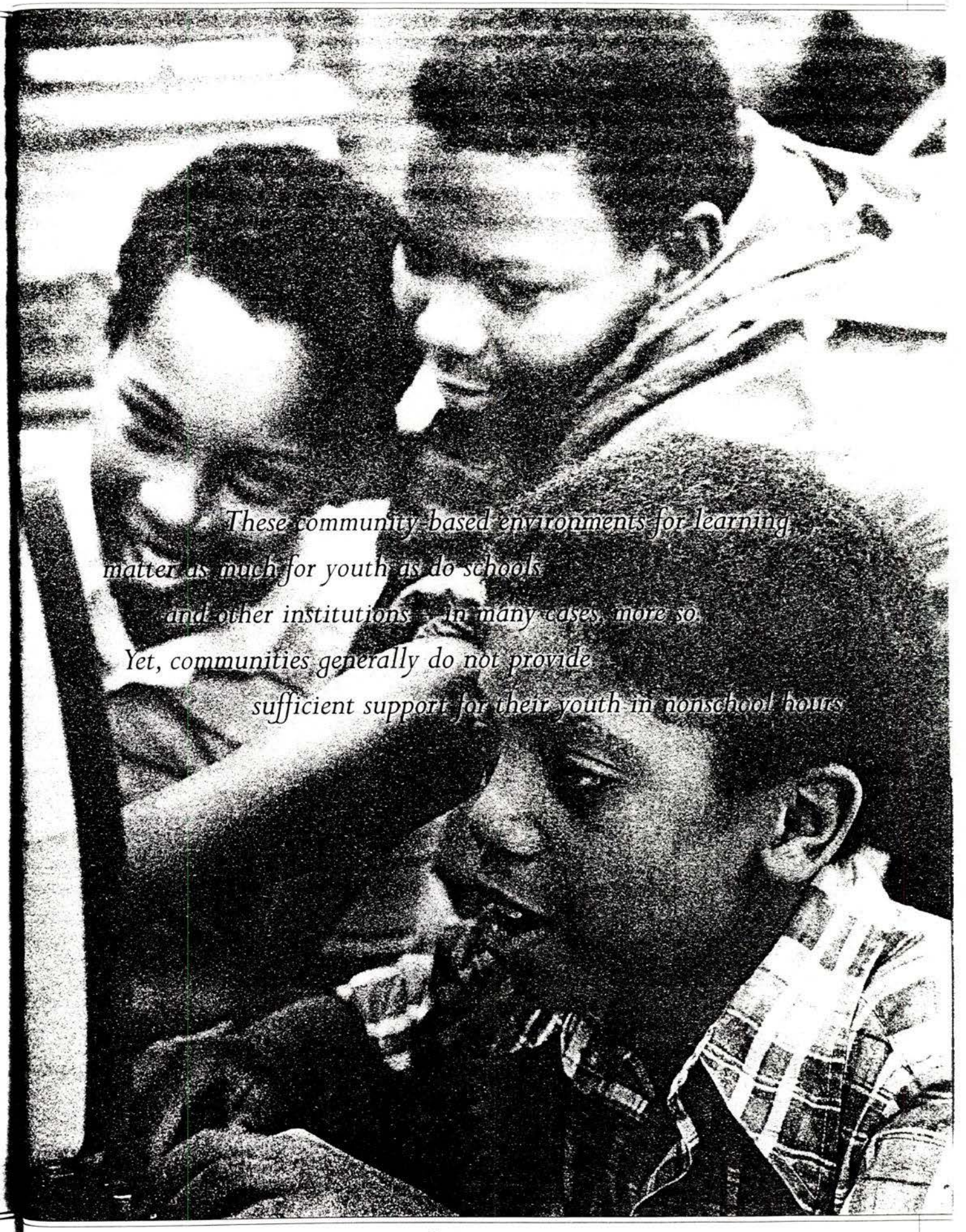
This prescription for varied programs and occasions for learning runs contrary to such policy virtues as cost-effectiveness. Funding and overseeing a few larger youth-based programs without question is a simpler task than supporting a variety of smaller ones. But the strength of the effort lies in its suitability from a youth perspective. Choice and attention to individual differences are key. A menu from which youth can choose also asks a community to address its diversity—to acknowledge the cultural and gender differences in interests that shape youth preferences and developmental needs.

DIVERSE EXPERTISE

What matters in the successful organizations we studied is a commitment to young people, to a community, and honest engagement with both. Adults having these qualifications sometimes have credentials of an obvious sort—as teachers, youth workers, social workers. But many—especially insiders with a passion for helping create better environments for youth than they grew up in—have no such credentials. Some lack a high school diploma. Yet, as one youth leader put it, these caring and competent staff have a "Ph.D. in the streets." Youth leaders in many organizations point to the critical knowledge these volunteers bring to the organization. Their experience lies not only in understanding families, but also in ways to get adults involved—how to engage seemingly unavailable community resources. A dilemma for policymakers and funders is how to "certify" these talented individuals in an era of credentialism and legitimate concerns about who works with youth. A lesson not to be overlooked among these accomplishments is the importance of moving beyond the domination of so-called experts, both in response to unique resources of other adults and to community doubts about outsiders' expertise. In urban areas especially, distrust of public institutions and their representatives runs deep. Community organizations have a vast resource of community members from which to draw if they don't limit themselves to so-called experts.

An additional challenge to developing expertise and extending the work of CBOs is the need to provide support for the many roles staff are playing in employment counseling, job-training, and business development. These adults need different kinds of training for these efforts to succeed consistently. One impediment is that many adults in these youth organizations have no professional identity. Structural shifts that affect institutions typically come from a constituency that has a nationally acknowledged role. Teachers, administrators, and parents can push for school reform. Welfare workers and the business community can speak to welfare-to-work issues. No such identifiable cadre of supporters currently represents youth organizations—neither the adults who work there, nor those who advocate on behalf of non-school learning environments. Adults who work in these organizations have no professional recognition beyond the doors of their organization. Adults who come into these organizations do so through their sense of potential in the youth and in the organization's mission. Established community stakeholders like local education funds can take the lead in providing training for adult volunteers. LEFs work daily with volunteers, parents, and community leaders. They have much to teach these fledgling groups about managing a CBO and its volunteers.

How then might the policy community and those institutions granted authority to credential rethink prerequisites and programs of study to include these young adults and adults who fall outside the conventional certified pathways? How might communities move beyond either/or discussions of the merits of lay or professional roles to embrace and legitimize the contributions of both? Here, too, LEFs are critical. Local education funds are currently working to change the face of professional development within schools across the nation. If the learning community is expanded beyond schools, the


These community-based environments for learning
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Yet, communities generally do not provide
sufficient support for their youth in nonschool hours

lessons LEFs have learned in assessing training programs for teachers are applicable to training programs for all adults involved in supporting increased youth learning.

LISTENING TO YOUTH

Youth learn quickly about the supports and constraints of their communities. Organizations often fail because they have incorrect information about the lives of the young people they serve. This lack of youth perspective leads adults to make wrong assumptions about such important things as "safe" streets, welcoming organizations, or possible partners. A lack of input from youth sometimes leads adults to wrong conclusions. For example, the well-intentioned adult mentor in an urban setting was furious when youth from the organization he sponsored failed to keep appointments he had arranged for them. What he didn't know, however, was that the young men did not know how to read or use the city's bus schedule to get downtown. An adult might view a youth's poor school performance or attendance as a sign of apathy, while youth might explain it differently—in terms of a violent school setting, indifferent teachers, or boring classes. Adults may explain teen pregnancies in terms of insufficient information about safe sex or lack of discipline. But the young women we talked to referred to "having someone to love." Or, one young woman living in a home for pregnant teens in the Midwest told us, "It's boring. What can you do? You can join a gang, use drugs, or have sex. We chose sex. It's free, and it's not dangerous." A youth-centered community listens to the nature of problems and about positive responses. As long as a community ignores the opinions of youth or sees itself as detached from them, opportunities for youth development are unlikely to change.

SUPPORT FOR CORE ACTIVITIES

Communities need to invest in resources to engage youth's free time and attention. These community-based environments for learning matter as much for youth as do schools and other institutions—in many cases, more so. Yet, communities generally do not provide sufficient support for their youth in nonschool hours. Research and experience tell us that many youth organizations run on sheer will, constantly scrambling for funding. They wrestle with broken pipes, crumbling floors, and inadequate space and supplies. Their adult leaders have to spend an inordinate amount of time searching for funding and thinking of new ways to make their tried and successful work match the latest "flavor of the month" requests from foundations or other grantmakers.

Moreover, much of the funding for youth organizations supports start-up activities, not ongoing operations. As a result, many youth organizations live from three-year grant to three-year grant, often directing significant staff resources away from work with youth to grant writing. Funding for growth and sustainability means funding the work these organizations currently do and extending the time frame within which funds may be used. It also means general funding for less glamorous, day-to-day duties such as background checks for staff, snacks for participants, and T-shirts and other symbols of membership so important to youth.

Funding for youth organizations often comes from multiple sources. One organization in our research, for example, received funds from over 100 separate sources. Paperwork multiplies accordingly and can strangle small organizations with scant time, resources, and expertise to manage it. The great majority of the effective youth organizations we profile here fit into that category—a grassroots group getting by on sheer will and persistence but with few administrative resources. Many of the agencies that fund CBOs have similar goals but separate applications, timelines, and requirements. Private foundations run grant programs appropriate for youth organizations through multiple program areas (e.g., youth development, community development, and education). Public funders similarly operate multiple funding streams out of different offices. A state department of education, for instance, might administer funds to youth organizations through service learning and community service initiatives, after-school programs, school-linked services, safety programs, or drug prevention programs. These uncoordinated good intentions turn into a morass of paperwork and confusing requirements for youth organizations. A more supportive system of funding for quality CBOs would work with the community to coordinate funding requirements, technical assistance, and schedules to minimize the time youth organizations spend

on administrative work and fundraising and maximize the time they spend working directly with youth. Burgeoning bureaucracies and compliance-based contracts are incompatible with the trusting relationships that matter for communities and their local organizations.

MAKE YOUTH A LINE ITEM

We asked leaders in vastly different communities about local priorities for youth. Responses to our question were consistent across region and community. Yes, youth are a priority for the community. But somehow there are always more pressing items, like police protection and road repairs, on the community agenda. Youth services frequently fall to fourth or fifth on a list of community priorities, but budgets accommodate only the top three. In local budget struggles, youth have ineffective voice and claim upon community resources. Implicit are assumptions that youth are the responsibility of schools and families, not of the entire community. Communities serious about making community count for youth will bolster supports for youth organizations. Communities serious about supporting youth in their non-school hours will make that support a line item in the local budget rather than one contender in annual budget battles. Local education funds are well-versed in analyzing budgets—and in educating the community on how to read budgets and request changes. Doing so doesn't necessarily require financial acumen. But it does require a desire to advocate for youth. Over the past decade of navigating local politics, local education funds have earned a reputation as an impartial advocate for youth and youth programs.

ESTABLISH MEANINGFUL MEASURES OF ACCOMPLISHMENT

Youth organizations, like other community agencies, are often held accountable for achieving outcomes that are specified by agents outside the community. These designated outcomes are frequently unrelated to what they do day-to-day. Or they call for indicators that make little sense in the context of an organization's program. The experiences of the effective youth organizations we studied offer a number of suggestions for more meaningful evaluation.

Effective organizational processes—as well as more locally defined youth outcomes—should be considered. Some organizations start in places with few guides or

supports. Just opening their doors and getting youth involved marks a major accomplishment.

Meaningful measures acknowledge that many outcomes important for youth to achieve—confidence, agency, leadership, responsibility—are difficult to assess, especially in the short run. "Process is Product" in a quality youth organization. Meaningful measures gauge the environment for youth development—to what extent is it youth-centered? Knowledge-centered? Assessment-centered? Does the organization embody a respectful, affirming community of adults and youth?

Looking at espoused organization goals provides insufficient evaluation. Short-term projects cannot teach concentration, revision, and persistence. Programs that are merely "fun" cannot challenge youth to learn new things, imagine futures, or achieve goals. Moreover, we saw how programs that appeared the same on paper were in practice different opportunities. Accordingly, measures of these organization qualities and actual offerings are important indicators of their potential for enabling positive outcomes for youth. Yet these meaningful measures typically are not captured in grant applications and evaluations, especially those of the checklist variety. Evaluations that emphasize such items as participation rates or stated program objectives rather than students' experiences and their assessments of value cannot help funders or staff members identify strengths or areas for improvement.

Youth leaders consistently point to problems of "fit" between what funders ask them to count as outcomes and the goals they aim to achieve. Many of the outcomes for which youth organizations are held accountable can take a significant amount of time and effort to change. Some CBOs are asked about the impact they have on school grades when they might be more accurately judged by their progress along interim measures such as development of leadership skills, emotional competencies, and attitudes of responsibility.

Outcomes might not capture success because they tend to be static rather than developmental in terms of the organization. When a youth organization first opens its doors, it might be forced to provide a range of unforeseen services in an effort to be accessible and relevant to its neighborhoods. When youth organizations first start

to work with youth, some outcomes might show initial gains then level off and/or decline as more difficult challenges rise to the surface.

Adults working with community-based organizations particularly resent the negative frame of many required evaluations. Some youth organizations are asked to track deficits in youth (for example, reductions in incidence of vandalism, school failure or poor attendance, or teen pregnancies) rather than note and appraise the positive youth accomplishments. Many, if not most evaluation or accountability structures, are based in a "pathology reduction" frame rather than one of positive youth development, in direct contradiction to the character essential to an effective youth organization. Youth leaders in the effective organizations we studied agree that "problem-free does not mean fully prepared. Young people are sold short when sights are set so low. Adults must state positively what their goals are for young people."[6]

As a consequence of these ill-fitting evaluations, some CBOs feel pressure to change course in order to satisfy funders: to provide more direct academic time or to focus on reduction of high-risk behaviors, even if those are contrary to the "best practices" of effective CBOs.

GROWING YOUTH-BASED RESOURCES

The community organizations we studied are exceptional and generally not part of any self-conscious association of resources for youth. The majority of the effective organizations we came to know were "home grown" and isolated elements in an uncoordinated voluntary, youth-based non-school sector. But these organizations need not be exceptional and rare, and dependent on the presence of an exceptional leader. Evidence exists around the country that effective youth-based organizations can be built by engaging community members and staff in vision-building activities for youth development, connecting them to "best practices," inviting genuine youth participation in assessing needs, designing programs, and evaluating their contributions.[7] Public policymakers and private funders can realize significant benefits for youth and their communities though investments in capacity-building efforts and organizations. These investments might underwrite networks for youth organizations and youth workers, organizations dedicated to sharing ideas and strategies, assistance with evaluation and program design, or occasions for youth to work with community members on issues of constructing and connecting community supports for youth. Adults working in youth-based organizations express a sense of disconnection and "going it alone" that could be ameliorated by resources dedicated to connection and shared goals. These individuals, like the youth they work with, need an intentional learning environment—one that is centered on their needs, focuses on their learning, and provides opportunities for invention, reflection, and feedback.

COMMUNITY YOUTH DEVELOPMENT

Youth development means community development. A community bereft of adults who care about and provide activities for youth can provide only rocky and inadequate support for youth development and healthy learning environments.

Seeing youth development as community development refocuses policy and practice beyond the specifics of opportunities provided for youth to the community relationships that nurture and sustain those opportunities. In many of the community-service programs we came to know, for example, the relationships among adults engaged in the program continued beyond the specific activity to benefit them and youth. Some of these benefits to adults are direct, as in the church-based literacy program that hires local residents as receptionists, aides, or general supervisors for after-school programs. Many organizations involve community members as volunteers. In more than one instance this volunteer work and the evidence of reliability and talent it establishes gives adults the confidence to seek paid jobs. These extended relationships fostered in many CBOs illustrate the "strength of weak ties"—the ways in which social networks can contribute to personal success and well-being. These ties are community development at its core, and they make up an essential web of mutual accountability and responsibility for young people.

Understanding youth development in terms of community development raises new challenges for policy. One challenge is building on community assets—strengthening those features of community that already contribute to the well-being of youth and families.

Strength-based strategies aim to honor and extend community strengths, so that they can be sustained and stable after the life of the grant—too often the case when initiatives are intended only to repair or respond to community deficits.[5]

As sensible as a strategy that starts from community strengths might sound, it can pose challenges to funders and policy makers. In many communities, important assets sit in faith-based institutions, institutions precluded from public support by First Amendment guarantees of separation of church and state. Moreover, in many communities, norms resist spending public dollars on organizations or activities with any ideological stance. Yet faith-based organizations are often among the most available and sustaining resources for a community's youth and adults. Economic pressures and a growing sense of urgency are bringing churches and schools together in pursuing a common goal of nurturing healthy children. Not only are religious organizations regularly the heart and center of communities, they often furnish the only coherent system of positive values in the distressed contexts of poor neighborhoods. Navigating the legal and normative terrain that separates public support from faith-based organizations poses a hurdle for communities aiming to build on their assets.

One particularly ironic challenge to strategies for youth development lies in the call to see youth as resources. The typical "youth as problem" stance of policy has been identified as a dead-end strategy, yet alternatives have proven difficult to support. The idea of youth as a constructive agent rather than a "target" often discomfits officials and others worried about losing control. Yet the experiences we relate here make evident that youth are resources to their peers and to their community—and effective community organizations intentionally cast them as such. The successful outcomes we detail are based on a deep and articulated faith in the capacity of young people to be resources for the community and energetic agents in their own positive futures. Advice to fundamentally rethink the value and roles of youth may be difficult to sell, however, especially in violence-plagued urban areas.

Still other barriers exist to approaching youth development as community development as a matter of policy and support. Youth-based community development must engage all of the institutions through which youth move if a vital context for their growth is to be constructed. Yet, schools, the so-called "universal institution" for children and youth, typically are left out of both community and youth development efforts.

This omission sometimes is by design and sometimes by default. In most urban communities, and in many mid-sized towns and rural areas, schools and communities have grown apart. In urban areas, schools and communities often operate in a climate of mutual mistrust rather than one of collaboration. In rural areas, policies that have consolidated smaller schools into larger regional high schools have fractured the spirit of place many schools held for their communities.

Positive school-community connections are unusual, and as one youth advocate put it "there is an abundance of arrogance and ignorance on both sides." Adults working with youth organizations frequently believe that school people do not respect or value their young people. Educators, for their part, generally see youth organizations as mere "fun" and as having little to contribute to the business of schools. Moreover, educators often establish professional boundaries around learning and teaching, considering them the sole purview of teachers. Yet adults working in community organizations know that youth have many teachers and that learning does continue in non-school hours.

In many ways, both are right. We heard many accounts from adults working in youth organizations about the damage done in school to the young people they cared for. "I need to spend two hours after school making up for what happens to my kids in school," said one. "They are made to feel they're no good and can't accomplish anything." Educators, commenting on youth organizations, say that many of the activities available to young people in their non-schools hours are insubstantial, lacking in opportunities for learning.

Yet fostering more creative efforts of cooperation between schools and youth organizations is critical. Few of the groups we studied could entertain this idea, however, for when they had done so, they ran into bureaucratic snags. In one urban community, school regulation precluded cooperating artists from using the spaces they needed. Barred from the gym or hardwood floored hallways because of insurance provisions, the dance program struggled on a concrete lunchroom floor. Provided no

assistance from the school's janitors, a mural artist desperately mopped up after her young artists so teachers would not return to floors marked with finger paints, sticky paper, or other evidence of youthful creation. By the artists' reports, school officials were deaf to requests to talk about ways the after-school program and the school could collaborate in the interest of youth.

The waste of precious resources deprives youth of valuable opportunities to learn, practice, and achieve. Schools are repositories of spaces and materials to support learning. Communities, on the other hand, offer fertile resources that can extend the classroom into the non-school lives of youth. More effective school-community connections must resolve these turf battles. Creative efforts also require grounding in expanded notions of teaching and learning opportunities. These new understandings await conversations among educators and community members, discussions that cannot even begin without suspension of their mutually held arrogance and ignorance. Communities need to attack this culture of distrust and bring schools to the table. The challenge for schools is to think about what happens outside the classroom and consider resources for teaching and learning in the community. The challenge for communities is to think about ways they can support what happens in the classroom in nonschool hours.

In addition to these largely horizontal relationships among community institutions and their youth, effective community organizations also must depend on vertical relationships to support their goals—that is, relationships between activities at the neighborhood level and those at the city level. Opportunities for youth are shaped—for better or worse—by larger political and regulatory contexts. We encountered many examples, generally negative, of how youth organizations are affected by their settings. In one urban area, for example, youth were disappointed and finally angered by the failure of the city to fulfill its promise of resources for their community-service project. Their anger was over more than just scuttled plans. It expressed their reinforced belief that the system had no respect for poor, African-American youth. They believed that "the suits" did not honor their pledge and could not be trusted. Belief in adults, constructed within the nurturing environment of the organization "family," is easily eroded by mixed signals and broken promises.

Individuals and organizations with compelling public voice will have to become convinced of the need for, and the effectiveness of, these youth-based organizations and their potential for creating positive climates for young people. Those interested in education, civic responsibility, and creative approaches to working with youth will have to step forward to acknowledge youth-based organizations and the youth they embrace as powerful, positive allies in community development.

Effective community youth organizations such as those featured here go a long way to answer the conceptual challenge of how to make community count for youth. A more difficult challenge is a political one: how to mobilize advocates with diverse perspectives into more productive relationships around youth development and opportunities for young people.

Recommendations for Community, Youth Organizations, Schools, Funders, and Policymakers

How can communities count for youth development?[9] Support for effective youth organizations will require a coordinated effort across sectors and interests. City councils need to get involved. Schools need to act, as do diverse community groups, funders, and youth. The following is an attempt to translate the previous arguments and findings into action steps. The long-term strategies indicate the support youth organizations need to make community count for youth. The short-term strategies suggest beginnings.

MEANINGFUL MEASURES OF YOUTH OUTCOMES

	LONG TERM	SHORT TERM
COMMUNITY	› Develop local capacity to assess the needs of youth on a regular basis. › Develop a local database of resources for youth development and concrete evidence of consequences for youth competencies and attitudes. › Make information on youth needs and community resources for their development a central element of deliberations on budgets and policies affecting youth.	› Involve youth and community in identifying, documenting, and assessing opportunities for youth and supports for youth development.
YOUTH ORGANIZATIONS	› Document and share what you do specifically as it relates to learning outcomes. This does not only mean expanding the academic supports you provide, but studying and understanding how the work you already do with youth contributes to their performance in school.	› Document your successes with youth in terms that are meaningful to you as well as funders, schools, and other potential collaborative partners. › Conduct an inventory of opportunities to record work with youth as part of the regular day-to-day operation of the organization.
SCHOOLS	› Include the role of youth organizations in your assessments of what contributes to the performance of certain youth in school. › Recognize/reward youth for their participation in youth organizations. For example, consider awarding community service credit for community service performed through youth organizations.	› Help youth organizations access the public information you have on the school performance of the youth with which they work. This will help them document outcomes for the youth they serve.
FUNDERS AND POLICYMAKERS	› In evaluations and other reporting requirements for youth organizations that you fund, give credit for process as well as outcomes. Ensure the outcomes that you measure are meaningful measures of the performance of youth organizations, and ask for strengths-based outcomes. › Establish channels for ongoing dialogue with your youth organizations and other grantees about what outcomes you should reasonably expect a youth organization to achieve after certain periods of time.	› Fund the development of evaluations and evaluators who can work in youth organizations. › Help grantees negotiate evaluations and outcome measures that are perceived to be useful to the organization. › Conduct an inventory of data already available at youth organizations and other organizations that serve your neighborhood youth. Consider these sources of available information first when choosing evaluation and reporting requirements. › Support collaboration between communities and universities to develop local capacity to document and assess youth needs and the outcomes of CBOs.

SMARTER FUNDING AND POLICY STRATEGIES

	LONG TERM	SHORT TERM
COMMUNITY	› Offer a diverse "menu" of organizations and programs for youth. › Provide a web of reinforcing supports for youth that includes all the institutions that affect youth development. › Develop a local action-base for youth. › Make youth a line item in the community budget.	› Identify assets for youth within the community in terms of caring adults, spaces for programs, and expertise that can assist youth organizations.
YOUTH ORGANIZATIONS	› Develop environments that are youth, knowledge, and assessment-centered. › Establish systems within the organization to document and share promising work. Important documentation includes day-to-day practices, outcomes for youth, and actual program budgets.	› Access resources needed to provide high-quality programming. This may include formal professional training, visits to other youth organizations, and joining professional associations. › Familiarize funders and schools with the organization's work. Invite them to open houses, tours, and performances by youth. › Conduct an internal assessment of points in the day-to-day operation of the organization where work with youth can and should be documented. › Expand board membership to include youth, school principals, school district personnel, foundation program officers, and representatives of city/county government. › Begin to establish relationships with the schools your youth attend and other eligible recipients of state and federal after-school funds.
SCHOOLS	› Include youth organizations as integral parts of strategies to improve learning. › Provide incentives for teachers to learn about their students' work in youth organizations. For example, support professional development time and stipends or credits to visit youth organizations and other non-school settings where youth learn. › Develop curricula that integrates community resources for learning and teaching.	› Include youth organizations and other community organizations in assessments of resources for learning. › Establish a dialogue with youth organizations in the neighborhood. › Participate in community meetings. › See schools as providers of last resort for after-school programming. › Encourage students to share their work in youth organizations during the school day. Publicize the work of students in youth organizations. Consider devoting a regular portion of your newsletter and school bulletin boards to news of local youth organizations. › Offer space to youth organizations for performances, art shows, sports, and other activities

	LONG TERM	SHORT TERM
FUNDERS AND POLICYMAKERS	› Fund people, not just programs. This may mean 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 credentialling for youth workers. › Reframe policy debates around after-school programming. This may include 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 ongoing operations, not just start-up costs. This may involve 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 requirments. Pursue the feasibility and usefulness to applicants of releasing joint requests for funding. › Create a local education fund to advocate for school and community improvements at the public policy level.	› Make a pool of private funds available as grants or loans to draw down public funding. › Learn about youth organizations in the community/jurisdiction. Participate in community meetings. › Identify intermediary organizations and other potential convenors of youth workers. › Set broad goals for after-school programs and policies. For example, be flexible on the number of youth served, hours of operation, and type of activities provided. The main criterion for funding should be that applicants demonstrate that their approach to after-school programming matches the needs, resources, and contexts of the youth they intend to serve. › In grant applications, ask youth organizations and their partners to conduct an assessment of their community needs and strengths related to these goals. Ask the youth organizations, schools, and other community agencies how they will build on these strengths and address some of these challenges. › Make planning grants or other funds available to schools and youth organizations to conduct community assessments. › Actively collect information on what youth organizations do to support learning. › Put representatives of youth organizations on your advisory boards for your programs in education, as well as community development and youth development. › Research and make connections to other grantmakers and policymakers with similar goals and applicants.

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NOTES

1. For example, see L. Scott Miller (1995), An American Imperative: Accelerating Minority Education Advancement. New Haven: Yale University Press.

2. The research reported here was supported by the Spencer Foundation in grants to Shirley Brice Heath and Milbrey W. McLaughlin, from 1987 through 1999.

3. The precise numbers of youth who participated in some way in our research over the past decade are difficult to calculate. We estimate that the youth who participated in the more than 120 specific projects or activities we studied number more than 1000. Many of these activities, however, were associated with a larger organization. For example, we spent a great deal of time with about six young men associated with a gang prevention project, sponsored by the YMCA. A city mural project team of about 10 young artists was part of a Boys and Girls Club. A tally of the youth who nominally belong to all of the sponsoring organizations included in this research sums to around 30,000 — based on membership figures provided to us. However, all youth members affiliated with these organizations were not part of this research. This report is based on the experiences of this smaller subset of youth.

4. Data that enable us to compare the attitudes, behaviors and outcomes of youth participating in community-based organizations with those of American youth generally are based on responses to National Educational Longitudinal Survey questionnaires. The National Educational Longitudinal Survey [NELS:88] is a longitudinal study of 8th graders whom the National Center for Educational Statistics followed from 1988 through 1994. The design of NELS:88 permits examination of the role of schools, teachers, community, and family in promoting positive outcomes. The NELS:88 sample is constructed to be representative of American youth generally. We administered a questionnaire containing a subset of NELS:88 items to youth involved in the community-based organizations we studied (N=364). We then compared the responses from these youth with those from youth participating in the 1992 NELS:88 Second Follow-Up (N=21,188). These comparisons allow us to make statements about the circumstances, attitudes and outcomes of youth involved in this research compared to "typical" American youth.

5. Figure 1 shows data from a second project-specific survey of approximately 175 youth in a particular inner-city neighborhood.

6. Karen Pittman (1992), Defining the Fourth R: Promoting Youth Development Through Building Relationships. Commissioned Paper #5. Center for Youth Development, Academy for Educational Development: Washington, D.C.

7. Michele Cahill offers as an example the experience of the Networks for Youth Development.

8. John Kretzman and John McKnight (1993) popularized the term "assets-based strategies" and ideas about "assets mapping." (Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. Center for Urban Affairs and Policy Research, Northwestern University: Evanston, IL.)

9. Meredith Honig provided the inspiration and content for this section.

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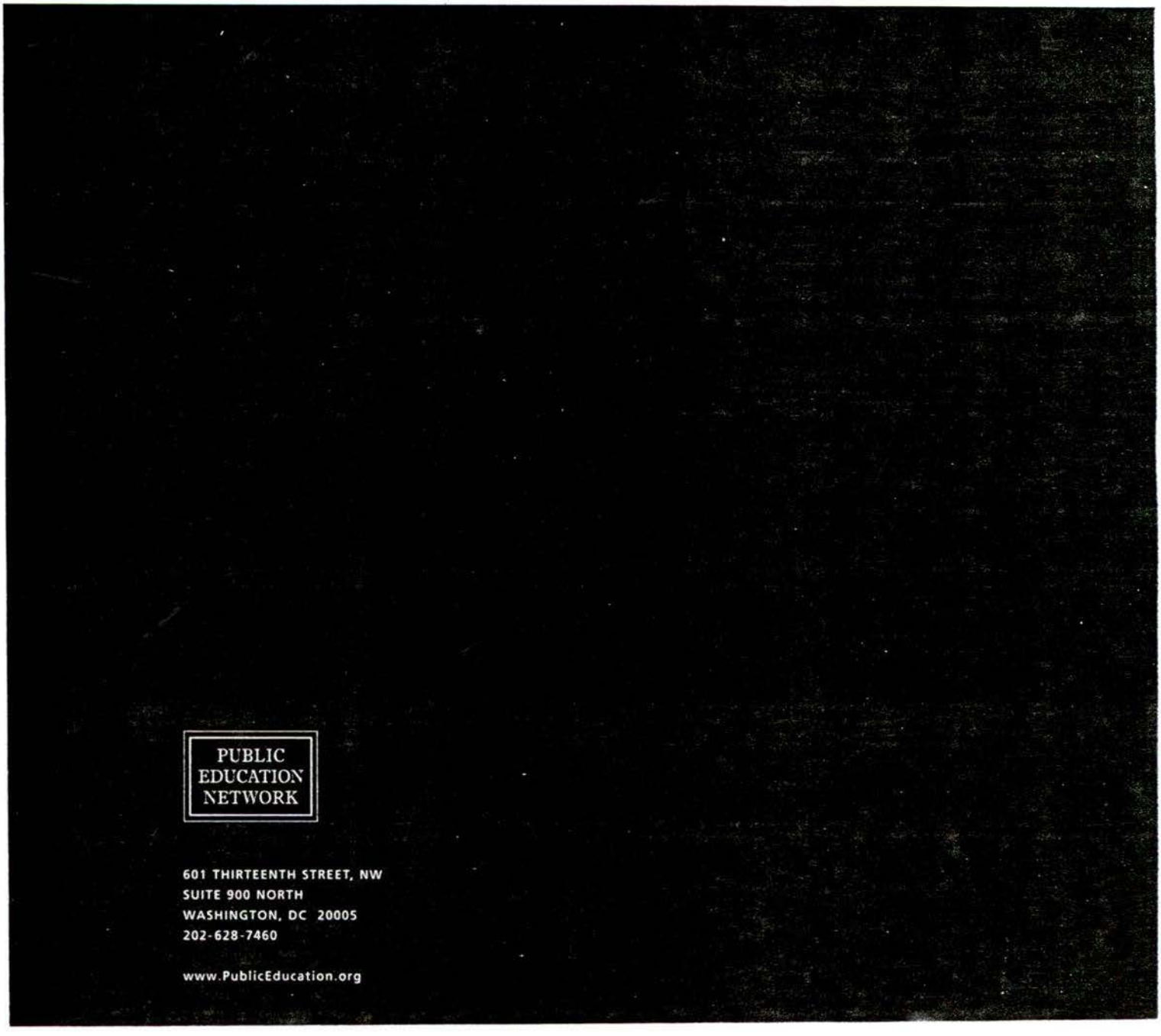

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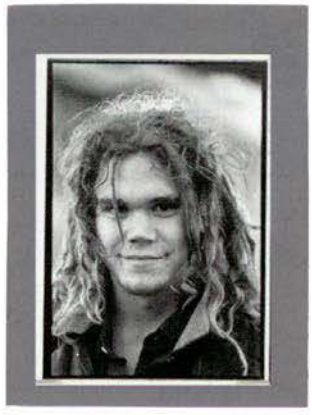
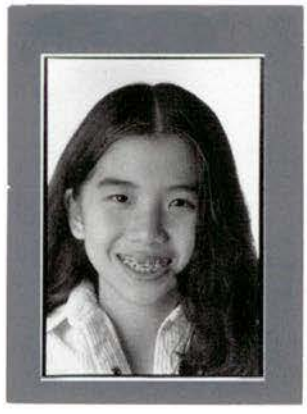


Reducing the Risk:

Connections That Make a Difference in the Lives of Youth



YMCA
We build strong kids,
strong families, strong communities.

EMBARGOED FOR RELEASE, Tuesday, May 2, 10:30 a.m. (ET)

YMCA SURVEY HIGHLIGHTS TEEN-PARENT COMMUNICATION GAP

Teens still rely on parents, despite limited quality time

WASHINGTON, May 2— A new poll released today contains troubling news about the quality of communication between American parents and their young teenage children. The poll, released by the YMCA of the USA at a White House Conference on teenagers, concludes that the vast majority of teens still turn to their parents in times of trouble. But it also reveals that parents and teens have differing views on the ways they interact and even on the topics of their conversations.

The survey polled teenagers aged 12 to 15 and parents. Among its findings are that many families do not eat meals together and that parents significantly underestimate the time their teens spend in front of the television or computer. The poll also shows that young people list inadequate family time as one of their greatest concerns.

In the area of communication, the poll makes clear that, while many parents believe they are discussing issues like sex, violence, and drug and alcohol abuse with their children, their children have a different perception. For example, 61 percent of parents say they talk frequently to their children about values and beliefs, but only 41 percent of children report such conversations. A greater percentage of parents than teenagers also reports having conversations about sex, violence, and drug and alcohol abuse. The communication disconnect also exists over whether parents and their teens share the same values and beliefs, with 62 percent of parents saying they do, compared with 46 percent of children.

"The good news is that families are still spending time together," says Kenneth L. Gladish, Ph.D., national executive director, YMCA of the USA. "The bad news is that children may not be hearing what we parents *think* we're saying. Our kids deserve our best efforts, and we must not fail them."

- more -

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Gladish made his remarks at the White House during the day-long *White House Conference on Teenagers: Raising Responsible and Resourceful Youth*. The conference was co-sponsored by the YMCA of the USA, a major national child and family advocacy group.

While families share an average of 80 minutes together each day, young teenagers expressed a desire for more time with their parents. A quarter of all parents report eating no more than four meals a week with their teens.

Education and family time are the top teenage concerns, according to the poll. By contrast, the poll found, parents worry most about drug and alcohol abuse.

Parents also seem to have different notions of the way their teenage children spend their time. Nearly half of all teenagers said they spend their free time with friends, while only about one quarter of parents believe that to be the case. Among the poll's most striking findings is that 71 percent of parents say they frequently monitor their children's Internet use, while only 24 percent of teenagers say their parents supervise them.

Talking with Teens: the YMCA Parent and Teen Survey was performed by the Global Strategy Group, Inc. of New York and Washington, which conducted 200 random telephone interviews with children and 200 with parents during the period April 11-20. The margin of error is +/- 6.9%.

The YMCA of the USA is the national resource office for the 2,393 independent YMCA associations in the United States. Collectively, America's YMCAs are the nation's largest provider of child care. YMCAs across the country are at the heart of community life and offer a variety of programs such as family activity nights, juvenile delinquency prevention programs, volunteerism and mentoring, and welfare-to-work initiatives. YMCAs serve nearly 17 million people, including 9 million children during non-school hours.

# # #

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Talking With Teens: The YMCA Parent and Teen Survey
Final Report

I. Key Findings

- **The good news is that most teens (78%) turn to their parents in times of need.**

  - Boys are more likely than girls to say they turn to their parents for advice (84% vs. 72%).

  - Reliance on parental advice increases from 67% to 90% between the ages of 12 and 13, but then declines over the next two years, with 65% of 15 year olds turning to their parents for guidance (65%).

- **Another positive finding is that teens and their parents appear to be talking and spending time together. They report spending an average of about 80 minutes per day talking to one another and eating an average of eight meals a week together.**

  - Not surprisingly, younger teens report spending more time with parents than their older counterparts (89 minutes a day for 12 yr. olds vs. 69 minutes for 15 yr. olds). However, parents say they average over 80 minutes a day with all age groups.

- Children of single parents spend less time talking to their parents than those with two adults at home (on average 67 minutes vs. 81 minutes per day).

- Mothers spend significantly more time with their teens than fathers (on average 93 minutes vs. 78 minutes per day).

- **Although most families break bread together regularly, there are still a large number who cannot find the time for family meals. One in four parents (24%) and 17% of teens report eating no more than four meals a week together as a family.**

  - Disturbingly, 10% of parents report that they eat just one meal a week, or never eat, with their teens.

- **"Not having enough time together" with their parents is the *top* concern among teenagers today. Teens are three times more likely than their parents to say that "not having enough time together" is their biggest issue of concern (21%). Family time is tied with education for first place on the teens' list of concerns.**

  - Teens of all ages are concerned by the lack of quality time with their parents.

- **Conversely, parents are far more concerned by outside threats such as drugs and alcohol (24%) than they are about family time. Quality time comes in as the fourth most important priority at 8%.**

- **A substantial percentage of parents and teenagers report that teens spend more of their free time watching television and using computers than they do interacting with their parents. Over one-third of all parents (36%) report that their teens spend the majority of their free time in front of a computer or television screen. Nearly three in ten teens (29%) agree.**

  - Parents underestimate the time their teens spend in front of the television. Only 12% of parents believe their children watch TV during the majority of their free time, while 20% of teens confess to being couch potatoes.

- **Parents often say that they frequently monitor their teen's time in front of the TV and on the Internet, but their children don't agree. While 85% of parents say they frequently monitor what their kids watch on TV (42% "all the time," 43% "often"), 61% of children say they are watching TV without any parental supervision (22% "all the time," 39% "often).**

  - Interestingly, younger teens are more likely to watch television unsupervised than their older counterparts (66%, 12 yr. olds vs. 49%, 15 yr. olds).

- **Parents are even more naïve when it comes to Internet exposure. Nearly three-quarters of parents (71%) assert that they frequently monitor their child's use of the Web. However, 45% of teens say they surf the Web "all the time/often" without a watchful parental eye.**

- **Many parents feel the time they spend with their teens is inadequate. Only 30% of parents say that they spend "more than enough time with their kids." Another 42% are looking for more quality time with their teens (31% "have some time, but need more," 12% "do not have nearly enough time").**

  - Fathers have a bigger disconnect with their teenagers than mothers. Nearly half of all dads (47%) are looking to spend more time with their teens, compared to 38% of mothers who say they need more time.

  - Single parents (23%) are the most likely to maintain that they "do not have nearly enough time" available to spend with their teens.

- **Both teenagers (34%) and parents (34%) blame parental work obligations as the primary reason why families are not spending more time together.**

  - Four in ten fathers (43%) blame work for coming between them and their kids. Additionally, younger parents (37%, 25-44) are more likely than older parents (26%, 45+) to feel that their career keeps them from spending time with their teenagers.

  - Older teens (37%, 14-15) are somewhat more likely than 12 and 13 year olds (30%) to blame their parent's work schedule for detracting from family time.

  - "Pressed parents," who are looking to spend more time with their teens (42% of parents overall), suggest that the number one barrier to being together is work (42%). Additionally, these parents face the problem of not being in the same place as their teens at the same time (19%), and complain about a general lack of desire on the part of the kids (14%).

- **Hectic work schedules are not the only barrier families face when trying to spend time together; some teenagers say they would rather spend time with their friends than with their families. Teens are twice as likely to say prefer to spend time with their friends than parents believe (25% vs. 12%).**

  - Teenage boys are significantly more likely than girls to prefer spending time with friends instead of family (31% vs. 19%).

- **The influence of friends is a recurring theme. Teens are almost two-and-a-half times more likely than their parents to state that friends are a critical influence on their values (26% vs. 11%). And over half of all teens (51%) turn to their friends as a source of advice on life issues.**

  - The impact peers have on forming values increases steadily as teens get older. **Just 15% of 12 year olds report that friends are the biggest influence on their values, while 37% of 15 year olds say the same.** Likewise, teens become more dependent on their friend's advice as they get older. Just 37% of 12 year olds cite friends as a source of advice compared to 67% of 15 year olds.

  - Two in five teens who feel their parents do not have enough time to spend with them (40%) turn to friends for guidance on values.

  - Children of single parents are more likely than those from a two parent home to rely on their friends for advice (59% vs. 49%), as well as information concerning values (38% vs. 24%).

- **When families do spend time together, the communication is not getting through. For instance, parents may think that they talk to their children about values and beliefs on a frequent basis (64%), but teens are only hearing it 41% of the time!**

  - Parents of 14 year olds reportedly are the most likely to frequently talk to their teens about values and beliefs (68%). However, only 34% of this age group agrees that they are having conversations about values on a frequent basis.

  - Teenage girls (44%) are more likely to speak with their parents frequently about values than boys of the same age (38%).

- **Similarly, 62% of parents "strongly agree" that they share the same basic values as their teens. However, only 46% of teens suggest that this is true.**

  - Three-quarters of all mothers (75%) "strongly agree" that they share the same values with their teens, compared to just 48% of fathers.

  - Over half of all teenage girls (52%) "strongly agree" that they share the same values with their parents. Just 40% of teen boys feel the same.

- **The same disconnect between parental and teenage perception can be seen on important issues like sex, dating, drugs and alcohol, and future plans.**

  - For example, according to 43% of parents, sex is a frequent topic of conversation in their homes. However, just 26% of teens suggest their parents speak to them about sex with any regularity. Likewise, while 34% of parents suggest they discuss dating frequently, only one-quarter of teens (25%) say the same.

    - Interestingly, as teens get older, and are more likely to be sexually active, their parents talk to them less about sex. Only 22% of 12 year olds report that their parents "rarely/never" speak to them about the topic, while 58% of 15 year olds do not speak to their parents about sex.

    - Similarly, parents are more likely to report that they speak to their teens frequently about drugs and alcohol than teens state (51% vs. 35%).

    - Again, the older a teen becomes the less likely it is that parents will talk to them about the topic. Just 30% of 14 and 15 year olds report that their parents speak to them frequently about drugs and alcohol. In comparison, 41% of 12 and 13 year olds have parents who talk to them regularly on the topic.

II. Methodology

- Global Strategy Group (GSG) conducted a total of 400 telephone interviews nationwide among children between the ages of 12 and 15 (200 interviews) and parents of children between the ages of 12 and 15 (200 interviews), using experienced research interviewers.

  - Parental consent was obtained for the 200 minors who participated in the research.

- The length of the questionnaire was approximately eight minutes and included a total of 21 questions.

- Respondents were called from a nationwide sample of self-reported households with children 11 to 15 currently living at home.

  - The sample was purchased strictly for the use of this study, and the interviews were stratified by gender and age group.

- The interviews were conducted between April 11 and April 20, 2000.

- The survey has an overall margin of error of ±4.9% at the 95% confidence level.

-

  - The margin of error is ±6.9% among the 200 children interviews as well as the 200 parent interviews.

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YMCA White House Teen Conference -- Teen Topline Data Report
200 interviews nationwide among teens 12-15 years old
Interviews were conducted between April 11 – 20, 2000
The margin of error for this survey is ±6.9%

A. Will you consent to your child's participation in this research?

100% Yes

B. May I please speak to your twelve to fifteen year old son or daughter?

100% Yes

C. Would you like to participate in this research?

100% Yes

Screener

1. First, in what year were you born?

22% 1985 (15 years old)
36% 1986 (14 years old)
30% 1987 (13 years old)
14% 1988 (12 years old)

Concerns and Free Time

2. Thinking about issues that concern you, what is the single biggest issue of concern for your family today?

21%	Education
21%	Not having enough time together
15%	Violence
12%	Drugs and alcohol
3%	Sex
11%	Other
17%	DK/NR

3. How do you spend the majority of your free time outside of school?

48%	Hanging out with friends	3%	Spending time with family
45%	Athletics/sports	2%	Listening to music
29%	Computers/TV	1%	At a religious organization
19%	Studying/reading	8%	Other
5%	Arts/music/painting		

Time

4. Which of the following best describes how much time you feel your parents have available to concentrate on quality time with you? Would you say your parents...?

49%	Have more than enough time
31%	Have just enough time, neither too much nor too little
18%	Have some time but need more
2%	Do not have nearly enough time
-	DK/NR

5. And, approximately how much time do you spend talking with your parents each day?

7%	Less than 30 minutes a day	**MEAN: 78.5 MINUTES / DAY**
37%	30 minutes to one hour a day	
34%	One to two hours a day	
21%	Two or more hours a day	
1%	DK/NR	

6. Regardless of how much time your parents currently have available, what are some of the barriers you encounter when trying to spend more time with your parents? Any other barriers?

34% They are too busy at work/spend too much time working
25% Rather spend time with my friends
16% Too tired or stressed
10% No one is together at the same time
5% They are never home
2% I don't want to spend time with them
10% Other
10% DK/NR

7. Approximately how often do you watch TV without any supervision from your parents?

22% All the time
39% Often
25% Sometimes
12% Rarely
4% Never
- DK/NR

8. And approximately how often do you use the Internet without any supervision from your parents?

18% All the time
28% Often
13% Sometimes
14% Rarely
10% Never
18% Do not have access to the internet
1% DK/NR

Morals and Values

9. Who or what do you believe has had the biggest influence in shaping or forming your values?

56% Parents
26% Friends
12% Religious organizations
4% Teachers and school
1% The media
1% DK/NR

10. Do you agree or disagree that you share the same basic values with your parents?

46%	Strongly agree	**TOTAL AGREE: 91%**
45%	Somewhat agree	
4%	Somewhat disagree	**TOTAL DISAGREE: 8%**
4%	Strongly disagree	
3%	DK/NR	

11. Who or what do you turn to when you need advice on something going on in your life? Anywhere else?

78%	Parents	4%	School/Teachers
51%	Friends	3%	Church/Priest
14%	Relatives	3%	Other

I'm now going to read you a list of issues, and I'd like you to tell me how often your parents talk to you about each one. I'd like you to tell me whether your parents talk to you frequently about each issue, sometimes, only when necessary or if your parents never talk to you about each issue.

12. Values and beliefs.

41%	Frequently
47%	Sometimes
9%	Rarely
3%	Never
-	DK/NR

13. Sex.

26%	Frequently
34%	Sometimes
26%	Rarely
13%	Never
1%	DK/NR

14. Violence.

34%	Frequently
42%	Sometimes
17%	Rarely
8%	Never
-	DK/NR

15. Dating.

25%	Frequently
38%	Sometimes
26%	Rarely
13%	Never
-	DK/NR

16. Drugs and alcohol.

35%	Frequently
44%	Sometimes
16%	Rarely
6%	Never
-	DK/NR

17. Future plans.

46%	Frequently
43%	Sometimes
8%	Rarely
2%	Never
1%	DK/NR

Demographics

I only have a few more questions for statistical purposes only.

18. During a normal week, approximately how many meals do you eat with at least one of your parents?

2%	1
5%	2
6%	3
5%	4
4%	5
3%	6
3%	7
35%	8
8%	9
5%	10
30%	More than 10
-	DK/NR (DO NOT READ)

MEAN : 8.7 MEALS / WEEK

19. Are your parents single and never married, married, widowed, or divorced?

84%	Married
11%	Divorced
3%	Widowed
2%	Single
-	DK/NR

A. CODE GENDER BY OBSERVATION

50%	Male
50%	Female

B. CODE REGION AREA FROM SAMPLE

27%	East	(ME, NH, VT, MA, RI, CT, NJ, NY, PA, DE, MD, DC)
28%	South	(VA, KY, TN, NC, SC, GA, FL, AL, MS, LA)
24%	Mid-America	(WV, IL, IN, OH, MI, WI, MN, ND, SD, IA, MO, AR, TX, OK, KS, NE, CO, NM)
21%	West	(AZ, CA, NV, UT, WY, MT, ID, OR, WA)

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YMCA White House Teen Conference -- Parent Topline Data Report
200 Interviews Nationwide among Parents
Interviews were conducted between April 11 – 20, 2000
The margin of error for the parent survey is ±6.9%

Screener

1. First, how many children between the ages of twelve and fifteen do you currently have living at home with you?

77% One
19% Two
4% Three
1% Four or more

Concerns and Free Time

2. Thinking about issues that concern you, what is the single biggest issue of concern for your family today?

24% Drugs and alcohol
20% Education
18% Violence
8% Not having enough time together
4% Sex
19% Other
9% DK/NR

3. How does your twelve to fifteen year old teen spend the majority of his or her free time outside of school?

48% Athletics/sports
36% Computers/TV
23% Hanging out with friends
18% Studying/Reading
9% At a community/youth/religious organization
7% Spending time with family
3% Listening to music
3% Arts/music/painting
2% Working
1% Volunteering/community service
11% Other
1% DK/NR

Time

4. Which of the following best describes how much time you personally have available to concentrate on quality time with your teens? Would you say you personally...?

30% Have more than enough time
29% Have just enough time, neither too much nor too little
31% Have some time but need more
12% Do not have nearly enough time
- DK/NR (DO NOT READ)

5. And, approximately how much time do you spend talking with your teens each day?

4% Less than 30 minutes a day **MEAN: 85.8 MINUTES / DAY**
34% 30 minutes to one hour a day
35% One to two hours a day
28% Two more hours a day
- DK/NR

6. Regardless of how much time you currently have available, what are some of the barriers you encounter when trying to spend more time with your teens? Any other barriers?

34% I'm too busy at work/spend too much time working
15% They would rather spend time with their friends
13% Kids don't want to spend time together
12% No one is together at the same time
9% They are never home
6% Too tired or stressed
5% I don't have that problem
5% Other
15% DK/NR

7. Approximately how often do you keep track of what your teens' watch on TV?

42% All the time
43% Often
11% Sometimes
3% Rarely
2% Never
- DK/NR

8. And approximately how often do you keep track of your teens' use of the Internet?

45%	All the time
26%	Often
9%	Sometimes
4%	Rarely
3%	Never
14%	Do not have access to the internet
-	DK/NR

Morals and Values

9. Who or what do you believe has had the biggest influence in shaping or forming your teens' values?

74%	Parents
11%	Friends
8%	Religious organizations
5%	Teachers and school
2%	The media
1%	Community organizations
1%	DK/NR

10. Do you agree or disagree that you share the same basic values with your teens?

62%	Strongly agree	**TOTAL AGREE: 94%**
32%	Somewhat agree	
2%	Somewhat disagree	**TOTAL DISAGREE: 4%**
2%	Strongly disagree	
3%	DK/NR	

11. Who or what do you turn to when you need advice on an issue or concern you have with your teens? Anywhere else?

34%	Parents	4%	Community groups/organizations
30%	Friends	3%	There's no where to go
28%	Relatives	2%	Magazines
22%	Church/Priest	2%	Other
9%	School/Teachers	4%	DK/NR

I'm now going to read you a list of issues, and I'd like you to tell me how often you talk to your teens about each one. I'd like you to tell me whether you talk to your teens frequently about each issue, sometimes, only when necessary or if you never talk to your teens about each issue.

12. Values and beliefs.

64%	Frequently
33%	Sometimes
2%	Rarely
1%	Never
1%	DK/NR

13. Sex.

38%	Frequently
41%	Sometimes
16%	Rarely
6%	Never
-	DK/NR

14. Violence.

43%	Frequently
42%	Sometimes
12%	Rarely
3%	Never
1%	DK/NR

15. Dating.

34%	Frequently
35%	Sometimes
17%	Rarely
12%	Never
3%	DK/NR

16. Drugs and alcohol.

51%	Frequently
43%	Sometimes
4%	Rarely
3%	Never
-	DK/NR

17. Future plans.

58%	Frequently
38%	Sometimes
3%	Rarely
1%	Never
-	DK/NR

Demographics

I only have a few more questions for statistical purposes only.

18. During a normal week, approximately how many meals do you eat with your teens?

MEAN: 7.4 MEALS / WEEK

8%	1
6%	2
5%	3
6%	4
8%	5
7%	6
7%	7
26%	8
7%	9
9%	10
18%	More than 10
2%	Do not eat together
-	DK/NR

19. How old is each teen, between the ages of 12 and 15, who currently lives at home with you?

33%	12	**MEAN AGE: 13**
36%	13	
30%	14	
30%	15	
-	DK/NR	

20. In which of the following categories does your age fall? **(READ)**

13%	25-34
61%	35-44
24%	45-54
2%	55-64
1%	Refused

21. Are you single and never married, married, widowed, or divorced?

89%	Married
8%	Divorced
2%	Single
1%	Widowed
-	DK/NR

A. GENDER

48%	Male
52%	Female

B. REGION AREA

27%	East	(ME, NH, VT, MA, RI, CT, NJ, NY, PA, DE, MD, DC)
28%	South	(VA, KY, TN, NC, SC, GA, FL, AL, MS, LA)
25%	Mid-America	(WV, IL, IN, OH, MI, WI, MN, ND, SD, IA, MO, AR, TX, OK, KS, NE, CO, NM)
21%	West	(AZ, CA, NV, UT, WY, MT, ID, OR, WA)

The White House Conference on Teenagers
Breakout Moderator Biographies

Administration Officials

ALEXIS M. HERMAN
Secretary
Department of Labor

Since she was sworn-in May 1, 1997 as the nation's 23rd Secretary of Labor and the first African American to head the department, Alexis Herman has led the U.S. Department of Labor focusing its work on three goals: a prepared workforce, a secure workforce and a quality workplace.

Before joining President Clinton's Cabinet, Secretary Herman served in the administration as assistant to the President and director of the White House Public Liaison Office. In 1992, she served as the deputy director of the Presidential Transition Office.

As founder and president of A.M. Herman & Associates, she advised state and local governments, as well as private corporations during the 1980's. An expert on reducing and eliminating formal and informal labor market barriers, she guided corporations on human resources issues related to training, mentoring and reducing turnover.

Secretary Herman first joined government during the Carter Administration. Secretary of Labor Ray Marshall recruited her to serve as director of the Women's Bureau, a Senate confirmed position in which she became a trusted advisor to Secretary Marshall on workplace policy. Previously, she was National Director of the Minority Women Employment Program of R-T-P, Inc. in Atlanta, where she established programs to place minority women in white-collar and nontraditional jobs.

A native of Mobile, Alabama, Herman began her career as a Catholic Charities social worker, developing training opportunities for unemployed youth, unskilled workers and new entrants to the Mobile labor force at Ingall's Shipbuilding, Inc., in Pascagoula, Mississippi. She graduated from Xavier University in New Orleans in 1969.

RICHARD W. RILEY
Secretary
Department of Education

President Clinton chose Richard Riley to be Secretary in December 1992 after Riley won national recognition for his highly successful effort to improve education in South Carolina. During the President's first term, Secretary Riley helped launch historic initiatives to raise academic standards, improve instruction for the poor and disadvantaged, expand grants and loan

programs to help more Americans go to college, prepare young people for the world of work and improve teaching. He also helped to create the Partnership for Family Involvement in Education, which today includes over 4,000 groups.

Secretary Riley's efforts were so successful that President Clinton asked him to stay on in his second term to lead the President's national crusade for excellence in education. He and the President agree that education must be America's number one priority in the years ahead. Already in the second term, Secretary Riley has helped win an historic ruling by the F.C.C. to give schools and libraries deep discounts for Internet access and telecommunications services and helped win major improvements in the Individuals with Disabilities Education Act.

Secretary Riley's goals now include helping all children to master the basics of reading and math, making schools safer, reducing class sizes, modernizing and building new schools, helping students learn to use computers and expanding after-school programs.

Secretary Riley was born in Greenville County, S. C., on Jan. 2, 1933. He graduated cum laude from Furman University in 1954 and served as an officer on a U. S. Navy minesweeper. In 1959, Riley received a law degree from the University of South Carolina. He was a state representative and state senator from 1963-1977 and was elected governor in 1978 and reelected in 1982.

DONNA E. SHALALA
Secretary
Department of Health and Human Services

In Donna Shalala's seven years as Secretary, the Department has guided the welfare reform process; made health insurance available to an estimated 2.5 million children through the approval of 50 state and territory Children's Health Insurance Programs (CHIP); raised child immunization rates to the highest levels in history; led the fight against young peoples' use of tobacco; created national initiatives to fight breast cancer, racial and ethnic health disparities, and violence against women; and crusaded for better access and better medications to treat AIDS.

Secretary Shalala is one of the nation's foremost advocates for children and families, and has made improving the quality of life for America's children her highest priority. Before joining the Clinton Administration, Secretary Shalala served for more than a decade on the board of the Children's Defense Fund, succeeding Hillary Rodham Clinton as chair in 1992. As a member of the 1991 Committee for Economic Development, she contributed to bipartisan reports on the basic health, welfare, and educational needs of our youngest children.

Throughout her career, Secretary Shalala has been a scholar, teacher, and a public administrator. As Chancellor of the University of Wisconsin-Madison from 1987-1993, she was the first woman to head a Big Ten University and was named by Business Week as one of the five best managers in higher education. During her tenure at UW, she helped to raise over $400 million for the university's endowment and spearheaded a $225 million state-private partnerships

program to renovate and add to the university's research facilities for its world class scientists.

Prior to that, Secretary Shalala served as president of Hunter College for eight years, and as an Assistant Secretary at the Department of Housing and Urban Development during the Carter Administration. From 1975-1977, she served as Treasurer of New York City's Municipal Assistance Corporation, the organization that helped rescue the city from the brink of bankruptcy. An acknowledged scholar of state and local government and finance, Secretary Shalala earned her Ph.D. from the Maxwell School of Citizenship and Public Affairs at Syracuse University in 1970. She has also served as a Peace Corps volunteer in Iran.

JANICE R. LACHANCE
Director
Office of Personnel Management

Janice R. Lachance is the Director of the U.S. Office of Personnel Management (OPM). She was sworn-in as Director by Vice President Al Gore on December 10, 1997, after a unanimous confirmation by the U. S. Senate on November 9.

Prior to becoming the agency's Director, Ms. Lachance was appointed OPM's Director of Communications in 1993 and its Director of Communications and Policy from 1994 to 1996. Ms. Lachance subsequently served as OPM's Chief of Staff from 1996 - 1997. She was appointed Deputy Director by President Clinton in August 1997 and served briefly in that position before assuming the position of Acting Director.

From 1987 until she came to OPM, Janice Lachance served as the Director of Communications and Political Affairs for the American Federation of Government Employees, AFLCIO, where she directed the political, media and public affairs programs for the nation's largest federal employee union. Her early career includes extensive Congressional experience, including Communications Director for Congressman Tom Daschle (D-SD), Administrative Assistant to Congresswoman Katie Hall (D-IN) and Staff Director and Counsel for the House Small Business Subcommittee on Antitrust and Restraint of Trade.

Born in Biddeford, Maine, Ms. Lachance holds a Bachelor of Arts degree from Manhattanville College, Purchase, New York, and a Law degree from Tulane University School of Law, New Orleans, Louisiana.

ERIC H. HOLDER JR.
Deputy Attorney General
Department of Justice

Eric Holder began his career of public service by joining the Department of Justice as part of the Attorney General's Honors Program. He was assigned to the newly formed Public Integrity Section in 1976 and was tasked to investigate and prosecute official corruption on the local, state

and federal levels. In 1988, Deputy Attorney General Holder was nominated by the President to become an Associate Judge of the Superior Court of the District of Columbia.

In 1993, President Clinton nominated Mr. Holder to become the United States Attorney for the District of Columbia. Mr. Holder was confirmed in October of that year and served as the head of the largest U.S. Attorney's Office in the nation for nearly four years. As U.S. Attorney, Mr. Holder created a new Domestic Violence Unit, implemented a community prosecution pilot project to work hand-in-hand with residents and local government agencies in order to make neighborhoods safer, supported a renewed enforcement emphasis on hate crimes so that criminal acts of intolerance will be severely punished, developed a comprehensive strategy to improve the manner in which agencies handle cases involving the abuse of children, launched a new community outreach program to reconnect the U.S. Attorney's Office with the citizens it serves, and developed "Operation Ceasefire," an initiative designed to reduce violent crime by getting guns out of the hands of criminals.

On April 14, 1997, President Clinton nominated Mr. Holder to be the Deputy Attorney General. As Deputy Attorney General, Mr. Holder is responsible for the supervision of the day-to-day operation of the Department of Justice. He is now the highest ranking African American in law enforcement in the history of the United States. Deputy Attorney General Holder is active in the organization Concerned Black Men, which seeks to help the youth of the District of Columbia with the problems they face.

Deputy Attorney General Holder received his undergraduate degree from Columbia College and his law degree from Columbia Law School.

DR. DONALD R. VEREEN, JR.
Deputy Director
Office of National Drug Control Policy

Donald Vereen began duties as ONDCP Deputy Director on June 1, 1998. Prior to that time, he served as Special Assistant to the Director for Medical Affairs at the National Institutes of Health (NIH), National Institute on Drug Abuse (NIDA).

During his tenure at NIH, Dr. Vereen worked on the development of new research strategies to address public health issues like violence, drug abuse, and addiction. From 1992-1994 while at the National Institute of Mental Health, he was charged with the development of community-based research projects on violence. Dr. Vereen carried this interest over to the National Institute on Drug Abuse where he worked on interdisciplinary research projects dealing with the causes and consequences of drug abuse. This work lead to the development of research partnerships within NIDA, NIH, and HHS as well as with other institutions, most notably the Departments of Justice and Education. In addition, he was appointed to represent NIH on the District of Columbia Task Force on Health Affairs and worked with the Mayor's Health Policy Council.

Dr. Vereen was born on Keesler Air Force Base in Biloxi, Mississippi. After graduating from Harvard College in 1980 with an A.B. in biology, he attended Tufts University School of Medicine in Boston where he received his M.D. degree. He then completed an internship in internal medicine at Salem Hospital, followed by a residency in psychiatry at Massachusetts General Hospital where he was appointed Chief Resident. His post-graduate work included a Masters in Public Health (M.P.H.) at the Harvard School of Public Health, an associate fellowship in health services research at Johns Hopkins School of Public Health and Hygiene, and a research fellowship in "Clinically Relevant Medical Anthropology" in the Department of Social Medicine, Harvard Medical School.

Dr. Vereen has held membership and leadership positions in several professional societies. He serves on the board of directors of a number of District of Columbia health organizations.

HARRIS WOFFORD
Chief Executive Officer
Corporation for National Service

Head of the Corporation for National Service since the fall of 1995, Harris Wofford has dedicated much of his career to the goal of making citizen service a common expectation and experience for all Americans. As a U.S. Senator from Pennsylvania from 1991 to 1994, he played a key role in both crafting and working to pass the trailblazing legislation that created the Corporation with broad bi-partisan support.

Wofford's role in The Presidents' Summit for America's Future is in keeping with that bi-partisan spirit. A national service summit was the brainchild of former Michigan Governor George Romney, who shared his vision with Wofford shortly after Wofford was named as the Corporation's CEO. Wofford and Points of Light Foundation President Bob Goodwin agreed to enlist their organizations in initiating the unprecedented meeting. What has become the Presidents' Summit was born. Romney did not live to see the realization of his dream, but he died knowing that the Summit would go forward.

Since helping to launch the Peace Corps in 1961 under the Kennedy Administration, Wofford has been in the forefront of the nation's service movement. In the 1970s, he formed and chaired a panel to study the idea of national service, which in 1979 produced the landmark report Youth and the Needs of the Nation . In 1987, as Pennsylvania's Secretary of Labor and Industry, he established and led Governor Robert Casey's Office of Citizen Service, which promoted school-based service-learning and youth corps, and managed the Pennsylvania Conservation Corps.

In 1993, then-Senator Wofford worked with President Clinton's task force, headed by Eli Segal, on both drafting and passing the National and Community Service Trust Act, which created AmeriCorps and the Corporation for National Service.

Wofford played a key role in the civil rights movement with Dr. Martin Luther King. Under President Eisenhower, he was counsel to the Rev. Theodore Hesburgh of Notre Dame on the

first U.S. Commission on Civil Rights. In the Kennedy years, he was a Special Assistant to the President and chaired the subcabinet group on civil rights. While on the White House staff, Wofford helped Sargent Shriver plan and organize the Peace Corps and in 1962, he became the Peace Corps' Special Representative to Africa and director of its large Ethiopia program. In the Johnson Administration, he took on the post of Peace Corps Associate Director.

Wofford has been both a law professor and president of two colleges, the State University of New York at Old Westbury and of Bryn Mawr College. An alumnus of the University of Chicago, and both Howard University and Yale Law Schools, he has also practiced law and authored several books, including *Of Kennedys and Kings*.

Members of Congress
Confirmed (4/30/00)

SEN. JOHN KERRY (D-MA)

Currently serving his third term as United States Senator from Massachusetts, John F. Kerry has consistently shown independence and leadership in challenging Washington to respond to the concerns of all Americans.

Senator Kerry was born on December 11, 1943. He graduated from Yale University in 1966 and then enlisted in the Navy, becoming an officer on a gunboat in the Mekong Delta in Vietnam. Among the decorations he received for his service are a Silver Star, a Bronze Star, and three Purple Hearts. He also received two Presidential Unit Citations and a National Defense Service medal. Upon his return home, he became an active leader of the Vietnam Veterans Against the War and a co-founder of the Vietnam Veterans of America.

Senator Kerry graduated from Boston College Law School in 1976, then worked as an Assistant District Attorney in Middlesex County. He was elected Lieutenant Governor in 1982 and elected to the Senate in 1984. Over the years, Senator Kerry has worked to ensure that all Americans have access to a good education, a clean environment, safe streets, and a decent wage that honors hard work. He has fought to balance the budget responsibly, create a regulatory environment friendly to small business, and prepare the United States to meet the new demands of international economic competition.

Senator Kerry believes that government has a proper role in safeguarding vital services for our neediest citizens, young or old. He also believes that any American working diligently day after day to put food on the table should be able to earn a livable wage. In the last year alone he has fought to protect Medicare, expand health coverage for children not covered by Medicaid, and increase the Federal minimum wage from $4.15 to $5.25.

As a member of the Senate Commerce and Foreign Relations Committees, Senator Kerry is deeply involved in the effort to develop better ways for American companies to access

international markets so they can create more jobs at home. He authored legislation to create new incentives for investment in start-up companies and to promote advanced and environmental technologies. He successfully pushed legislation for targeted preferential capital gains treatment of permanent research and development tax credit. Since coming to the Senate, he has sought prudent reform of U.S. export controls.

REP. RUBÉN HINOJOSA (D-TX)

Rubén Hinojosa (D-TX) was first elected to represent Texas' 15th Congressional District in November 1996. Prior to his being elected to the 105th Congress, Congressman Hinojosa served twenty years as President and Chief Financial Officer of a family-owned food processing company, H&H Foods. With over 300 employees, H&H has received national awards of recognition by the U.S. Department of Commerce and the Small Business Administration.

The Congressman serves on two House committees, Education and the Workforce, and Small Business. His Education Committee assignment and his appointment to chair the Congressional Hispanic Caucus Education Task Force, were critical to the success of his first major legislative initiative entitled "The Higher Education for the 21st Century Act." This bill secured an increased authorized funding level of $62.5 million for Hispanic Serving Institutions (HSIs), enhanced visibility of HSIs within the Higher Education Act, relaxed the restrictions for institutional eligibility for HSI designation and improved the ways and financial means by which HSIs strengthen curriculum development, academic instruction, mentoring, and college libraries.

As a member of the House Small Business Committee, Congressman Hinojosa has been very active on the Tax, Finance, and Exports Subcommittee as well as the Subcommittee on Government Programs and Oversight. He increased access to capital and loans for small businesses, removed tax and regulatory burdens and promoted business growth and opportunity in economically depressed areas through new and improved SBA government programs. He also led a successful effort to create a Womens' Business Center at the University of Texas-Edinburg.

Born in Edcouch, Congressman Hinojosa attended Mercedes High School and earned a BBA and an MBA from the University of Texas in Austin and in Edinburg, respectively.

REP. SHEILA JACKSON LEE (D-TX)

Sheila Jackson Lee's swearing-in as a Member of the 106th Congress marks her third term in the U.S House of Representatives where she continues to be an highly active member of Congress, pursuing and successfully achieving a number of legislative objectives. She has distinguished herself as a staunch defender of the Constitution, civil rights and African-American interests.

Congresswoman Jackson Lee, a veteran of both corporate and private law practice, is a member of the House Committee on the Judiciary where she serves on the subcommittees

on Crime and Immigration and Claims. She was recently appointed as the Ranking Member of the Immigration and Claims subcommittee. This role establishes her as one of the key policymakers on immigration matters.

In addition, the Congresswoman is also a member of the Committee on Science, where she serves on the subcommittee on Space and Aeronautics. In recognition of her outstanding contributions to Science, the National Technical Association (NTA) of Scientists and Engineers honored the Congresswoman as one of their 1998 TOP Women in the Sciences.

During her tenure in Congress, Congresswoman Jackson Lee has served as a member of the Congressional Human Rights Caucus, the Congressional Caucus on Women's Issues, the Congressional Black Caucus, The Aeronautics and Space Caucus, and House Democratic Caucus Task Forces on Hunger, Welfare Reform, House Internet Caucus, Economic Renewal, Affirmative Action and Travel and Tourism. In addition, she is the founder and chairperson of the Congressional Children's Caucus. This caucus continues to advocate on behalf of children nationwide.

Before her election to Congress, she served two terms as one of the first African American female At-Large members of the Houston City Council. Prior to her Council service, she was an Associate Municipal Court Judge for the City of Houston.

Congresswoman Jackson Lee received her undergraduate degree from Yale University, graduating from the Honors Program in Political Science. She went on to receive her Juris Doctorate from the University of Virginia School of Law.

REP. ELLEN TAUSCHER (D-CA)

Ellen Tauscher, a Democrat representing California's 10th Congressional district, launched her career in public service by winning election in a Republican district in San Francisco's East Bay suburbs. As a New Democrat and Blue Dog representing a key swing district, she has made her mark as a moderate in California and in Washington, DC. Her fiscally responsible, bi-partisan, independent brand of leadership was coined "Tauscherism" by Time Magazine. During her first term in office, she was selected Co-Chair of the Democratic Congressional Campaign Committee (DCCC) and currently is one of only two women to hold a leadership post among House Democrats.

For those who have known Congresswoman Tauscher, her short path to leadership is nothing new. At just 25 years of age, she was the youngest woman to hold a seat on the New York Stock Exchange for Bache Securities. During 14 years on Wall Street, she also joined current SEC chairman Arthur Leavitt as an officer of the American Stock Exchange.

Congresswoman Tauscher has used her leadership posts and her 20 years of private-sector business experience to serve the working families and businesses in her district. An author and advocate on child care issues before serving in Congress, she wrote the Democrats'

comprehensive bill to guarantee America's working families safe, affordable and accessible child care. She also introduced the State Infrastructure Banks for Schools Act to provide innovative approaches to rebuild our nation's aging schools and libraries. As the co-chair of the NDC's Entitlement Reform Task Force, she participated in the White House Conference on saving Social Security and has been appointed by her peers to co-chair the Democratic Caucus Task Force on Campaign Finance Reform.

Congresswoman Tauscher earned a degree in Early Childhood Education from Seton Hall University. A proud resident of Tassajara Valley, California, she has one daughter, Katherine. After moving to California in 1989, she founded the ChildCare Registry -- the first national research service to help parents verify the background of child care workers. She published her first book, *The ChildCare Sourcebook*, to help working parents make informed decisions about their own child-care needs.

Additional Members to be Confirmed

The White House Conference on Teenagers
Speaker Biographies
Morning Program and Breakouts

SARAH AUSTIN
Student
Decatur High School, Atlanta

Sarah Austin is a 15-year-old sophomore at Decatur High School, near Atlanta. She has served as president of her school's Gay-Straight Alliance for two years and is also on the school newspaper staff. She is involved in several community action groups, including the Gay, Lesbian & Straight Education Network (GLSEN) and Youthpride Atlanta. Ms. Austin lives in Atlanta with her mother and two sisters.

ZOË BAIRD
President
Markle Foundation

Zoë Baird is president of the Markle Foundation, an organization that works to realize the potential of communications, media and information technology to improve the quality of life for all Americans. The Markle Foundation pursues its goals through a range of activities, including analysis, research, public information and the development of innovative media products and services. Markle creates and operates many of its own projects - using not only grants but also investments and strategic alliances with non-profits and businesses.

Ms. Baird was recently senior vice president and general counsel of Aetna Inc. She has also served as associate counsel to President Jimmy Carter, attorney in the Office of Legal Counsel of the U.S. Department of Justice and law clerk to U.S. District Judge Albert Wollenberg in San Francisco. In 1993, President Clinton appointed her to the President's Foreign Intelligence Advisory Board. Ms. Baird founded and currently chairs the nonprofit organization Lawyers for Children America, which addresses the impact of violence on children.

Ms. Baird holds a law degree from the University of California at Berkeley's Boalt School of Law and an undergraduate degree from Berkeley with majors in communications and public policy and political science.

SUSAN NALL BALES
President
FrameWorks Institute

Susan Nall Bales is president of the FrameWorks Institute, a project of the College University Resource Institute in Washington, D.C., which conducts communications research on social issues. Current projects involve interdisciplinary teams of scholars working on public perceptions and media portrayals of adolescence, global issues, violence prevention, gender equity and other children's issues. This work is supported in part by the Annie E. Casey Foundation, the Caroline and Sigmund Schott Foundation, the Aspen Institute and the W.T. Grant Foundation.

Ms. Bales is a founder of the Coalition for America's Children and helped create the "Who's for Kids and Who's Just Kidding?" campaign. She serves on the board of the National Funding Collaborative for Violence Prevention, is a fellow of the Advocacy Institute, and is a member of the Adolescence 21st Century Study Group of the Society for Research on Adolescence.

For six years, she served as director of Strategic Communications and Children's Issues at the Benton Foundation, where she was the founding editor of www.connectforkids.org, an award-winning website on children's policy issues. She is editor of *Effective Language for Discussing Early Childhood Education and Policy* (1998) and *Effective Language for Communicating Children's Issues* (1999). Ms. Bales received her M.A. degree from Middlebury College and B.A. from the University of California, Los Angeles.

PETER L. BENSON
President
Search Institute

Dr. Peter Benson is president of Search Institute in Minneapolis, a national nonprofit research organization dedicated to promoting the well-being of children and adolescents. As a lecturer, author, researcher and consultant, Dr. Benson's work focuses on strengthening communities, social institutions and public policy on behalf of America's youth. His research and writing have generated new thinking and action in hundreds of cities across the United States on how communities can mobilize and unite to raise healthy, successful and caring children and adolescents.

Dr. Benson is an adjunct professor in the Department of Educational Policy and Administration at the University of Minnesota and is the author of nine books on children, adolescents and the community forces that shape their lives. His books include *Beyond Leaf Raking: Learning to Serve, Serving to Learn*; *What Kids Need to Succeed; All Kids are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*; and *The Fragile Foundation: The State of Developmental Assets among American Youth.*

He received his B.A. at Augustana College, Rock Island, Illinois; an M.A. from Yale University; and both M.A. and Ph.D. degrees in social psychology from the University of Denver. He joined Search Institute in 1978 following academic appointments at Eastern Michigan University and Earlham College, and has been president since 1985. In 1991, he received the William James Award for career contributions to psychology from the American Psychological

Association.

ROBERT Wm BLUM
Director, Division of General Pediatrics & Adolescent Health
University of Minnesota

Robert Blum is director of the Division of General Pediatrics and Adolescent Health, and director of the WHO Collaborating Center in Adolescent Health, both at the University of Minnesota. He was co-investigator for the National Longitudinal Study on Adolescent Health (Add Health), a study of adolescents in grades 7 through 12, designed to measure the social settings of adolescent lives, the ways in which adolescents connect to their social world and the influence of these social settings and connections on health.

Dr. Blum was the 1998 American Public Health Association's Needleman Award recipient for "scientific research and courageous advocacy for children." He is a past president of the Society for Adolescent Medicine and currently serves as chair of the Alan Guttmacher Institute Board of Directors and on the Scientific Panel of the National Campaign to Prevent Teen Pregnancy. Dr. Blum's research interests include adolescent sexuality, chronic illness and international adolescent health care issues. He has edited two books and has written over 180 journal articles and numerous special reports.

In addition to his M.D. from Howard University College of Medicine, Dr. Blum has a Masters in Public Health in Maternal and Child Health, and a doctorate in Health Policy, both from the University of Minnesota. Dr. Blum also acts as a consultant to the World Health Organization, Pan American Health Organization and UNICEF.

GENE BOTTOMS
Senior Vice President
Southern Regional Education Board

Gene Bottoms is director of the Southern Regional Education Board's *High Schools That Work* program, the largest effort in the United States to improve high schools for career-bound students. Currently, over 950 high schools in 22 states are participants in the program, and many more are adopting the goals and key practices of the program.

Prior to his work with SREB, Mr. Bottoms served as executive director of the American Vocational Association, where he emphasized academics in vocational education. He has also served as director of Educational Improvement for the Georgia Department of Education, where he oversaw improvement efforts in the same field. Mr. Bottoms has also been a local school teacher, principal, and guidance counselor.

In 1995, Secretary of Education Richard Riley appointed Mr. Bottoms to the National

Educational Research Policy and Priorities Board. This board helps to create and evaluate a national consensus with respect to a long-term agenda for educational research, development and dissemination. In the same year, he received the Harold W. McGraw, Jr. Prize in Education, an award presented annually to individuals who have made significant contributions to the advancement of knowledge through education.

STANLEY J. BOTTS
Senior Specialist, Office of Ethics and Corporate Compliance
Bell Atlantic

Stanley Botts is a senior specialist in the Office of Ethics and Corporate Compliance of Bell Atlantic. He began his career with C&P Telephone Company in 1981 as an account executive and held positions in product management and external affairs prior to his current position at Bell Atlantic. Mr. Botts has held various positions in the federal government and District of Columbia Government, including 13 years in management positions at the Office of Personnel Management and D.C. Government. He is involved in numerous company, community and civic activities with local school districts, college alumni and local county leadership programs.

Mr. Botts received his bachelor's degree in Business Administration from Central State University in Ohio.

JEFFERY L. BROWN
Co-Founder
Ten Point Coalition

Reverend Jeffrey Brown is co-founder of the Boston Ten Point Coalition, which was started in 1992. The Ten Point Coalition is an ecumenical group of Christian clergy and lay leaders working to mobilize the Christian community around issues affecting black youth--especially at-risk youth issues such as violence, drug abuse and other destructive behaviors.

In 1997, Reverend Brown helped launch the national Ten Point Leadership Foundation, an umbrella organization for churches interested in the Ten Point Plan. In 1999, Brown founded Ten Point International, designed with the same mission and focus as its parent organization. It serves as a technical resource entity for churches and faith-based groups around the world. In addition, Reverend Brown created Positive EDGE in 1993, which provides city street advocacy, court advocacy and outreach ministry for at-risk youth.

Reverend Brown is a Master of Divinity graduate of the Andover Newton Theological School. He also attended Harvard Divinity School, concentrating in American Church History. He is a recipient of numerous awards commending him on his dedication to the betterment and security of his community including the national Lyndhurst Prize for Outstanding Leadership and Community Service. He is the author of several articles on religion, youth and violence, a columnist for the Cambridge Chronicle, and is currently writing a book on the importance of innovative faith-based institutions in confronting violence and rebuilding community.

SARAH S. BROWN
Director
The National Campaign to Prevent Teen Pregnancy

Sarah Brown is director of the National Campaign to Prevent Teen Pregnancy, a private and independent initiative organized in 1996 to stimulate and support actions nationwide to reduce adolescent pregnancy. Prior to joining the Campaign, she was a senior study director at the Institute of Medicine, where she completed a major study on unintended pregnancy, resulting in the report, "The Best Intentions: Unintended Pregnancy and the Well-Being of Children and Families." While at the Institute, she directed other projects on topics related to maternal and child health.

Ms. Brown serves on the boards of several organizations, including the Alan Guttmacher Institute, and is a member of the Early Life and Adolescent Health Policy Working Group of Harvard University. She is on several advisory councils, including Teen People Magazine, the Division of Health Promotion and Disease Prevention at the Institute of Medicine, the Department of Maternal and Child Health at Johns Hopkins University and the Maternal and Child Health Advisory Council of the March of Dimes. Ms. Brown has received numerous awards, including the John MacQueen award for excellence in maternal and child health from the Association of Maternal and Child Health Programs and the Martha May Elliot Award of the American Public Health Association for unusual achievement in the field of maternal and child health.

Ms. Brown holds undergraduate and graduate degrees from Stanford University and the University of North Carolina. She has recently been elected to Delta Omega, the public health honorary society.

JIM BROWNE
Director
GetNetWise.org

Jim Browne is the director of GetNetWise.org, a service brought to the public by internet industry corporations and public interest organizations to help ensure that families have safe, constructive, educational and entertaining online experiences. Prior to directing GetNetWise, he served as co-director of New Initiatives at the Communications Consortium Media Center, which serves to make both electronic and print media available to nonprofit organizations and collectively helps them use "strategic media" to advance common issues. At CCMC, Mr. Browne launched the Coordinated Campaign for Learning Disabilities, a major effort to recognize and address learning disabilities in children.

Previously, Mr. Browne was the senior program officer of the Field Foundation of New York, where he focused on youth development, voter participation, and issues of civil liberties. Mr. Browne was also a senior fellow at the Robert F. Kennedy Memorial where he helped to conduct an inquiry into the state of high school journalism for the Memorial.

GEOFFREY CANADA
President & CEO
Rheedlen Centers for Children & Families

Geoffrey Canada has been president and Chief Executive Officer of the Rheedlen Centers for Children and Families since 1990. Rheedlen's mission is to contribute to the renewal of some of New York City's most devastated communities by providing quality preventive social services to children, families and their neighborhoods. Among its many activities is demonstrating the correlation between child abuse, neglect and dropping out of school and a later life of dependency.

Mr. Canada enjoys a national reputation as both an advocate for children and expert on issues concerning violence, children and community redevelopment. He is the acclaimed author of *Fist Stick Knife Gun: A Personal History of Violence in America,* and was the recipient of the first Heinz Award in 1994 for his passionate concern for children and his selfless determination to make their lives safer and saner. The Robin Hood Foundation's Heroes of the Year Award and Bowdoin College's Common Good Award have also recognized him for his dedicated work.

Mr. Canada is the founder of the Chang Moo Kwan Martial Arts School, a nationally recognized model for violence prevention efforts. Prominent among his many efforts are Rheeden's Beacon School, Harlem Peacemakers Program and Community Pride Initiative. His newest initiative is the Harlem Children's Zone, which will work with all of the children and families in a 23-block area in Central Harlem. In addition, he serves as the East Coast Regional Coordinator for the Black Community Crusade for Children. He holds a B.A. from Bowdoin College and an M.A. in Education from the Harvard Graduate School of Education.

KEN R. CANFIELD
President & Founder
National Center for Fathering

Ken Canfield is president and founder of the National Center for Fathering, a Kansas City-based nonprofit education and research center dedicated to inspiring and equipping men to be responsible fathers. A research scholar specializing in the area of fatherhood and the history of the family, he serves as a consultant to state and local community officials on ways to engage and equip fathers in local programming. In addition to his work with the National Center for Fathering, he is one of the founding members of Vice President Gore's "Father to Father" initiative.

Dr. Canfield is the author of books and magazine articles on fathering skills and research, including the award-winning 1992 *Seven Secrets of Effective Fathers,* and has been interviewed on numerous television and radio programs about his work. In conjunction with a number of scholars, he developed the *Personal Fathering Profile,* one of the largest ongoing databases on fathering in the country and a tool for men to inventory their strengths and opportunities as fathers.

Dr. Canfield received his bachelor's degree from Friends University in Kansas, an M.C.S. degree from the University of British Columbia – Regent College, and his Ph.D. in education from Kansas State University. In 1993 the National Congress for Men and Children awarded Father of the Year to Dr. Canfield.

J. BEN CASEY, JR.
President
YMCA of Metropolitan Dallas

J. Ben Casey is the President of the YMCA of Metropolitan Dallas, which serves 259,000 members in the Greater Dallas area, 25 percent of area families. One of the largest YMCA's in the United States, the YMCA of Metropolitan Dallas is a human care organization based on Christian values that promotes, through its programs, the physical, emotional and spiritual well-being of individuals of all religions, races, ages and communities. Mr. Casey oversees 22 branch locations and 145 program centers that serve five counties. Mr. Casey also participates in administering the Dallas Coalition for character values and the Mayor's Summer Youth employment program.

Mr. Casey is the son of a Voice of America U.S.I.A engineer and grew up in the Philippines and Munich, Germany. He received his B.A. degree in Psychology at the University of California, Los Angeles and M.A. degree in Counseling at Chapman College.

BRANDI CHAPPLE
Student
Trinity College, Washington D.C.

Brandi Chapple is an 18-year-old freshman at Trinity College, where she is the president of her class and is pursuing a double major in Spanish and Communications and a minor in International Studies. She serves on the Youth Leadership Team for the National Campaign to Prevent Teen Pregnancy through which she has given numerous speeches on how to reduce teen pregnancy. Ms. Chapple is also a co-host of Black Entertainment Television's "Teen Summit," a teen talk show that focuses on various issues of interest to teens. She is a native of Laurel, Maryland.

GABRIELLA CONTRERAS
Student
Roskruge Elementary and Middle School, Tucson, AZ

Gabriella Contreras is an eighth grader at Roskruge Elementary and Middle School in Tucson, Arizona. Having witnessed firsthand the horrors of school violence when drug-related riots broke out opposite her school's playground in third grade, she founded Be Alert and Don't Do

Drugs (BADDD), a community-service club whose motto is "Even as youth we can make a positive difference in our home, neighborhood, school and community." She has taken this message beyond her school, serving as the Arizona Youth Delegate at the President's Summit for America's Future in 1997, and by organizing a citywide Youth Summit in Tucson.

Most recently, Ms. Contreras led a community-wide peace march involving more than 500 people in response to local copy-cat violence that occurred following the Littleton tragedy. She also serves on several national boards, including the 4-H Council, and is a representative for the Department of Health and Human Service's "Girl Power!" initiative, a national public education campaign to encourage girls 9 to 14 years of age to make the most of their lives.

Ms. Contreras has received more than $30,000 in scholarship funds for her community service.

ROBERT J. DAVIS
President & CEO
Lycos, Inc.

Robert J. Davis, president and Chief Executive Officer of Lycos, Inc., was the company's first employee in June 1995. Since that time Davis has transformed Lycos from an Internet search engine to one of the most powerful Internet hubs and media companies worldwide. In less than four years, Davis has led Lycos from a company with $2 million in venture capital to a multi-billion dollar business. In addition to Lycos, he serves on the board of directors of Boston College High School, the Greater Boston Chamber of Commerce, the Massachusetts Interactive Media Council and The Man.com.

Through a string of strategic partnerships and investments, along with eight major acquisitions, Mr. Davis has led Lycos in developing the Lycos Network, a pioneering Web media model that delivers mass reach and diversity of audience and programming. This community-based, integrated network of complementary websites and entities includes three top 10 websites and is one of the most visited hubs on the Internet, being used by one out of every two web users each month.

Mr. Davis holds a Bachelor of Science degree, summa cum laude, from Northeastern University and an MBA, with high distinction, from Babson College.

DANNY DEVITO
Writer, Director, Actor and Producer

Danny DeVito is a prolific actor with upcoming appearances in four films. In addition, he is a filmmaker who directs, writes and produces. He is also the co-founder of Jersey Films.

Mr. DeVito started his career on stage and eventually was cast as Martini in the production of "One Flew Over the Cuckoo's Nest," a role that would lead to many others. Like many

accomplished actors, DeVito became an "overnight success" after years of hard work. He has accrued numerous credits in television, cable and film and has won a Golden Globe and Emmy. He is now considered one of the entertainment industry's most successful filmmakers.

With his wife, Rhea Perlman, DeVito helped found the Colonnades Theater Lab and is also involved in the Children's Action Network

Mr. DeVito graduated from the American Academy of Dramatic Arts.

ANGELA DIAZ
Professor
Mount Sinai Adolescent Health Center

Angela Diaz is a professor and vice chair of the Department of Pediatrics at Mount Sinai School of Medicine where she is responsible for the Division of General Pediatrics and the Division of Adolescent Medicine. She is also director of Health Services for the Children's Aid Society of New York.

Dr. Diaz served as a White House Fellow in 1995, where she examined health care policies in the U.S. Territories in the Pacific and the Caribbean. She has been very involved in issues of international health, as well as advocacy issues and policy in the United States. Her research has covered adolescent reproductive health, teen pregnancy prevention, childhood sexual victimization and adolescents in the Juvenile Justice System. Dr. Diaz has been the recipient of numerous honors and awards and has authored a number of professional articles. She received her medical degree from Columbia University College of Physicians and Surgeons and her postdoctoral training from the Mt Sinai School of Medicine.

JACQUELYNNE S. ECCLES
Wilbert McKeachie Collegiate Professor of Psychology
University of Michigan

Jacquelynne Eccles is the Wilbert McKeachie Collegiate Professor of Psychology, Women's Studies and Education, as well as a research scientist at the Institute for Social Research at the University of Michigan. She also serves as the Interim Chair of Psychology at the University of Michigan. Over the last 30 years, she has conducted research on a wide variety of topics including gender-role socialization, teacher expectancies, classroom influences on student motivation and social development in the family and school context. Much of this work has focused on the adolescent periods of life when health-compromising behaviors such as smoking dramatically increase.

Dr. Eccles has served as the past chair of the Advisory Committee for the Social, Behavioral and Economic Directorate at the National Science Foundation. She is a member of the MacArthur Foundation Network on Successful Adolescent Development and Chair of the MacArthur

Foundation on Successful Pathways through Middle Childhood. Dr. Eccles has been the associate editor of *Child Development* and is co-author of *Women and Sex-Roles* and *Managing to Succeed*. She received her Ph.D. in developmental psychology from the University of California, Los Angeles in 1974. Dr. Eccles has served on the faculty at Smith College, the University of Colorado, and the University of Michigan.

JAY ENGELN
MetLife/NASSP National Principal of the Year 2000
William J. Palmer High School, Colorado Springs, CO

Jay Engeln is principal of William J. Palmer High School in Colorado Springs, Colorado. He is also the MetLife/NASSP National Principal of the Year 2000.

In 1974, Mr. Engeln began his career in education as a science teacher and soccer coach in Colorado Springs. He taught biology and environment science at Mitchell High School and human anatomy and physiology at Doherty High School, always placing strong emphasis on student interaction and involvement in the learning experience. While at Doherty High School, Engeln was a finalist for Colorado Teacher of the Year. He organized the first high school soccer team in Colorado Springs and in 1985 was named National High School Soccer Coach of the Year.

In 1993, Mr. Engeln was named principal of William J. Palmer High School. The school, located in the heart of downtown Colorado Springs, included aging buildings, a declining and transient population base, a ninth grade failure rate of 45 percent, an overall student dropout rate 8.4 percent and a negative image within the community. Mr. Engeln felt strongly that as the principal, his role was to provide direction and support for initiatives that focused on improving student achievement through the creation of programs that met all students needs. Under his leadership and with the dedicated support of staff, students and community members, enrollment has almost doubled since Engeln assumed the role of principal, construction projects are underway to provide new and better facilities, graduation rates have steadily increased, dropout rates have declined and test scores (ACT/SAT and TAP) are consistently among the highest in any public or private school in the region.

In addition, Mr. Engeln has been involved in several unusual methods to obtain support for school programs. Last year, Engeln rode his bicycle 324 miles across the state of Colorado to raise money for programs at the school.

Mr. Engeln received his undergraduate degree in biology from Colorado College. He continued his education at the University of Colorado to receive his Master's degree in Science Education.

ELLEN GALINSKY
President & Co-Founder
Families and Work Institute

Ellen Galinsky is the president and co-founder of the Families and Work Institute, a Manhattan-based nonprofit organization conducting research on the changing family, workplace and community. Ms. Galinsky co-authored the 1997 National Study of the Changing Workforce, a nationally representative study of the U.S. workforce updated every five years, and the 1998 Business Work-Life Study, revealing the trends and prevalence of business initiatives that support the family and personal life of employees.

As a leading authority on work-family issues, she was a presenter at the 1997 White House Conference on Child Care and appears regularly on television and in the media. Ms. Galinsky is the program director of the annual work-life conference co-convened by the Conference Board and Families and Work Institute. As a past president of the National Association for the Education of Young Children, she has also served on many boards, commissions and task forces. Her work with numerous companies and governments extends globally.

For 25 years Ms. Galinsky was on the faculty at the Bank Street College of Education, where she helped establish the field of work and family life. She has authored over 20 books and reports and published more than 100 articles in academic journals, academic books and magazines. Her newest book, *Ask the Children*, is considered a landmark investigation of how to succeed at work and parenting.

Ms. Galinsky received her B.A. in child studies at Vassar University and an M.S. in Child Development from Bank Street College. She holds a New York State Teacher Certificate.

LATOYA GARDNER
Student
Maplewood Comprehensive High School, Nashville, TN

Latoya Gardner is a junior at Maplewood Comprehensive High School and has been an active member and volunteer at the YMCA of Nashville and Middle Tennessee. She volunteers with the YMCA's P-TAP (Positive Theory Awareness Program) and Teen Leadership Council.

The YMCA's P-TAP is an arts program that enables teens to communicate to other teens about making good choices in difficult circumstances through drama, dance and music performances. The YMCA's Teen Leadership Council is made up of teen leaders from the Nashville area's 19 YMCA's and features teen leadership weekends, educational sessions and citywide community service projects.

Ms. Gardner is a member of her school's track and tennis teams. She also serves as a member of the National Honor Society and ROTC.

JAY N. GIEDD
Chief of Brain Imaging at the Child Psychiatry Branch

National Institute of Mental Health

Jay Giedd is chief of Brain Imaging at the Child Psychiatry Branch of the National Institute of Mental Health, where he is using magnetic resonance imaging to study brain development in healthy and unhealthy children and adolescents. He is also a practicing clinician and is board certified in General Psychiatry and Geriatric Psychiatry as well as Child and Adolescent Psychiatry.

Dr. Giedd has written extensively in medical and science journals on the biological basis of behavioral, cognitive, and emotional disturbances, and lectures nationally and internationally on these topics. His publications include works on autism, depression, dyslexia, eating disorders, learning disabilities and pediatric autoimmune neuropsychiatric disorders associated with streptococcus, Sydenham's chorea, and Tourette's syndrome. He has also published seminal papers in the areas of attention deficit/hyperactivity disorder and childhood-onset schizophrenia. Dr. Giedd's recent work has focused on healthy brain development and the factors that guide and influence this process.

KENNETH L. GLADISH
Chief Executive Officer
YMCA of the USA

Kenneth Gladish is the chief executive officer of the YMCA of the USA. He joined the YMCA after serving six years as executive director of the Indianapolis Foundation and William E. English Foundation and three years as president of the Central Indiana Community Foundation. He has also served as president of the Indiana Humanities Council, director of the Indiana Donors Alliance and taught at Indiana University in Indianapolis, as well as Butler University.

Dr. Gladish began his career as the assistant director for youth and community programs at the North Suburban YMCA outside of Chicago in the mid-1970s. During the last 20 years, he has served on the boards of the three local YMCAs, as well as on the National Board of the YMCA of the USA from 1977 to 1983. He also served as a U.S. delegate to the YMCA World Alliance Executive Committee in Geneva, Switzerland.

Dr. Gladish received his bachelor's degree from Hanover College in Indiana and his masters and doctorate degrees in foreign affairs from the University of Virginia.

SUSAN GADDY GREENE
Teacher
I.S. 218 in New York City

Susan Greene teaches dance for the New York Public Schools at I.S. 218/Children's Aid Society Community School, where she is also the director of the SUMA/C.A.S. Dance Company. Opened in March 1992, I.S. 218 is one of four community schools run by the Children's Aid Society in Washington Heights in partnership with the New York City Board of Education, the local school district, and many community-based organizations.

Community Schools are open six days a week, 15 hours a day, year-round. The comprehensive services provided include medical and dental care, mental health, recreation, supplemental education, youth programs, family life and parent education and weekend and summer camp services. The schools perform health and dental screenings for 96 percent of students plus their siblings, preventing many absences related to medical appointments and illnesses. Examples of extended-day programs include individual tutoring, the student-run school store, "Peace Teams," which pairs students with police officers for cross-cultural learning and a student-initiated day care center at a local welfare office. Average attendance rates are over 90 percent and reading and math scores are 15 percent higher than comparable schools.

Ms. Greene received her B.A. in Dance from the University of Maryland and her M.A. in Dance Education from Teachers College at Columbia University. In 1998, she was selected for *Who's Who Among American Teachers*, and she has recently published an article in AAHPERD, an international journal, titled *Mourning Into Dancing- The Transformation of Lives, A Personal Journey.*

TALMIRA L. HILL
Program Associate
Annie E. Casey Foundation

Talmira Hill is a program associate with the Annie E. Casey Foundation since 1995, where her research has focused on youth development and economic opportunity for vulnerable young adults making a transition to adulthood. Prior to joining Casey, Ms. Hill worked in the U.S. Department of Education focusing on high school education reform and workforce education and training, and in the policy advocacy field with the Center for Law and Education on issues of education for low-income children and youth.

Ms. Hill also gained experience in international health issues as research coordinator for the Johns Hopkins University, as a practitioner with Africare and as a specialist on literacy issues in Senegal, West Africa. She holds a Master of Education degree from Harvard University and a Bachelor of Science degree in International Politics from the School of Foreign Service at Georgetown University.

LARRY HURT
1999 Indiana Teacher of the Year
Ben Davis High School, Wayne Township, Indianapolis

Larry Hurt is an art teacher at Ben Davis High School in Indianapolis and was named the 1999 Indiana Teacher of the Year. Using his year away from the classroom to serve as Teacher in Residence/Teacher Ambassador in the Indiana Department of Education, Mr. Hurt is participating in a variety of projects in Program Development while speaking to education students and student teachers throughout the state about becoming and remaining a passionate

teacher.

In Wayne Township, Mr. Hurt has been chosen by students 15 years in a row for the Senior's Choice Awards. He was Ben Davis Teacher of the Year in 1991 and 1998, and Teacher of the Year of Wayne Township in 1998. He received the Prelude Awards/Kightlinger and Gray Outstanding Arts Educator Award in 1998, the Governor's Art Award in 1999, and was one of three visual arts teachers honored by the Walt Disney Company's American Teacher Awards in 1992.

At Ben Davis High School, Mr. Hurt is credited by colleagues with 25 years of innovative arts outreach programs. He co-founded the Special Arts Club, an outreach program that brings special needs students and art students together in a peer-tutoring environment. Mr. Hurt is also the Ben Davis school improvement chair, chairs the North Central Association and Performance-Based Accreditation committees, and has served on the district Strategic Planning Team.

Mr. Hurt earned the B.A. degree in art education at Purdue University in 1973 and his M.S. in education at Butler University in 1983. He is currently working on his Ph.D. in art education at Purdue.

HAROLD S. KOPLEWICZ
Founder & Director
New York University Child Study Center

Harold Koplewicz is founder and director of the NYU Child Study Center, vice-chairman of the Department of Psychiatry, professor of Child and Adolescent Psychiatry and a professor of Clinical Pediatrics at the New York University School of Medicine. Dr. Koplewicz has appeared frequently on national television shows to discuss child and adolescent psychiatry. In addition, he has authored several books, including the textbooks *Depression in Children and Adolescents*, *It's Nobody's Fault: New Hope and Help for Difficult Children and their Parents* and *Childhood Revealed: Art Expressing Pain, Hope and Discovery.*

He has won several awards for his work, including the 1997 Exemplary Psychiatrist Award from the National Alliance of the Mentally Ill and the 1997 Reiger Service Award from the American Academy of Child and Adolescent Psychiatry in recognition of his work in the development of school-based mental health programs. He serves on the National Advisory board of *Parents Magazine*, and since 1997 has been editor-in-chief of *the Journal of Child and Adolescent Psychopharmacology.*

KATHLEEN LEE
Teacher
John P. Turner Middle School, Philadelphia, PA

Kathleen Lee has been an English teacher at John P. Turner Middle School, West Philadelphia Improvement Corps (WEPIC), since 1989. She is an award-winning teacher, a leader in her community and an expert on service-learning.

Ms. Lee serves as a board member for various community organizations, including the YMCA of Philadelphia, Columbia North Branch and the Pennsylvania Middle School Association.

Ms. Lee is a graduate of the University of Pennsylvania and holds a masters of Education from Temple University. Recently, she has been nominated for the Time Warner Cable Teacher of the Year Apple Award.

THE MALONE FAMILY
Laurel, Maryland

Donnie and Fonda Malone live in Laurel, Maryland with their four children: daughters Lakeya, Temaka and Alivia, and son Donnie. Lakeya and Temaka are both active teenagers, involved in their schools and in numerous extracurricular activities. Between Donnie and Fonda's career responsibilities and Lakeya, Temaka, Alivia and Donnie's busy schedules, the Malones often struggle to find quality time together.

Mr. and Mrs. Malone both believe that their first priority, as parents, is to help their children make healthy decisions and learn the value of responsibility. The Malones recognize that they must remain focused and firmly committed to the essential responsibility of nurturing their relationship with their children.

Mrs. Malone is a teacher at Laurel Woods Elementary School in Howard County, Maryland. During her tenure as an educator, she has received praise and thanks from her students, parents, and co-workers for her enthusiasm in the classroom and her dedication to her students.

Mr. Malone is the executive director of the Druid Hill Family YMCA, located in a high poverty, high crime neighborhood in the city of Baltimore, Maryland. He has dedicated his career to carrying out the mission of the YMCA to build strong children, strong families, and strong communities.

EMILY McDONALD
Student
Clarkrange High School, Clarkrange, TN

Emily McDonald is a junior at Clarkrange High School. A participant in Appalachian Teen Leaders for the past three years, she has risen in the ranks to the position of facilitator at Save the Children conferences. Her teen group in Fentress County calls themselves THE-Teens Helping Everyone. Among the many service activities THE has been involved in is the building of an outdoor playground at a local community center. THE has participated and aided in the

packaging and distribution of over 500 emergency assistance kits including toiletries and first aid supplies for survivors of disasters such as floods and hurricanes. It has also challenged other youth groups in the area to match or exceed their output.

This past summer, Ms. McDonald served as a Child Youth Intern for Save the Children and will return again this summer to volunteer for the Summer America Reads program and the summer arts program at South Fentress.

She plans to attend a four-year university after graduation.

JUDITH A. McHALE
President & COO
Discovery Communications, Inc.

As President and Chief Operating Officer of Discovery Communications, Inc. (DCI), Judith McHale is responsible for overall strategic direction, business development and operations of all DCI resources and properties in the United States and around the world. Under her leadership, DCI has grown from its core property, the Discovery Channel, to become the leading global real work media company.

Ms. McHale has led DCI's extensive efforts to fulfill its social responsibilities. She created the Discovery Channel Global Education Fund, which provides advanced satellite technology to deliver free educational programming to over 40,000 students at 43 schools and community centers throughout rural Africa and Latin America. In 1999, following the tragic shootings in Littleton, Colorado, she committed DCI to provide media literacy training to every public school in Maryland.

Before joining Discovery in 1987 as its general counsel, she served as general counsel for MTV Networks, where she was responsible for legal affairs for MTV, Nickelodeon and VH-1. Ms. McHale graduated from Fordham Law School and earned her undergraduate degree in politics from the University of Nottingham in England.

MILBREY W. McLAUGHLIN
Professor of Education
Stanford University

Milbrey McLaughlin is the David Jacks professor of education at Stanford University, and serves as the co-director of the Center for Research on the Context of Teaching. She is also co-principal investigator of a multi-year project that examines community-based resources for at-risk youth in diverse community settings and directs the Pew Forum on Educational Reform. Prior to joining the faculty at Stanford University, Dr. McLaughlin served as a senior social scientist at the Rand Corporation.

Dr. McLaughlin is the author or co-author of numerous books, articles and chapters on education policy issues, contexts for teaching and learning, productive environments for youth and community-based organizations. Her recent book, *Community Counts: How Youth Organizations Matter for Youth Development*, calls for communities to rethink how they design and deliver services for youth, particularly during the non-school hours.

Dr. McLaughlin received her B.A. from Connecticut College and her Ed.M. and Ed.D. from Harvard University.

KATHRYN C. MONTGOMERY
President & Co-Founder
Center for Media Education

As president and co-founder of the Center for Media Education (CME), Kathryn Montgomery is an authoritative and influential voice for creating a quality media culture for children, their families and the community. She directs CME's *Research and Public Education Initiative on New Media, Children, and Youth* which is designed to both stimulate research and act as a clearinghouse on research and policy developments for academics, industry, the public and policymakers.

Dr. Montgomery's research, writings and testimony have helped frame public policy on critical media issues, including online safeguards for children through the Children's Online Privacy Protection Act (COPPA), a content-based ratings system for television programs and the 1996 FCC rule requiring a minimum of three hours of educational programming for children. Dr. Montgomery's book, *Target: Prime Time – Advocacy Groups and the Struggle Over Entertainment Television*, is the definitive study of the relationship between advocacy groups and network television.

Dr. Montgomery has served as a consultant to the Center for Substance Abuse Prevention, U.S. Department of Health and Human Services and as a guest scholar at the Woodrow Wilson International Center for Scholars. She was a professor of film and television at the University of California, Los Angeles. She received her Ph.D. in film and television from UCLA.

CAROLE MORRIS
Founder & CEO
Mount Vernon Neighborhood Health Center

Carole Morris is founder and CEO of the Mount Vernon Neighborhood Health Center in Mt. Vernon, New York, a comprehensive health facility which provides multifaceted health services to over 52,000 patients. A nurse by training, Ms. Morris has been working to improve the public health in her community for over thirty years. She has served as Chairman of the National Association of Community Health Centers and founded the Community Health Care Association of New York State.

Ms. Morris is also President of Community Choice Health Plan of Westchester, a Medicaid-

managed care plan. Ms. Morris received her B.A. at Iona College and is a registered nurse from Mount Vernon School of Nursing.

JUSTIN NEWLAND
Member
National Youth Action Council, National Campaign Against Youth Violence

Justin Newland (age 19) is a sophomore majoring in Agriculture Education, with a minor in Agriculture Business, at Coffeyville Community College. From rural Kansas, Mr. Newland joined Future Homemakers of America (FHA) in junior high school where his work emphasized family and community development. From FHA, he joined other state and national organizations and was a high school athlete, competing in football, basketball and track. He is currently an intern with the National Safety Council and serves as their youth representative to the National Organizations for Youth Safety.

Mr. Newland is a Member of the National Youth Action Council of the National Campaign Against Youth Violence. He wrote in his application to the National Youth Action Center, "We have been stereotyped as a violent generation, with no regard for human life. I think it is very important for today's youth to stand up and take a voice in issues that surround them."

KATHERINE NEWMAN
Malcolm Wiener Professor of Urban Studies
Harvard University

Katherine Newman is presently the Malcolm Wiener professor of urban studies at Harvard University's John F. Kennedy School of Government. She chairs the National Science Foundation training program on "Inequality and Social Policy" and the joint doctoral programs in sociology, government and social policy.

Dr. Newman is the author of several books on middle class economic insecurity. Her 1999 book, *No Shame in My Game: The Working Poor in the Inner City,* focused on job search strategies, work experiences and family lives of African American and Latino youth and adults in Harlem. *No Shame in My Game* has been named the winner of the Sidney Hillman Book Prize and the Robert F. Kennedy Book Award for 2000.

Dr. Newman holds a Ph.D. in anthropology from the University of California, Berkeley.

RHEA PERLMAN
Writer, Actress & Producer

Rhea Perlman is an Emmy-award winning actress with a wide variety of television, cable and film credits. She is currently starring in the television drama "The Further Adventures," a pilot being developed for the fall season. Although Ms. Perlman is most widely known for her role on NBC's "Cheers," she has written and produced numerous projects as well as founded her own development company, New Street Productions, with her husband Danny DeVito.

Ms. Perlman helped found the Colonnades Theater Lab and is a strong supporter of many children's charities including LA's Best, the Westside Children's Center, Children's Action Network, the Children's Defense Fund and the Pediatric AIDS Foundation.

Ms. Perlman received her bachelor's degree from Hunter College.

Lan-Anh Phan
Student
Woodrow Wilson High School, Washington, D.C.

Lan-Ahn Phan's family came to the United States from Vietnam in 1995 when she was 14 years old. Within a year after her arrival, and with the help of a mentor, Ms. Phan became an honor student, won first place for a Science Fair Project, and was honored as the Student of the Year in English at Woodrow Wilson High School, in Washington, DC. Since then, she has served as President of the Asian American Student Association, co-captain of the Girl's Cross Country Team and coordinator of the National Honor Society.

In addition to her academic achievements, Ms. Phan has been a leader in her community, helping other refugee children in her neighborhood. She has organized and taught Vietnamese classes to elementary school children and was a founding board member of Asian American LEAD (a nonprofit service provider for refugee and immigrant families) where she works with parents, youth, staff and other professionals to develop youth programs. In 1998, Ms. Phan founded the Youth Power Group with the mission to engage youth in developing educational, cultural and recreational programs for refugee youth. Ms. Phan also serves as an advisory board member for the National Campaign to Prevent Teenage Pregnancy.

Ms. Phan plans to attend the University of Virginia at Charlottesville in the fall.

KAREN JOHNSON PITTMAN
Senior Vice President
International Youth Foundation

Karen Pittman is senior vice president of the International Youth Foundation (IYF), an organization dedicated to improving conditions for children and youth worldwide by enabling them to care more responsibly for themselves, their families, their communities and the world. In 1999, she established IYF-US, an arm of IYF committed to bringing international lessons and perspectives to U.S. conversations about youth development and youth policy.

An accomplished sociologist and recognized leader in the youth development field, Ms. Pittman began her career at the Urban Institute. She spent six years at the Children's Defense Fund promoting an adolescent policy agenda through the development of a bimonthly report series that linked pregnancy prevention to broader youth development strategies. Ms. Pittman was the founder and Director of the Center for Youth Development and Policy Research until 1995,

when she accepted a position with the Clinton Administration as director of the President's Crime Prevention Council.

Ms. Pittman has written three books and dozens of articles on youth issues and is a regular columnist and public speaker. Currently, she sits on the boards of the E.M. Kauffman Foundation, Educational Testing Service, American Youth Work Center and is a member of the National Research Council's Forum on Adolescence. In the course of her career she has also served on the board of the Carnegie Council on Adolescent Development.

Ms. Pittman received her B.A. in Sociology and Education at Oberlin College and her master's in Sociology at the University of Chicago.

MICHAEL PRESTON
President
Gila River Youth Council

Michael Preston is a freshman at Scottsdale Community College, majoring in Administration and Justice. Mr. Preston, a Native American, has worked to educate his fellow peers about his tribe's history. Currently, he serves as president of the Gila River Youth Council, an organization focused on getting youth involved with the community in a positive way while educating young Native American adults on the system of tribunal government.

Mr. Preston is a passionate advocate for the rights of tribes. He oversees Gila River Close-Up, a three-day hands-on program involving youth from around the area to educate them on the inner workings of the tribunal government system. Mr. Preston is also actively involved as a member of the Office of Juvenile Justice and Delinquency Prevention's National Youth Network and leader in his local Boys' and Girls' Club in Sacaton, AZ.

ROBERT D. PUTNAM
Peter & Isabel Malkin Professor of Public Health
Harvard University

Robert Putnam is the founder of "The Saguaro Seminar: Civic Engagement in America," a program that has brought together leading practitioners and thinkers to develop broad-scale ideas to fortify our nation's civic connectedness. Dr. Putnam is also the Peter & Isabel Malkin Professor of Public Health at Harvard University, where he teaches undergraduate and graduate courses in American politics, international relations, comparative politics and public policy.

As an accomplished writer, Dr. Putnam has authored and co-authored ten books and more than thirty scholarly works, including *Making Democracy Work: Civic Traditions in Modern Italy;* which has been published in twelve languages. In June 2000, Dr. Putnam's study of civic engagement in the United States will be published as *Bowling Alone: The Collapse and Revival of American Community.*

Currently, Dr. Putnam is a member of the Council on Foreign Relations and the Trilateral Commission and is a fellow of the American Academy if Arts and Sciences. Dr. Putnam was recently nominated as President of the American Political Science Association for 2001-2002. Before beginning his career at Harvard University in 1979, Dr. Putnam served on the staff of the National Security Council and is a former dean of the John F. Kennedy School of Government.

Dr. Putnam attended Balliol College, Oxford and received his BA from Swarthmore College and Ph.D. from Yale University.

MICHAEL D. RESNICK
Director of Research, Division of General Pediatrics & Adolescent Health
University of Minnesota School of Medicine

Michael Resnick, a sociologist, is a Professor of Pediatrics and Director of Research for the Division of General Pediatrics and Adolescent Health in the School of Medicine at the University of Minnesota. He is also Director of the National Teen Pregnancy Prevention Research Center. He was lead author on the first paper published from the National Longitudinal Study of Adolescent Health (Add Health), and is particularly interested in the identification of the factors, experiences and events in the lives of young people that protect against involvement in behaviors that are dangerous to adolescents and to others.

Dr. Resnick has earned four awards for outstanding teaching, including one from the Society for Adolescent Medicine. He is a reviewer for over 20 scholarly journals and serves on the board of the Journal of Adolescent Health.

ROBERT S. RIVERA
Associate Director
Project GRAD

Robert Rivera is the Associate Director of Project GRAD, a school-community collaboration that focuses on improving the instructional quality, school environment and the college entrance of at-risk children in Houston. The model for the Administration's GEAR-UP program, Project GRAD has emerged as a leading school reform effort in the United States for public schools in distressed urban communities.

Previously, Rivera served as project manager and cluster leader for Communities in Schools at Jefferson Davis High School in Houston, Texas. In these capacities, he supervised staff in delivering a multitude of services to students, including mentoring, tutoring, health care and employment, for at-risk high school students.

Rivera is a graduate of Texas Southern University.

NICOLE SALINAS
Antonian High School
San Antonio, TX

Seventeen-year-old Nicole Salinas, a senior at Antonian College Preparatory, is the student director of City Year City Heroes, a student-led volunteer program affiliated with City Year AmeriCorps. A bright and energetic young teenager, she devotes most of her spare time to contributing to the betterment of the community around her. She is affiliated with many service-oriented organizations and sits on several youth advisory boards around the city of San Antonio, including the United Way Youth Council and the Family Services Youth Advisory Board

Ms. Salinas was recently selected to represent the U.S. at the Global Youth Leadership Conference this summer. She was also selected for the 1999 Congressional Youth Leadership Conference, the Global Youth Leadership Conference to be held this summer, and received the prestigious San Antonio "Express News" Jefferson Award for her contributions to her community through leadership and service. For National Youth Service Day, a nationwide effort led by Youth Service America, she recently organized a youth summit and graffiti clean up project for 500 youth in her community.

Ms. Salinas will be attending the University of Texas at Austin in the fall where she hopes to major in communications.

ANDREW SHUE
Co-Founder & Chairman
Do Something

Andrew Shue is co-founder and chairman of the national non-profit organization Do Something, a nationwide network of young people creating solutions to the challenges facing their schools and communities. Over the last seven years, he has been instrumental in guiding the strategic direction of Do Something, as well as the formation of strategic partnerships with a variety of corporations, including McKinsey & Company, Arnold Corporations, MTV, Fox Television, Blockbuster Entertainment and Applied Materials.

Mr. Shue's passion for community involvement developed in high school when he founded Students Serving Seniors, a group dedicated to matching students with senior citizens. Thirteen years later the organization is still thriving. In 1990, he spent a year teaching high school in math in Bulawayo, Zimbabwe. Most recently, he has co-founded ClubMom, Inc., a national membership organization that serves and celebrates Moms.

Mr. Shue has played professional soccer and served as a pioneer player and spokesperson for the Los Angeles Galaxy and Major League Soccer. He co-founded International Sports Publishing, Inc., which produces MLS Gameday programs. He also co-founded Shue Media, Inc. with his

brother and is currently co-producing an IMAX movie about World Cup Soccer. For six years Mr. Shue starred in the popular television show *Melrose Place.*

Mr. Shue graduated from Dartmouth College.

EDD L. SPEAKER
Senior Claims Consultant
Marsh USA

Edd Speaker is a Senior Claims Consultant at Marsh USA, Risk & Insurance Services in Los Angeles. He is a member on the Board of Trustee of Brookins Community AME Church. Mr. Speaker also has ten years of association with Challengers Boys and Girls Club of Los Angeles and is a past member of the Los Angeles Commission on Assaults Against Women. He has also served as a counselor for victims of rape and domestic violence.

Mr. Speaker's commitment to his family and his active participation in the community have been recognized by numerous commendations, including a Parent of the Year Award in 1993 and a Volunteer of the Year Award in 1994. Both the IRS and Franchise Tax Board have acknowledged his volunteer work with the low income and elderly in the preparation of tax returns. Mr. Speaker was also a past nominee for a national Community Service Award given by Sedgwick, Inc. Currently, Mr. Speaker resides in Los Angeles, CA with his wife and four children. He attended Texas Southern University on a football scholarship, majoring in business. He served in the United States Air Force and the Strategic Missile Command at Vandenberg AFB, California.

EDWIN SPEAKER
Student
Taft High School, Los Angeles, CA

Edwin Speaker was born and raised in California and is currently a senior at Taft High School, where he is an active participant in various extra-curricular activities. Edwin is an accomplished musician specializing in drums and percussion. He is a member of the Taft High School marching band, concert band and jazz band, and has served as drum line captain for two years. In his spare time, he is a back-up drummer with the Brookins AME Church.

Mr. Speaker's interests include restoration of antique cars and working part-time as a host at Red Lobster Restaurant on the weekends. He plans to attend West Los Angeles College in the fall.

Laurence Steinberg
Laura H. Carnell Professor of Psychology
Temple University

Laurence Steinberg is a Distinguished University Professor and Laura H. Carnell Professor of Psychology at Temple University. A nationally recognized expert on psychological development in adolescence, Dr. Steinberg has focused his research on a range of topics in the study of contemporary adolescence, including parent-adolescent relationships, adolescent employment, high school reform and juvenile justice.

Dr. Steinberg has taught previously at Cornell University, the University of California at Irvine and the University of Wisconsin at Madison. He is a fellow of the American Psychological Association, has been a Faculty Scholar of the William T. Grant Foundation, and is currently Director of the John D. and Catherine T. MacArthur Foundation Research Network on Adolescent Development and Juvenile Justice. Dr. Steinberg is past-president of the Society for Research on Adolescence, the major professional organization of social and behavioral scientists interested in adolescent growth and development.

Among the many honors Dr. Steinberg has received are the John P. Hill Award for Outstanding Contributions to the Study of Adolescence, given by the Society for Research on Adolescence, and the Society for Adolescent Medicine's Gallagher Lectureship.

Dr. Steinberg was educated at Vassar College, where he was elected to Phi Beta Kappa and graduated in 1974 with honors. In 1977, he received his Ph.D. in human development and family studies from Cornell University.

LAURA SESSIONS STEPP
Journalist/Author
The Washington Post

Laura Sessions Stepp is a Pulitzer Prize winning journalist specializing in the coverage of teenagers and the adolescent years for the Style Section of the Washington Post. Ms. Stepp has written about children and families for more than a decade, and her work has appeared in such publications as *Parent, Child, Working Mother, Reader's Digest* and *Nieman Reports* of Harvard University.

Ms. Stepp served as a member of the U.S. Surgeon General's Healthy People 2000 Panel on Adolescence in 1998 and 1999 and chairs the board of advisors of the Casey Journalism Center for Children and Families at the University of Maryland. She authored *Our Last Best Shot: Guiding Our Children Through Early Adolescence*, which will be released in June and has already been highly acclaimed by experts in the field.

After receiving her bachelor's degree from Earlham College in Richmond, Indiana, Laura Stepp was awarded a masters degree by the Columbia University Graduate School of Journalism. From 1996-98, Ms. Stepp was a visiting scholar at the National Academy of Sciences' Board on Children, Youth and Families.

DOROTHY STONEMAN
President & Founder
YouthBuild USA

Dorothy Stoneman is president and founder of YouthBuild USA, a national non-profit support center for YouthBuild programs to provide construction skills, education and leadership training for unemployed and undereducated youth, while producing affordable housing for low-income individuals. Dr. Stoneman also chairs the YouthBuild Coalition, with 650 member organizations in 49 states. Prior to founding YouthBuild USA, she spent 25 years running day care centers, community-based schools, housing development corporations and youth programs in East Harlem.

Dr. Stoneman and colleagues developed the prototype YouthBuild in East Harlem between 1978 and 1990. Encouraged by young people, visitors, and program officers from the Charles Stewart Mott and Ford Foundations, Stoneman founded YouthBuild USA in 1990 to replicate the success her program in New York City had demonstrated. Legislation authorizing YouthBuild programs under HUD was passed in 1992. There are now 145 programs in 44 states.

Dr. Stoneman has a bachelor's degree in biology and American history from Harvard University, a masters degree in early childhood education and a doctor of humane letters from Bank Street College of Education. She is a 1996 MacArthur Fellow, and currently serves on the board of trustees of Wheelock College for teachers and as a member of Harvard's Saguaro Seminar on civic engagement.

AMY SWISHER
Communications Coordinator
First Day Foundation

Amy Swisher works with Hemmings Motor News as communications coordinator for the First Day Foundation in Bennington, Vermont. Founded and funded by Hemmings Motor News, the foundation's purpose is to promote a "First Day of School Holiday" initiative launched by Hemmings and the Bennington community in 1997. The program has since been adopted by nearly 400 schools in 35 states. The First Day of School Holiday is a simple and effective way to encourage greater parental involvement in education, starting on day one each year. Through her newsletter stories, group presentations and workshops, Ms. Swisher shares the First Day Firsthand accounts she has gathered from participating schools to illustrate the positive impact this "holiday" on the relationships among parents, teachers, schools and communities.

In addition to her work with First Day, Ms. Swisher is an experienced group facilitator who leads a self-advocacy course for teens at the high school in Bennington. She writes a monthly teen-issues column for the local newspaper in which she integrates the perspectives and insights of her students.

Kathleen Sylvester
Director
Social Policy Action Network

Kathleen Sylvester is director of the Social Policy Action Network (SPAN), a non-profit intermediary that promotes effective social policy by transforming the findings of research and the insights of front-line practitioners into concrete action agendas for policymakers. SPAN builds public support for ideas through clear messages for the public and the news media.

Previously, Ms. Sylvester was vice president for domestic policy of the Progressive Policy Institute, where she directed the institute's work in a variety of domestic policy areas, including family policy, education, and governance. Ms. Sylvester served as a consultant to Vice President Gore's National Performance Review and she advises federal, state and local officials on a variety of domestic social issues. She serves on the Board of Visitors of Georgetown University's Graduate Public Policy Institute and is a founder and past president of Jobs for Homeless People of Washington, D.C.

Ms. Sylvester began her professional career teaching in New Haven, Connecticut and also worked as a community organizer on a South Dakota Indian reservation. She spent the next two decades as an award-winning journalist and was a senior writer at Governing, the leading national magazine of state and local public policy, which she helped found in 1987. She also reported for NBC News, National Public Radio and *The Washington Star* and has contributed to numerous publications including *The Washington Post, USA Today, Newsday* and *Policy and Practice.*

She is the author of *Preventable Calamity: Rolling Back Teen Pregnancy (1994), Second Chance Homes: Breaking the Cycle of Teen Pregnancy* and *Reducing Teen Pregnancy, A Handbook for Action.* Most recently, she wrote *Seeking Supervision: Second Chance Homes* and the *TANF Minor Teen Parent Living Arrangement Rule.*

Ms. Sylvester earned an undergraduate degree from the Georgetown University School of Foreign Service and a master's degree from Wesleyan University. She also studied at the Yale Law School and spent a year at Stanford University as the recipient of a John S. Knight Fellowship.

GARY WALKER
President
Public/Private Ventures

Gary Walker is president of Public/Private Ventures, a national non-profit organization whose mission is to improve the effectiveness of social policies and programs, especially in the areas of youth development, violence prevention and workforce development. Public/Private Ventures carries out its mission through national demonstrations, program evaluations and technical

assistance.

In the 1970's, Mr. Walker began his social policy work by setting up a New York firm that hired recovering addicts, ex-convicts and welfare recipients. The success of this business led to the creation of the National Supported Work Research Demonstration, a multi-site experiment supported by various federal departments. In the 1980's, Mr. Walker conducted a study of the Job Training Partnership Act which led to his conviction that more effective policies for youth and young adults were greatly needed.

Currently, Mr. Walker serves as a member of the boards of the William Penn Foundation, The Reinvestment Fund, Civic Ventures and Replication and Program Services, Inc. He serves on advisory boards to The Aspen Institute's Roundtable on Comprehensive Community Initiatives, Harvard University's Future of Philanthropy Executive Session, the Ford Foundation's International Learning Groups on Youth Development and the National Institute of Science's Forum on Adolescent Health.

Mr. Walker is a graduate of the University of Kansas and Yale Law School.

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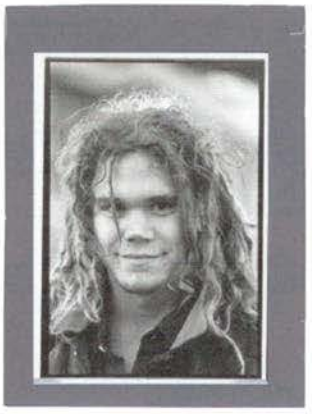
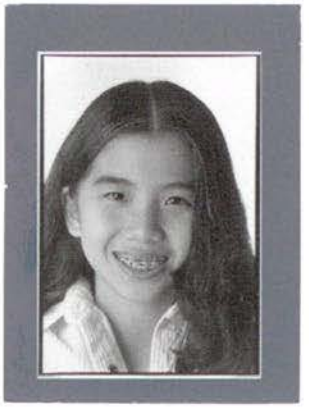


Reducing the Risk:

Connections That Make a Difference in the Lives of Youth

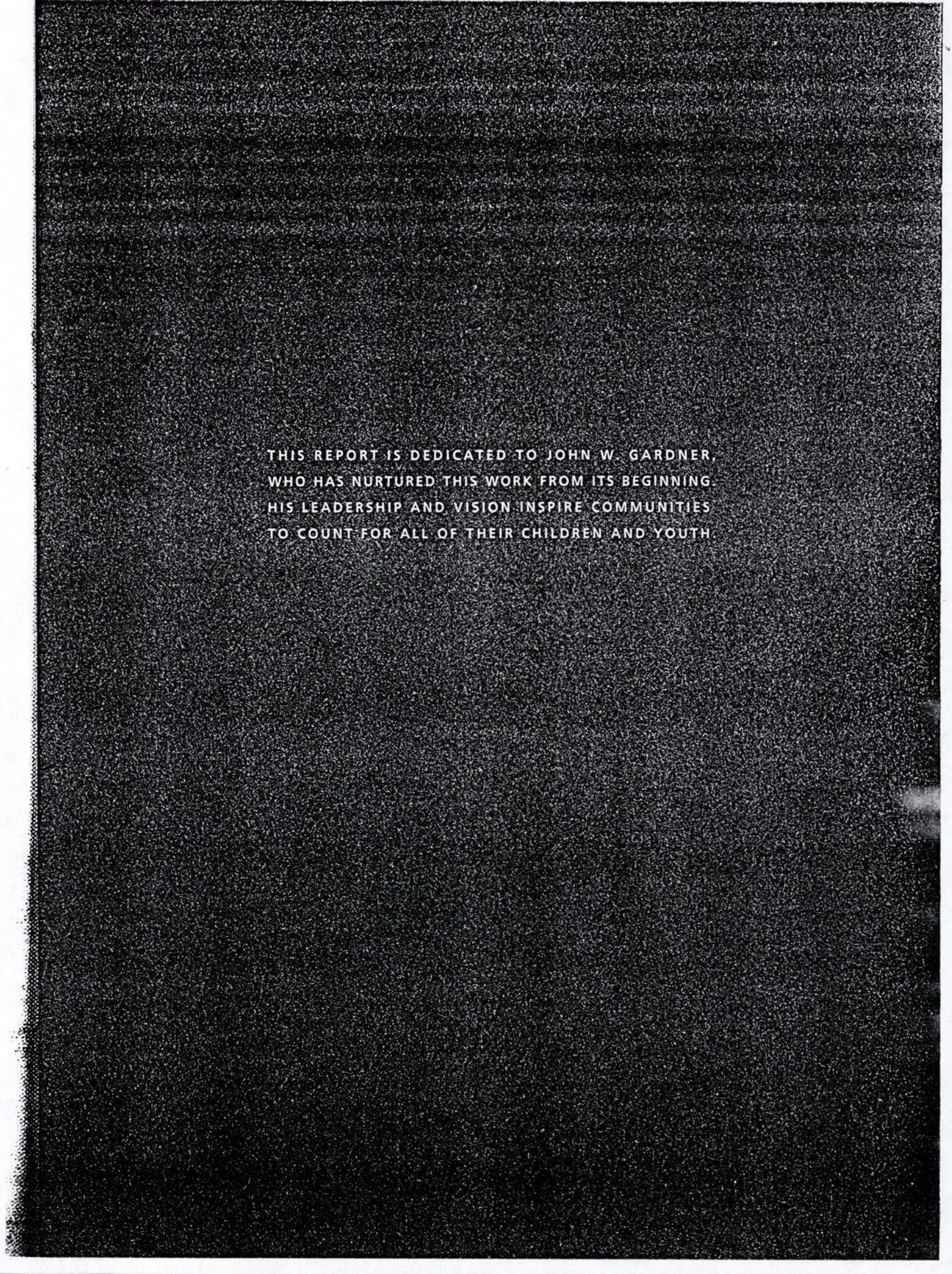


Community Counts

HOW YOUTH ORGANIZATIONS MATTER FOR YOUTH DEVELOPMENT

BY MILBREY W. MCLAUGHLIN

PUBLIC EDUCATION NETWORK


THIS REPORT IS DEDICATED TO JOHN W. GARDNER,
WHO HAS NURTURED THIS WORK FROM ITS BEGINNING.
HIS LEADERSHIP AND VISION INSPIRE COMMUNITIES
TO COUNT FOR ALL OF THEIR CHILDREN AND YOUTH.

Communities and their youth seem to be growing apart just at a time when they need to be pulling together. Troubling signs are everywhere that youth of all descriptions—not just so-called disadvantaged youth—find insufficient supports in their communities to be able to move confidently and safely toward adulthood. Many schools lock up tightly at 3 p.m., sending children and youth into empty houses, barren neighborhoods, street corners, or malls. Youth interpret a local landscape void of engaging things for them to do as adult indifference. For instance, when we asked one youth how his midwestern community sees him, he replied, "They don't. I feel invisible." We heard a version of this assessment from youth everywhere. But in a number of communities nationwide, adults are working to develop and sustain youth organizations that provide youth placement and opportunity, breathing new life into their communities as a result.

The impressive accomplishments of these young people from diverse communities around the country warrant community action.

Interviewer: What's it like to grow up in this community?
Youth: It's boring, boring, boring! There's nothing to do and nowhere to go.
Interviewer: How do you see kids in this community?
Police officer: Kids are different today. They have no respect. They don't want to work hard.

Most adults are familiar with some version of teenagers' complaints of boredom. In some cases, such complaints reflect little more than an adolescent's contrarian cast of mind. But for many, if not most, of America's youth, this assessment of the dearth of interesting things to do in their community reflects reality. And, in the absence of organized activities and inviting youth-focused places, young people make haphazard choices for themselves.

Many teachers, law enforcement officers, social service workers, and other adults believe that today's youth are different from yesterday's. They are widely perceived to be less engaged, less motivated, and more likely to get into trouble.

Have kids changed, or has the society changed? Well, both. Communities have changed, families have been transformed, and workplace demands are fundamentally different from what they were a quarter of a century ago. Because families, friends, communities, and religious or civic groups no longer assume primary responsibility for making connections, a gap forms in society's supports for its youth.

Youth lose out. Young people with nothing to do during out-of-school hours miss valuable chances for growth and development. During the most critical years for moral development, these youth miss opportunities to find satisfaction in work for the good of their community. Society loses out when youth fall through the cracks in institutions that could prepare them for a productive future. Community counts—for better or worse—in its response to these institutional gaps and youth's unmet needs for support, care, and opportunities for healthy development.

The odds are high that a young person growing up in one of the county's troubled urban communities will do poorly in school. For example, in some urban centers, up to 60% of African-American boys will not graduate at all.[1] The odds are high that a young person growing up in one of America's struggling rural communities will move onto welfare rolls, rather than into productive employment. The odds are high that youth with nothing positive to do and nowhere to go will find things to do and places to go that negatively influence their development and futures.

This institutional discontinuity exists for young people of all social backgrounds. Even in well-to-do suburban communities, many youth find themselves adrift.

Some youth are lucky enough to have someone who can pay for fee-for-service activities and shuttle them back and forth. Other youth are fortunate enough to live in a community with sufficient engaging, worthwhile activities in the afternoons, on weekends, or during the stretch of summer months.

But for too many youth, the odds seemed stacked against hopeful futures when their communities offer few resources for them. For the majority, there are no adults around for sustained active learning opportunities during their nonschool hours. Moreover, many communities lack supervised, educational places to go when school is out. In one community we came to know, youth noted with irony that the only public facility open in their community was the county jail. In another urban community, the neighborhood was so barren and dangerous that, said one youth, "even the pizza man won't deliver." Young women growing up in urban neighborhoods like this one told us that they stay inside locked apartments after school for fear of violence on the streets. Young women in some midwestern towns did not feel much more secure. In response to our question about what advice she would give a newcomer to her midwestern town, one said: "Don't trust anybody. Don't talk to anyone. Mind your own business. Be careful."

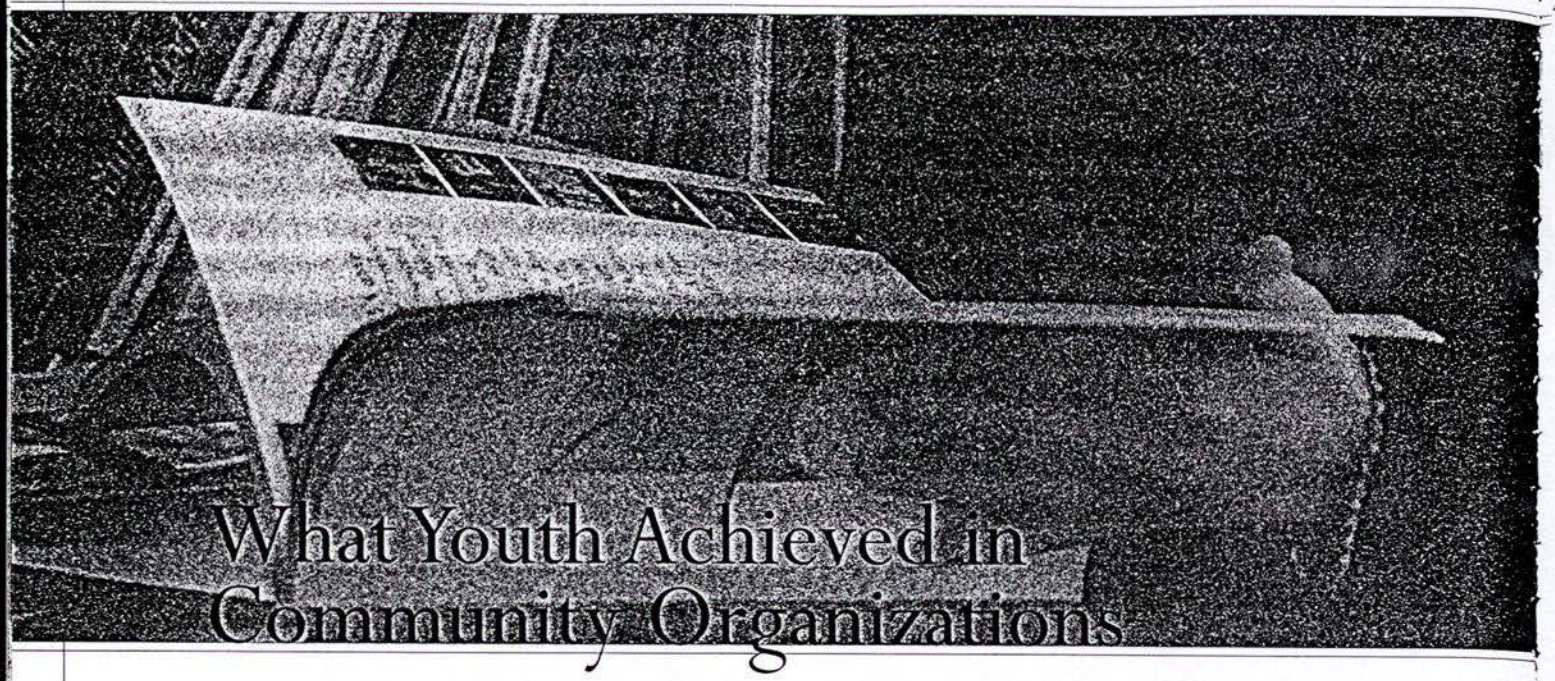
Community organizations can make a powerful, positive difference in youth's lives. A decade of research looking into the contributions of community youth-based organizations in challenging settings provides evidence that community—in the form of the organizations and activities it supports—can help youth beat the odds associated with gaps in traditional institutional resources.[2] In our ten years of research, this research team has come to know the rhythms and work of approximately 120 youth-based organizations in 34 different cities, from Massachusetts to Hawaii, that constructively involve young people in their nonschool hours.

We wanted to learn about "effective" community based-organizations, and relied on youth to define those terms. They led us to diverse organizations they identified as good places to spend their time.[3] These organizations engage young people in challenging but fun things to do, offer a safe haven from often dangerous streets, and provide ways to spend free time in ways that contribute significantly to their learning and their social development. In this way, these organizations, in youth's views, were not "typical" of the other organized opportunities that may also be available in their communities—activities youth judged as uninteresting, not appropriate for them, or otherwise off-putting.

Neither are the youth we came to know in these community-based organizations (CBOs) "typical" American youth, either in terms of the schools they attend, the communities they inhabit, or their family circumstances. We found in these CBOs engaged youth who are typically hard to reach, designated "high risk," and often most isolated from community. Almost without exception, the urban youth we got to know came from low-income, high-risk family and neighborhood settings. Young people we met in these mid-sized towns were typically of lower-middle or lower class and, like their urban counterparts, they came from families struggling with unemployment and social disruption. The rural youth who participated in our research were generally from poor families and wrestled with the unique aspects of their rural communities.

Our research reports numerous accomplishments and successes of active young people engaged in community organizations. Of greatest importance for society is the compelling evidence from the experiences of these youth that CBOs can play a critical role in meeting the needs of today's young people. They can fill the gap left by families and schools that are stretched to capacity to provide supports to young people. One of the most appealing aspects of these CBOs is that they give young people the opportunity to engage in positive activities, to develop close and caring relationships, and to find value in themselves—even in the face of personal disruption, poor schools, and neighborhoods generally devoid of supports.

The impressive accomplishments of these young people from diverse communities around the country warrant community action. Community-based organizations offer a means for reaching youth and they can have a significant impact on the skills, attitudes, and experiences youth need to take their places as confident, contributing adults.



What Youth Achieved in Community Organizations

Youth participating in these CBOs accomplish more than many in society would expect of them and, in fact, more than most citizens would ever think possible. Their achievements and triumphs are of many different kinds—formal and informal, social and academic. Each of these achievements matters to youth's journey through adolescence to the futures they can contemplate and claim.

Academic success—in terms of high school graduation, participation in rigorous courses, and good grades—plays a major part in a young person's ability to land a satisfying job, or even find employment at all. Even in today's economy, paths to all but the most menial jobs are closed without a high school diploma.

But a measure of academic success alone is not enough to motivate youth to tackle challenges, succeed on the job, or effectively navigate the institutions of mainstream society. Young people need life skills as well. Those skills and attitudes include a sense of personal worth, a positive assessment of the future, and the knowledge of how to plan for it. They also include attitudes of persistence, reflection, responsibility, and reliability. Self-confidence and a sense of efficacy are critical if youth are to strive for success in school and society.

Enhancing these life skills, in addition to supporting more traditional academic outcomes, is at the center of the youth organizations we studied. Many of these organizations, besides benefiting young people, also have a positive long-term effect on the community. The young people express high levels of civic engagement and a commitment to getting involved. They intend to be assets to their communities and examples for others to follow.

ACADEMICS

To the majority of the youth we met in effective community organizations, their local schools fall short both as learning institutions and as places where they feel safe and valued. Compared to most American youth, the youth in this study are more likely to experience violence in their schools, to encounter drugs, to have something stolen from them, and to feel personally threatened at school.[4]

Yet, compared to American youth generally, young people who participate in the community organizations we came to know achieve at higher levels and hold higher expectations for their academic careers. For example, youth participating in the community-based organizations we studied are:

- 26% more likely to report having received recognition for good grades than are American youth generally, and youth with high levels of participation (several days a week or some) 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"
- 20% more likely to rate the likelihood of their going to college as "very high."

In other words, despite the challenges they face at school, in their neighborhoods, and often at home, teens who participate in the CBOs 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.

SELF-CONFIDENCE AND OPTIMISM

Cynicism about the future is a commonplace attitude among youth in communities where local job markets are unstable, where the institutions intended to support their development are of poor quality or lacking altogether, or where there is little to suggest that they could do other than collect unemployment or settle for a dead-end job. The youth we studied stood out even in the most distressed settings by expressing hope for their futures and talking animatedly about their plans.

Significant numbers of the youth not only had positive ideas about what the future would hold, but they also had gained the knowledge and confidence to plan and reach for it. In contrast to the self-destructive assessments of many other youth from difficult environments—who say things like "the future be dead" or doubt the value of trying to succeed because it's "no use"—young people engaged in CBOs hold markedly different views from their peers, and even from typical American youth.

Youth participating in these CBOs say that they expect to have a job they will enjoy, that they can do things as well as others, and that plans they make will work out. Compared to the typical American youth, young people participating in community-based organizations are:

- 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. More notable, those with high levels of participation in CBOs are nearly 15% more likely to view themselves as worthy persons;
- significantly more likely to report higher levels of personal agency and effectiveness. For example, they are significantly more likely to "strongly disagree" with the statement that "chance and luck" are "very important" to getting ahead;
- nearly 13% more likely to feel that the chance they would have a job that they enjoyed was "very high."

Youth who participated in these CBOs, in other words, express a sense of personal value, hopefulness, and agency far greater than peers in their community, and greater even than youth growing up in more representative American circumstances. These youth generally feel proud of what they can do and believe they can construct a positive life.

CIVIC RESPONSIBILITY

These youth generally feel they want to "give back" to their communities, moreover, that it is their responsibility to do so. In contrast to youth alienated from their community, these youth acknowledge the important role that community, in the form of their CBO, played in enabling their positive development, and they intend to help provide the same opportunities for other young people. For the majority of the youth in our study, community service has become a habit—one they expect to keep throughout their lives.

Youth active in the community-based organizations involved in our research are significantly more likely than typical American youth to believe that it is important to do community volunteer work. For example, compared to American youth generally, youth participating in these CBOs are more than two and a half times more likely to think it is "very important" to do community service or to volunteer. Youth work to make youth-friendly and safe communities.

In particular, youth active in community organizations expect to work to "correct economic inequalities" or to make life better for children and youth growing up in their communities. Especially in urban areas, where most of the young men in our study have been or are still involved with gangs, this commitment to enabling a different, safer path for children, youth, and families finds passionate expression. In fact, this commitment to bettering their community is the reason why many urban youth say they intend to stay in their community and make it better, rather than move away.

These attitudes of civic responsibility and benefits of community service are most apparent in those organizations that feature community service as its focus or as an important aspect of another activity. Youth who have high levels of participation in community service activities—as part of arts programs, sports, leadership initiatives, dedicated community service projects such as "Weed and Seed," work with elderly residents, or rehabilitation efforts—are *eight times* more likely to respond that it is very important to get involved with community than were representative American youth.

Youth active in community service clearly derive benefits that magnified those associated with participation in a CBO. They bask in the praise of neighbors who appreciate their clean-up activities, bright murals, or inviting community gardens. This was the first time many of these youth have received positive feedback from adults. In fact, many told us it was the first time they felt valued by their community and that this regard fueled their self-confidence and optimism about the future. These youth provided detailed descriptions of the ways they grew personally as a result of their involvement in community service activities. They stressed how their experience changed their attitudes about personal responsibility. One said, for example,

> It gives me a sense of responsibility, like what you've got to be [when you have a job]. ... You've got to be there on time, work hard at it, and get done what needs to get done. That's why I am part of this [program] because I needed that responsibility.

SENSE OF EFFICACY:
"I AM ABLE TO DO THINGS AS WELL AS OTHERS"

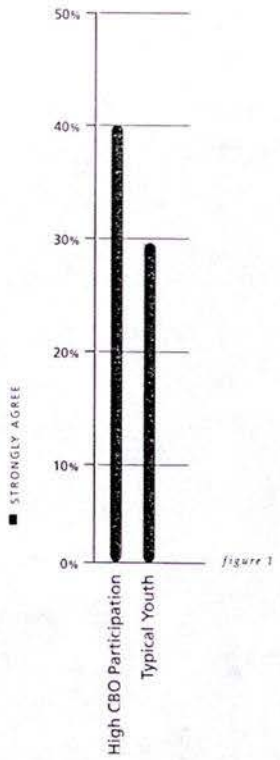


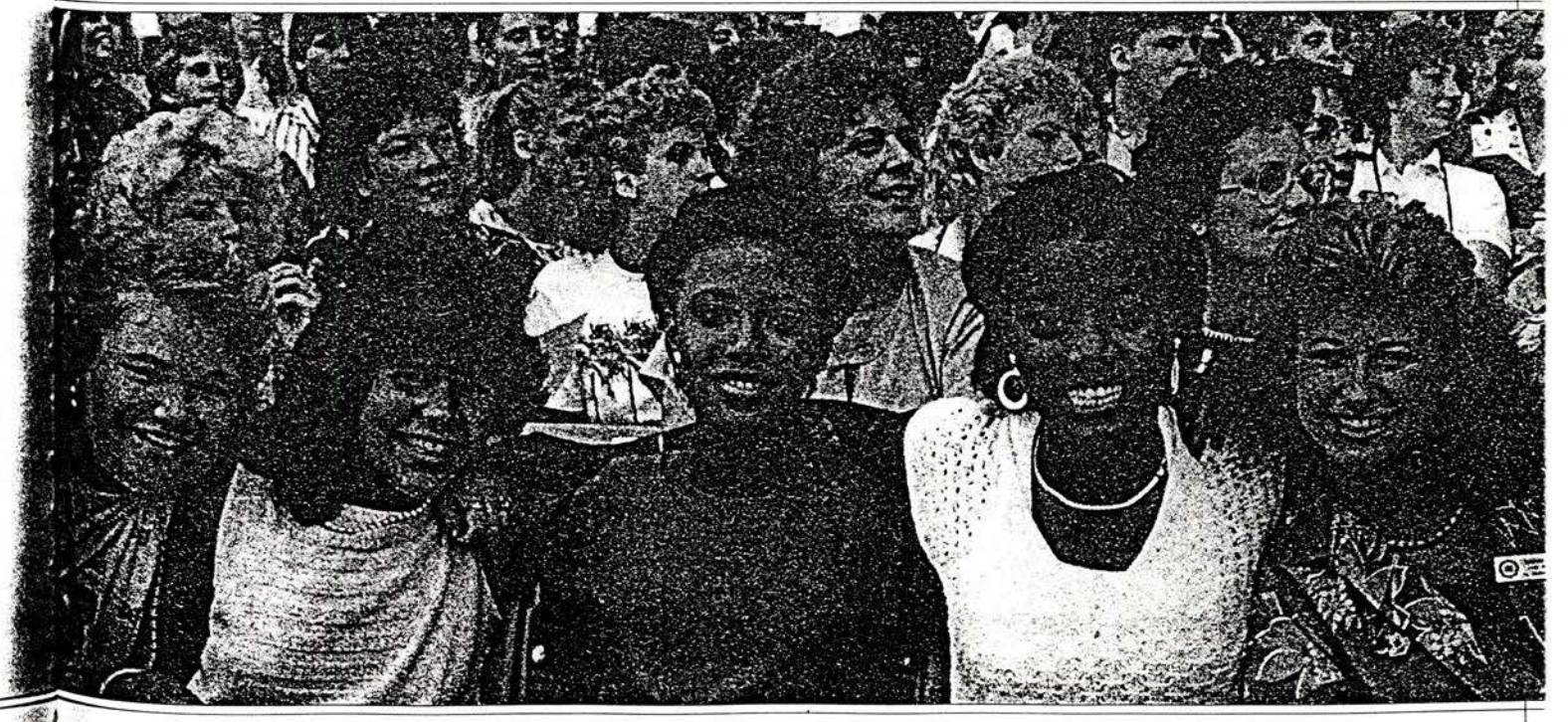
figure 1

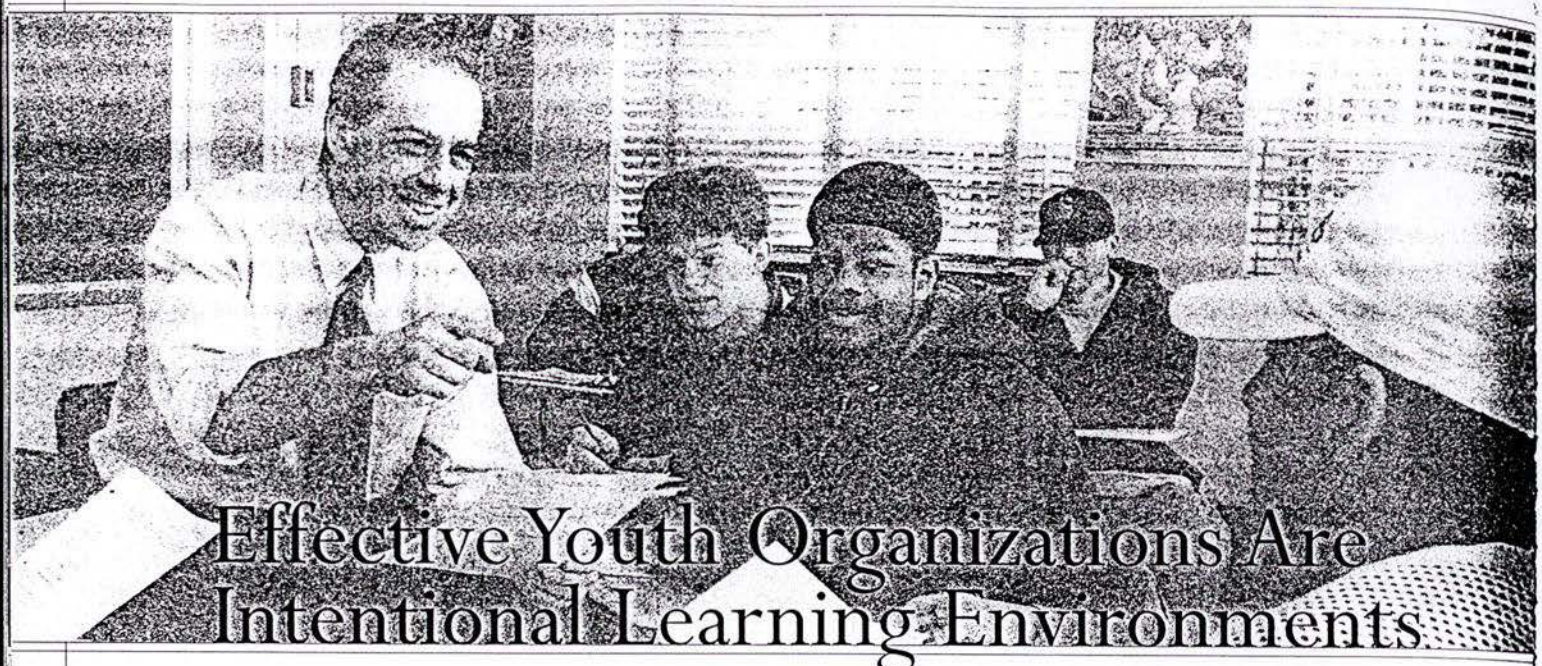
Such comments about personal gains from community service are strong and find consistent support in survey responses. Youth with high levels of participation in community service activities are nearly twice as likely to "strongly agree" that they feel positively about themselves. Those with high levels of participation in community service are nearly two and a half times more likely to "strongly disagree" that they lack enough control over their lives. In consequential ways, the benefits of community service go in both directions—to the community that receives it and to the youth who provide it.

PATH TO SUCCESS

We have maintained contact with nearly 60 of the youth who were part of our original research in three urban communities. We have had a chance to examine how they fared over a decade. Contrary to predictions that they would be "dead or in jail" before they left adolescence, the great majority of these young men and women, now in their 20s, are firmly set on positive pathways as workers, parents, and community members. A few went on to higher education and are proud college graduates. Most got some kind of training after high school. With few exceptions, these young adults are employed and active members of their communities, giving back as they said they would. They own small businesses such as a sports park concession stand or carpet cleaning enterprise. They work in local park and recreation facilities. They are engaged parents. They often continue with the arts or sports activities that engaged them as teens.

Would these youth have made it anyway? Would they have accomplished all of these things without the community organization that nourished and challenged them in their free time? Little doubt exists in their minds that the CBOs where they spent time after school, on weekends, or in the summer months played a critical role in nurturing their development and in mediating the risk factors in their schools, neighborhoods, and often their families and peer groups. These effective community organizations, in the words of one urban youth worker, help youth "duck the bullet," or beat the odds of early pregnancies, futures lost to drugs, street violence, or derailed by school failures. These CBOs provide community sanctuaries and supports that enable youth to imagine positive paths and embark upon them. These community organizations are learning environments that boost the success of many youth in school, but just as important, teach youth many life skills—without which academic success would mean little. Without these community resources, they too could have faltered on their journey through adolescence.





Effective Youth Organizations Are Intentional Learning Environments

What kinds of CBOs enable these positive outcomes for youth? The community-based organizations associated with these successes differ in nearly every objective way possible. No one type of program, facility, or organizational affiliation was consistently associated with positive youth development. We found similar outcomes across a broad spectrum of type, location, and size of CBO. Adult leaders—both paid and volunteer—came from various personal and professional backgrounds. Some have been in the military service. Others have been teachers. Many have worked in church groups or with athletic teams all their lives. Funding for the organizations' activities came from a wide range of sources: national sponsoring organizations, block grants from local cities, federal job-training monies, regional foundations and local donors, youth fundraisers, and the pockets of adult leaders. Most of the organizations live a hand-to-mouth existence, with few resources in equipment and personnel. Given these differences, however, the CBOs are similar in several ways.

INTENTIONAL LEARNING ENVIRONMENTS

The quality and effectiveness of the community-based youth organizations we studied are not happenstance. In fact, these positive outcomes are not found in most youth organizations or in other organizations that look similar on paper. Too many community-based opportunities are "gym and swim" recreation centers, tutoring efforts, or drop-in centers set up primarily to "keep youth safe and off the streets." While many of these programs make an effort to provide young people with quality activities, others merely provide a place to go and a collection of things to do.

On a casual visit to a youth organization that attracts and sustains youth involvement, a visitor might sense its relaxed atmosphere and apparently informal relationships among youth and adults. However, the activities, environments, and relationships in the youth organizations where we found these positive outcomes for youth are deliberate, distinguishing them from casual drop-in centers in both the content of their activities and the environments adults create and insist upon.

DIMENSIONS OF A LEARNING ENVIRONMENT

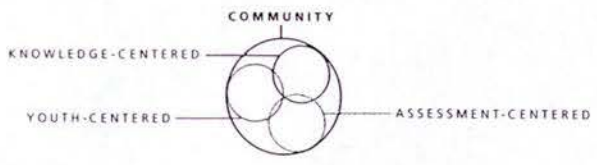


figure 2

Community-based organizations with an emphasis on learning are alike in some critical ways. The core elements of an effective youth organization correspond directly to the core elements of an effective learning environment as described by learning theorists. As different as they may seem on the surface, the CBOs youth led us to are remarkably similar in their values and goals across different agents, spaces, settings, and activities. All are youth-centered, knowledge-centered, and assessment-centered.

Youth-Centered. The CBOs that enjoy the confidence, loyalty, and participation of youth put youth at the center. Adults hold the youth in their vision for the organization and the community. They know youth's interests and what they bring to the organization. They know about their lives at home, in school, and in the neighborhood. The CBO's programs reflect this youth-centered focus.

Respond to diverse talents, skills, interests. Adults make an ongoing effort to make activities both accessible and challenging for *all* youth. Effective youth organizations offer activities in ways that make them appropriate and inviting to youth with a diverse range of talents, interests, and skill levels. Adults take the time to suggest activities that are appropriate to diverse skill levels and break activities down into parts to allow youth with all skills to participate. For instance: A theater group brings in novice thespians as props managers, stage hands, wardrobe tenders, and other roles that allowed those beginners to watch, learn, and play a vital role in the organization. A sports team devotes special coaching to less-experienced athletes, and like the theater group, includes novices in the excitement of games as important supports for their team members. A literacy program that takes up most of a church's basement with newspaper production buzzes with activities from writing lead articles, to interviewing sources, to laying out pages. In each of these examples, there are multiple ways a young person can join in, regardless of skill level. Adults in effective CBOs pay close attention to what the youth can do and introduce them to engaging activities that challenge them to stretch their skills.

Build on strengths. Youth-centered programs identify and build on the youth's strengths. Programs do not aim to remedy weaknesses or deficiencies in youth before providing opportunities for leadership and risk-taking. Contrary to a "fix then teach" approach (that assumes youth cannot learn something new or engage in a positive activity until a problem has been remedied), these programs aim to identify what the youth do well already and develop those skills. Problem behaviors that may exist or concerns about school achievement are addressed within this positive context.

This positive approach contrasts with what youth encounter in many communities and their organizations. Many youth feel that adults do not care about them, do not acknowledge their needs or worth, and do not like them. "Everyone thinks of us as being bad," said a young person in rural America. "But it is not our fault." A police officer in a mid-sized town underscored his community's tendency to notice the negative, rather than build on the positive. "You have to be bad to be noticed—the 'good kid' doesn't get any attention." An urban social worker observed, "Youth in this community aren't valued, and they have few occasions to demonstrate their value." Effective youth organizations notice the strengths of young people and build on them.

Choose appropriate materials. Youth-centered organizations tailor their activities to the interests and strengths of the youth with whom they work. For example, leaders of Girls Inc. in the Southwest revised materials they received from the national office to connect with the Latinas in their organization. The leader of a Girl Scout troop carefully reviewed national programs and curricula from the perspective of her high-poverty girls. "It's easy to make assumptions," she said. "Many of our girls don't have alarm clocks or even telephones at home, so some of the things we get that assume such things in the home aren't appropriate for them."

Provide personal attention. Adults in effective youth organizations are contemptuous of what one called "herd programming," where youth move in large groups from activity to activity, with little personal attention or connection. This description unfortunately applies to many after-school efforts that provide a safe place for youth to gather at the end of the day but have insufficient resources to do any more than that.

Reach out. Youth-centered organizations actively reach out into the community to let youth know about their programs. Youth workers in effective CBOs do not simply put a notice in a newspaper and sit back to wait

DANCE 'TIL YOU DROP: TWO AFTER-SCHOOL DANCE LESSONS

David, the dance teacher, is about 30—he is tall, black, dreadlocked. "These are my babies," he tells us. "I was just like them. I come from the same place they come from." The small room buzzes with energy and body motion as dancers pour in, peel off their dark blue and white uniforms and throw on bright T-shirts and stretch pants. When David finally shuts the door, there are 18 dance students—all African American, nearly all girls. The three boys maneuver to the front and wiggle for attention. David moves nonstop and works up a dripping sweat. The group sails through an hour of stretching and shoulder popping, leg raises and sit-ups. A few dancers slip into dance moves they are familiar with, and David gently redirects them into the routine of the moment. He keeps them all in view, breaking his routine to squeeze a shoulder or reshape a pose. All eyes are focused intently on him until they coast to an exhausted but exhilarated halt. Ms. Velez dances professionally in the city's well-regarded dance troupe. She spends several afternoons a week teaching dance to inner-city African American youth. She has the intensity and high expectations of a professional, and she keeps her class focused and busy. Her directions are clear. She dances with the students, modeling steps, sequences, and style. The group splits in two upon invisible command, and facing each other, they move through a fast-paced, lively hip-hop style dance. After a set of tough moves, Ms. Velez stops the group. "That was better but you must give me—BOOM!" Her chest pops out and her back arches pretzel-like. Students take in the ferocious move. Soon they are "popping" for each other. All students wear kneepads because, as one student explains, "This is serious stuff!" The line of dancers gradually breaks until there are just youth moving in space. It's 3:30, and they've been dancing nonstop for 45 minutes. A girl looks winded. "Five more and then we'll get a drink of water—five, six, seven, eight. " Ms. Velez keeps them moving past the promised time, encouraging, "Let's take it from the top, and then we'll get a drink." The young dancers seem happy to do what she says. They have an important performance coming up.

—OBSERVATION NOTES

for youth to show up. They know that most youth do not read the newspaper. They understand that many youth might feel, on the basis of past experiences, that the program would not include activities that interested them. These adolescents are accustomed to programs in which they're treated as children, or that views them as a problem. Most of the effective organizations we came across actively reach out to draw youth in. Adults and participating youth seek out other young people to join. Not surprisingly, youth themselves are among the most effective ambassadors and recruiters for their organizations.

Feature youth leadership and voice. Youth voice and points of view help define youth-centered organizations. Youth provide leadership and direction, taking a central role in designing activities, establishing and enforcing formal and informal rules for members. In some organizations, each year begins with a process of members looking over last year's rules, throwing out unwanted ones and adding new ones. Youth input into rules adds legitimacy and salience to effective CBOs.

Knowledge-Centered. Community-based organizations that motivate youth and contribute to their development are knowledge-centered. They point to learning as a reason why youth should get involved, and they take steps to provide the relevant knowledge.

Clear focus. Having a clear program focus is vital to a knowledge-centered organization. Each of the effective organizations we examined is about something in particular. They are clearly and intensely about sports, arts, entrepreneurship, community service, or athletics. These central "topics" provide a common purpose and make it possible for the members to express their own emerging identities as artists, athletes, or young entrepreneurs. Club programs that appeal to youth similarly offer an assortment of focused, tightly organized activities that may vary according to the interests of youth, but typically include sports teams, community service, and something arts-related, such as teen drama. These efforts are not merely loosely organized activities to do with sports or arts or leadership that a young person can dip in and out of; they are concentrated programs that aim to deepen skills and competence through intense engagement in a specific area.

One generic activity will not fit all youth. Adolescents are clear about wanting to be part of an organization that sup-

ports their individual interests. As anyone who has worked with a teenager understands, she wants to be just like everyone else, but she also wants to pick her own identity.

Quality content and instruction. Clear focus is not enough to hold on to youth, however, if they feel an activity lacks quality. Not every arts program, sports team, or leadership club is able to attract the interest of young people. Striking among the CBOs where youth spend time is their high evaluation of skill-building activities. Youth are the first to notice that good instruction motivates them. Exemplary teaching and committed teachers show all students they are learners of promise and a value to society. High-quality content and instruction propel youth to accomplishments beyond those they imagined possible.

Embedded curriculum. How that focused activity is conceived and carried out also matters enormously. We see youth in effective organizations almost always engaged in activities that deliberately teach a number of lessons. The adults within a successful CBO recognize the many kinds of knowledge and skills their youth need to succeed in school and life, and they deliberately try to provide them.

Embedded within the organization's programs are activities that build a range of academic competencies and life skills. Youth leaders take every opportunity to extend these skills. For example, an arts program asks youth to research their cultural history. Young painters learn a good deal of history, gain pride in their background, and gain skills in mural making. A dance teacher encourages her students to keep journals and often starts dance sessions by having students read their writings aloud. These dancers pick up habits of writing and reading while learning to hip-hop or double tap. Or in a project focused on child care in the community, youth read news articles on the topic and study various issues related to child care. They read in textbooks about "stages of play" and create write-ups based on their observations as classroom aides.

Even hard-driving sports organizations find ways to broaden the perspectives and competencies of youth. For example, it is common in many organizations for team members to come to practice early to work with volunteers on homework, study for exams, or fine-tune specialized units related to their sport. Many coaches work academics into topics of great interest to their young athletes, such as nutrition and weight training. One year a basketball team had six-week units of study on the following topics: finances of the National Basketball Association, physics in the sport of basketball, and neurophysiology.

LEARNING LIFE SKILLS THROUGH SPORTS

The Rockets is a winning inner-city basketball team made up of African-American youth from one of the city's most impoverished neighborhoods. The coach sees his goal as getting youth ready for life and uses basketball expressly to that end. Students are put in charge of coaching each team. In addition, the coach pays explicit attention to involving all students; better players pass to less skilled players even when they could have taken shots themselves. The coach and players work intensely on developing skills and executing plays. There is no referee—students must take responsibility for monitoring themselves. The post-game wrap-up focuses on questions of sportsmanship and personal growth. "Can anyone name something good another player did in practice?" the coach asks. "William passed a lot today," an eighth grader who was coaching replies. After discussing various players' performance, the program director says, "It's time for self-evaluation. Get ready with thumbs up or thumbs down." The director then states different criteria, and the participants evaluate themselves: "Controlling body and mouth?" Most youth put their thumbs up. A few put thumbs down. "Teamwork? Coachability?" the coach continues. Half the thumbs are up, the other half down. "Helping others?" One boy who has his thumb down mutters, "I didn't do anything to help someone today." Finally, the coach asks, "Outside of the gym, doing things to improve yourself?" Again, a mixed result. The young men take this reflective exercise as seriously as their passing drills and practice at the foul line.

—OBSERVATION NOTES

LEARNING TO BE A LEADER

Darryl, coordinator of the high school mentor program, starts the session with a game. Students divide into groups of three and each team picks a leader. He whispers the rules of the game to the leaders, and tells them to return to their group. Groups get active, but after a short time Darryl stops everyone and reminds them that each leader was supposed to brief his or her team. The game starts over. Now some team members lose their ability to speak, others lose the use of their hands or their eyes. But the team has to communicate well enough to build a block tower together. Eventually the tallest tower wins, and Darryl "debriefs" the groups about their process. "What did it feel like to be a leader? What was it like working with someone who couldn't see? What made it easier to work as a team? Harder?" One student said, "Everyone can do a job and be important to the team." Another said, "It was easier when someone told us what to do." They talk about feelings. Someone said, "I felt all alone, like it was all on me." Another said, "I felt pressure." Darryl related the building game back to the group process, and the students' eventual work mentoring young students attending the after-school arts program classes. "Communicate with the artists and teachers if you are feeling pressure—ask them for help. You are joining a team." A student says, "I really didn't know I was feeling pressure when I was building. I just got really quiet and focused on what I was doing." The students are attentive and listen closely to Darryl, and to each other. At the end of the discussion the young people record in their journals what they learned that day about themselves and about leadership.

—OBSERVATION NOTES

Each of these units included original research, problem sets, discussions of ethics, and decision-making. For example, the unit on the NBA covered costs of health insurance, uniforms, travel, income from ticket sales, taxes on players' salaries, and using probability theory to illustrate the youngsters' chances of making it to the NBA. The neurophysiology unit discussed steroids, heart rate under exertion and under heat dehydration, and myths surrounding "chocolate highs" and "carbohydrate loading."

Just as important to the development, competence, and confidence of the youth, however, are the life skills woven into their activities. A basketball coach debriefs his team after every game on sportsmanship. Talk of personal responsibility and teamwork always come before talk about winning strategies. On the way home from performances, a gymnastics coach made a point of stopping for a restaurant meal "so the guys can learn some table manners." The director of a Boys and Girls Club instituted an annual formal dinner, complete with table service. The purpose of this evening was to introduce youth to social situations they will encounter and, as he put it, "to give the boys some models of how to treat young women—hold out their chairs, things like that."

Multiple "teachers." In knowledge-centered CBOs we found many adults acting as teachers. Senior citizens are there as teachers. Peers teach each other. Community members help out with homework, bring snacks, or coach teams. The most visible teachers we observed are those with formal teaching roles in the organization—the coaches, directors, consultants, organizers, and peer tutors, among others. But these leaders frequently identify other adults and youth within and outside the organization as advisors and mentors. Peers are particularly powerful teachers in high-quality youth organizations, and youth leaders know it. Accordingly, they provide different opportunities for youth to link with adult and peer teachers, selecting different "teachers" at different times.

Assessment-Centered. "How'd I do?" "How's this?" "What d'ya think?" Learning and development requires ongoing feedback. Assessment in such varied forms as coaches' comments, public performances, a teacher's gentle correction of a dance pose or mural technique, peer reviews, game outcomes, or self-reflection are constant in activities that challenge youth, stretch their skills and experience, and return benefits of pride and personal growth. In these youth-centered environments, evalua-

tion is not about competition or one-upmanship. It is candid, supportive feedback on how a youth did and how she could do better next time.

Cycles of planning, practice, and performance. Because cycles of planning, practice, performance, and assessment characterize most of the effective youth organizations we studied, the activities found there are not of the "pick up" variety. While many club programs have opportunities for youth to stop by and shoot some pool, have a swim, or find a game on the basketball court, joining the club's basketball team commits youth to regular practices and games. Community service programs valued by youth also require careful planning, consistent involvement, and follow-through. One girls' club was concerned with medical services to the elderly. They studied costs and availability of services within nursing homes, assisted living programs, and the homes of people who received homebound care. They volunteered in nursing homes, made visits with residents in assisted living, and organized distribution of food and gifts to the homebound for the holidays. Throughout the activities, youth met with adults and peers to reflect on their experiences and devise new strategies for work with the elderly. Or, youth involved in an inner-city rehabilitation project designed and built a model home and had the thrill of seeing their plans, calculations, and decisions about construction and design standing proud in their neighborhood in the form of attractive housing.

Feedback and recognition. Organizations where youth accomplish at levels that make them and their community proud devise activities that culminate in celebration and performance. Adults find any number of ways to showcase the talents of their youth. Ms. Velez stages an annual dance recital to show off the accomplishments of her young dancers (see sidebar, p. 10). Moreover, says the coordinator of the dance program, the pride attached to that annual performance spills out into the community. She notes the special case of a homeless family whose, "mother comes to class and stands there beaming with pride because she's watching her daughter dance across the stage. That's why we're in this community."

Youth find feedback and pride of accomplishment in ways other than formal performances. A youth hard at work in an inner-city garden and park project said, for example:

> This is how you show responsibility, and for me, I'm doing something for the community which everybody gets to see. ... I can show people I'm doing it. ... They can just walk past and see me doing it. So that just builds up my self-esteem.

An arts organization sends its members to meet with the business community to negotiate a contract to paint murals in a corporate office. A YMCA dispatches young men affiliated with the gang prevention effort to meet with local politicians and present proposals for funding. A literacy effort assigns youth to solicit advertisements to support its community newspaper. Each of these assignments requires youth to plan what they will do and evaluate alternative strategies. Each provides immediate feedback on their choices and presentation of self.

These culminating events and public displays are more than important goals and rewards for youth. They also provide opportunities for youth and adults in their community to see each other in new ways. Such performances go a long way toward strengthening relationships among adults and youth in their neighborhoods.

As the interlocking rings in Figure 2 suggest (see p. 8), the elements of an effective community youth organization are mutually reinforcing. Because adults focus on youth, the knowledge they provide fits youth interests and needs as defined in local terms. Because adults assess youth's progress on an ongoing basis, they are able to tailor activities to stretch, but not intimidate youth. Continued assessment also lets adults know about the merits of their own program choices. Is the program engaging? Too hard? Too easy? A youth-centered environment must be flexible—responsive to changing tastes of youth and to changes in local labor markets, opportunities, and resources.

Effective youth organizations take a broad view of essential competencies. As they dance, balance the books, or rebound, youth acquire skills of leadership, organization, problem-solving, and persistence. Young people working in their community or lobbying for support for their organizations learn political skills and

valuable lessons about how to move through, and with, the "system." As their peers, youth leaders, and the public assess their products and performances, youth come to understand that quality evolves, and they learn about the importance of revision, attention to detail, and pride of effort.

The social processes of reflection and evaluation teach youth about alternative explanations of outcomes and how to deal with them in constructive ways. They learn how to move beyond stereotypes, for example, rather than launching into heated debate. Under the watchful eye of the adults in these organizations, youth learn elements of social etiquette. They learn how to present themselves to the community and employers, both in person and on paper. Given meaningful roles in their organizations, youth learn about trust, responsibility, and personal accountability. They learn that their actions and their inactions matter. They acquire a critical sense of agency and realism. They learn that they can make important contributions to their group and their community. They learn they can accomplish socially valued goals. And they form assessments of their future and how to reach for it. This sort of learning about self, community, and futures occurs through action.

Essential to this learning, however, is the presence of an accepting community within the organization. Supportive, caring community is the essential element of an effective youth organization.

Caring Community. High-quality youth organizations are first or second families for many participating youth. For some youth, these CBOs serve as a primary source of relationships and support. The youth organizations provide

DIFFERENCES BETWEEN
SCHOOL AND AFTER-SCHOOL SETTINGS:

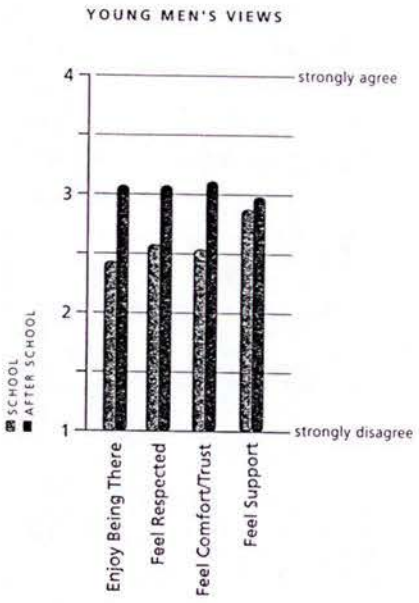


figure 3.1

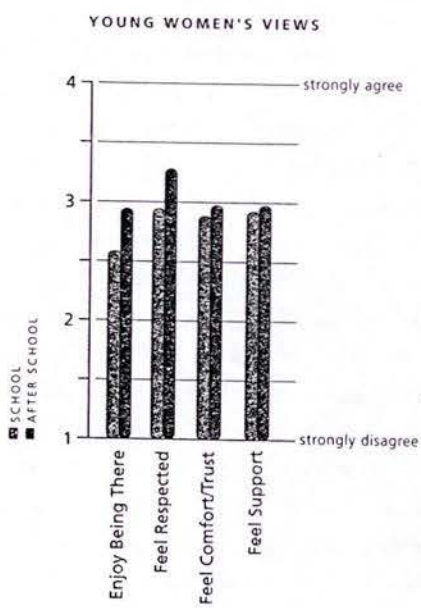


figure 3.2

"family-like environments"—environments that provide many of the supports that, ideally, a family would.

Safety. Youth feel safe in these organizations. Urban youth, especially, put security at the top of the list of requirements for a community-based youth organization they would attend with confidence. Adult leaders of the urban youth organizations we studied understand that the "boundaries" most significant to their members are not census tracks or attendance areas but gang boundaries. They take special care to ensure the safety of their members. One obtained a van with tinted glass to transport their youth the three blocks across so-called "Death Wish Park." Another established clear rules about hours of attendance for rival gang members in the same neighborhood. As a result of this close attention to safety, many youth report feeling safer and more respected in the "family" of their youth organization than they do in school.

Trusting relationships. Effective CBOs where youth congregate provide more than a safe haven, however. They focus on building relationships among youth, adults, and the broader community.

Many youth in these organizations talk about the sense of unconditional support they find in the organization and how this sense of belonging fostered the trust and confidence they needed to accept new challenges. Youth contrast their experience in these youth organizations with other experiences where they felt they were being treated as problems that needed remedy. Youth growing up in the harsh corridors of urban communities are particularly adamant in stressing the importance of being taken—without judgment—as they are and helped to move on to more positive places. Effective community organizations for youth focus on building relationships and undergird those relationships with unqualified acceptance.

Clear rules. However, the conditions of unqualified acceptance themselves are qualified. Features of safety, trust, and acceptance are supported by a number of clear rules and responsibilities. An essential set of agreements and understandings involves the rules of membership. Many facilities make it known that no gang colors, weapons, drugs, foul language, or alcohol may come through the door. Almost all of the effective youth organizations we studied set clear expectations for members' attendance and participation at meetings, practices, or other group sessions. Several athletic groups have specific rules as well as strict expectations. If a player stops going to school, he cannot play. Missing two practices means the bench for the next game. Not showing up in uniform means the bench plus push-ups. Youth were adamant about having and enforcing such rules. For example, a basketball coach had a lot of explaining to do when he called a benched player into the game against a tough opponent. The coach reasoned, wrongly, that the team would consider winning the game more important than sticking to rules. As they told him in angry recriminations after the game, "rules are rules" and even if it meant a loss, they should be applied consistently.

Other critical rules involve expectations for how members treat each other. "Nothing negative." Members are expected to be supportive, fair, and keep close watch on the safety of the group. In groups with a span of ages, youth care for, mentor, work with, and induct younger members into the organization just as older sisters and brothers might.

We noticed other things about the rules at work in an effective youth-based organization. They are, in youth's assessment, fair and key to the sense of trust and safety they felt there. The rules are youth-centered in their flexible application. We were stunned, for example, to watch the coach of a baseball team quietly retrieve a youth's mitt from the train tracks, where it had been hurled in a silent rage and in direct affront of the club's rules about equipment. In response to our unasked question about rules, the coach told us about a night of particular violence in the young man's home, how the youth needed to, "get it out. ...We'll talk about it later."

Responsibilities for the organization. Youth also have responsibilities of place. Everyone picks up, shares, and takes responsibility at high-quality CBOs. One adult leader explained how he wanted to keep a home-like atmosphere going that depended on members actively thinking of the youth facility as a place where they belonged. "This is their house. There are no 'Boys' and 'Girls' signs on the bathroom doors here any more than there would be at home. They should know or ask. They should treat this place like their own house. ... Keep it clean and know that what they do will determine to a great extent how people see us. If their house is a pig pen, then that's how people are going to perceive us." Part of this responsibility involves taking care of the group's

equipment. Young people in these community organizations are in charge of everything from the team's basketballs, to expensive audio equipment, to the club van, to the scrapbooks that chronicle an organization's performances.

Likewise, CBOs that attract and keep youth engage them in the day-to-day realities of operating the organization. For example, youth often have to raise extra money and help decide how to spend the group's regular budget. Athletic organizations playing teams outside their neighborhood hand over travel plans to older team members. These members decide mode, route, departure times, pick-up arrangements, and spending money. The responsibilities themselves teach youth important lessons about leadership, responsibility, trust, and decision-making. Beyond that, stronger engagement in running the youth organization means more intensive ties to the group. Shared problem-solving builds community.

Constant access. As in the ideal family, adults provide caring, consistent, and dependable supports for youth and are available as needed. In reality this usually means that these adult staff open their lives to youth and are available to them anytime. In the youth organizations we studied, we found blurred boundaries between adults' professional and personal lives. Organizations with facilities provide access to adults and spaces to meet daily and often in the evenings and on weekends. In many of these places, youth come and go at all hours. Many youth simply come to the youth organization after school, curl up on the floor or worn furniture, do homework, talk with friends, and wait for rehearsals or practice to begin. Some come to work on special projects connected with a show or product development.

For those groups with no facilities, adults usually hold other jobs and meet with the young people only several times each week, usually when borrowed space is available or when the weather allows meeting in an open field or at a park. Nonetheless, these adults make themselves accessible to youth by giving out their work and home phone numbers and being available outside the formal activities of the youth organization. One coach of a winning inner-city basketball team has to schedule formal meetings of the team around his job as a high school social studies teacher. But hardly a day goes by that he does not have contact with a team member—some of whom regularly camp out in his apartment when the going gets too tough at home.

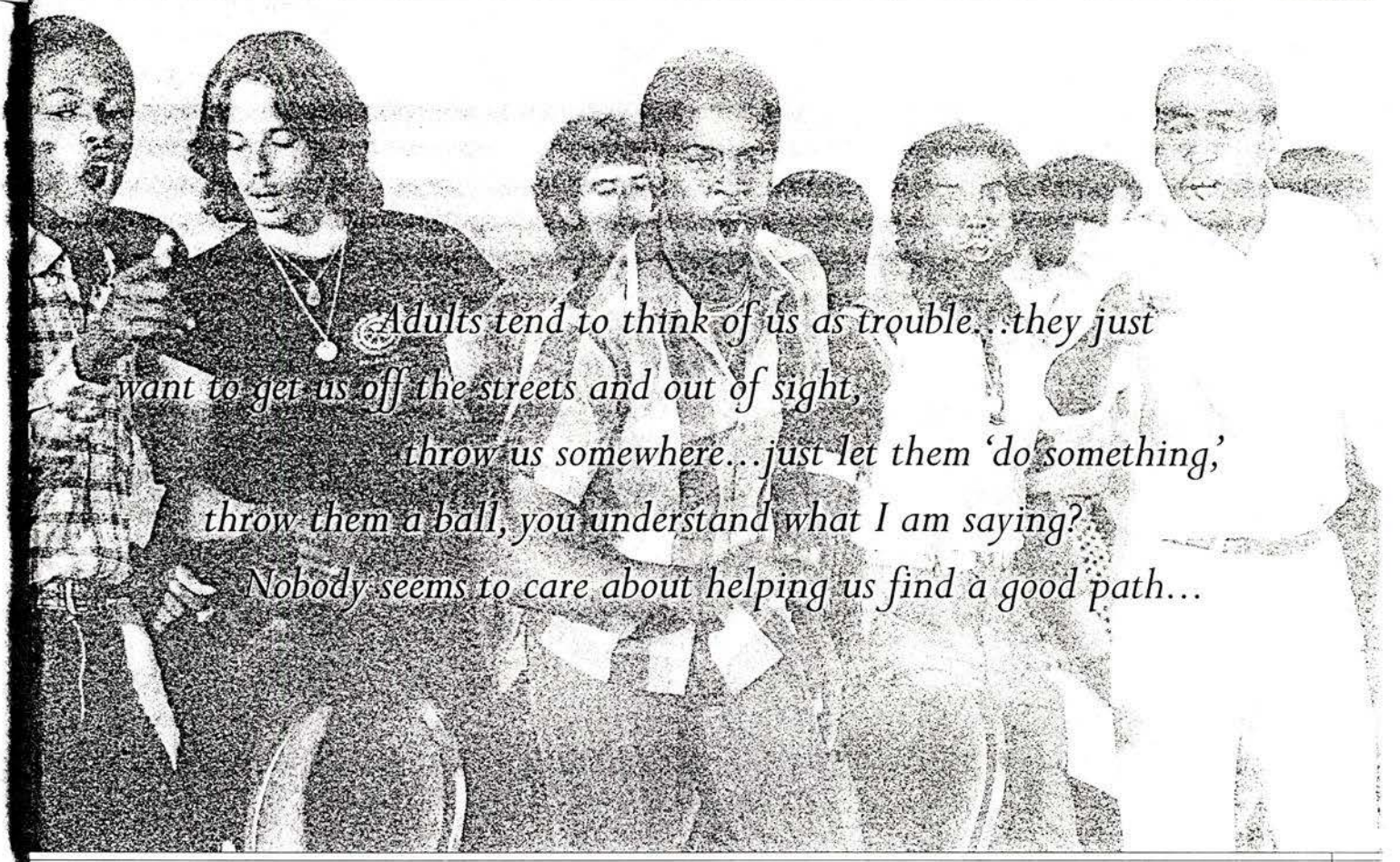
A common finding of research into the resilience of youth at risk—and one that the policy community knows but keeps rediscovering—is the crucial role of one adult in enabling a young person to manage the treacherous terrain of dysfunctional neighborhoods and families, inadequate institutional supports, and peers headed in negative directions. Our research adds another voice to that refrain. A caring adult can make all the difference in the life of a youth. Thus, effective youth organizations pay particular attention to sustaining connections with youth.

Social capital. Effective CBOs also build relationships among youth, their community, and society—they provide youth social capital in such forms as introductions to community leaders, tips on jobs, meetings with local businesspeople, and contacts in policy and service systems. Adults in these youth organizations work with youth on job applications, call friends to set up interviews, and arrange transportation. Youth in a number of organizations shadow adults to learn more about their work and to establish personal relationships with someone outside the immediate community. Effective community organizations provide particular relational resources that foster links across an otherwise often-unbridgeable gulf between youth and society's institutions.

Figures 3.1 and 3.2 illustrate significant differences in how youth see the environments of school and their youth organization (see p. 14). These differences are particularly significant for African-American adolescents, who often experience school as a hostile environment and their neighborhood streets as dangerous. Effective youth organizations involving African-American males seem to provide an especially valuable and rare resource for their development and safe passage through adolescence in urban America.

> Adults tend to think of us as trouble...they just want to get us off the streets and out of sight, throw us somewhere...just let them 'do something,' throw them a ball, you understand what I am saying? Nobody seems to give a shit about what would help us find a good path...

These youth organizations where young people imagine, plan, and achieve care deeply about the quality

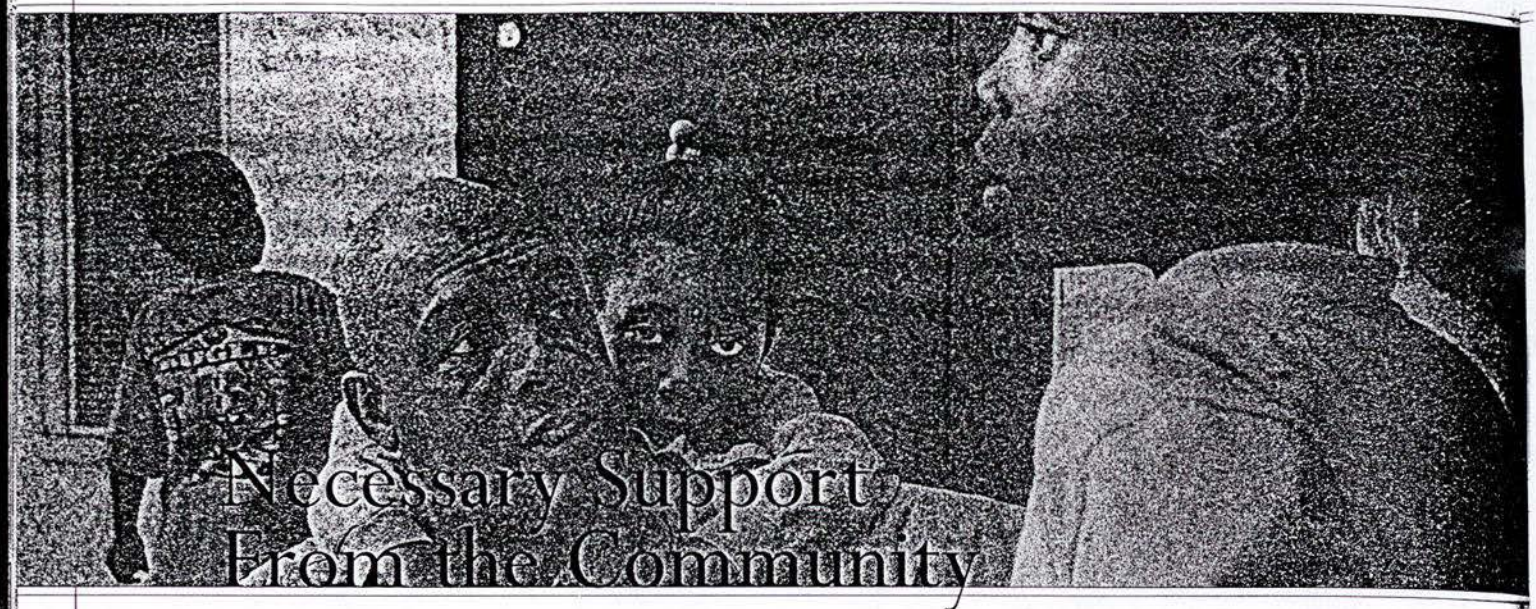


of opportunities for youth. For reasons of fiscal and organizational capacity, or conceptualization, these organizations are the exception in their communities and around the country. Youth led us to programs and organizations they considered "best." The social, academic, and civic outcomes we found within those organizations celebrate their many tastes.

Waiting lists also tell of the special features of these youth organizations. Most of the effective organizations in this study are overflowing, with waiting lists of eager youth. Some of the small groups—such as those featuring sports, the arts, or a leadership initiative—have applicants numbering more than two times their available slots. Perhaps the most dramatic was the high-demand, high-performance urban tumbling team that reports a waiting list of 3000 young people. However, in these same communities, other youth organizations go empty and resources unused because young people assess their programs as uninspired and their settings impersonal. They head instead for the streets or empty homes. Youth will not migrate to just any organization. Content matters.

Anyone who has worked extensively with young people knows that no one answer can respond to all questions, and no one program will meet the needs of those between the ages of 8 and 18. Yet some principles of design are evident. The community organizations that encourage and enable these positive outcomes are environments deliberately created to engage youth in ambitious tasks, to stretch their skills, experiences, and imaginations. The work of an effective youth organization is neither easy nor merely just for fun. These organizations are communities of learning and care, aimed at enriching the individuals—youth and adults—who belong to them.

Community-based organizations of the kind we describe here may be the institution of last resort for youth in depleted inner-city environments—where failure is perceived as insurmountable and young people feel paralyzed by their lack of belief in themselves. Youth organizations can provide bridges to other paths and opportunities to find self-value and success. In all communities, youth-based organizations that create engaging learning environments for young people comprise critical resources for youth in out-of-school hours.



Necessary Support From the Community

What does it take to foster and sustain more of these community organizations where youth can find interesting things to do, security, and accomplishments that equip them for productive lives? These youth organizations we studied are unusual resources for kids—too many organized programs for youth look quite different in what they offer, how they interact with youth, and the kind of environment they construct. It's not surprising that the effectiveness of these organizations differs in important ways, too. Moreover, these differences in program histories and supports run counter to some conventional ways of funding and assessing youth organizations. In order to make community count for youth, communities need to rethink strategies for their youth-directed CBOs.

LEADERSHIP AND PASSION

Each of the programs we studied build from an individual's passion—a passion for kids, an activity, or a community's well-being. This is true even for local affiliates of national organizations such as the YMCA or Boys and Girls Clubs. Effective programs are led by adults deeply committed to young people and their futures.

These youth organizations are not established primarily for purposes of safety, providing youth someplace to go, or as a strategy for addressing an academic, health, or social problem. The enthusiasm of adults associated with the organization brings essential beginnings and elements of stability. In instances when we saw a vital youth organization evolve into the dull fare that youth reject, we saw a change of leadership. A leader motivated by passion and commitment was replaced with an individual who saw the position as a responsibility to manage rather than a mission to achieve.

The prominence of passion in effective youth organizations signals the need to identify and back that penchant and energy in the community. In addition to supporting established organizations, policies that effectively support youth organizations seek out and underwrite committed individuals and enable their work with young people. Policies in support of passion for youth get the word out that funds are available for adults in the community who have enthusiasm for working with young people.

Yet, most local policies encourage established institutions as carriers of public interest and investments in youth. This strategy may defeat the type of fundamental rethinking urged here. The risk for policy resides in new forms of accountability, untried relationships, and the loss of leverage that accompanies relations based in contracts with organizations. Communities need to back these possibly risky investments. Youth's unwillingness to get involved in the usual offerings bears witness to the low return on more conventional strategies.

COMMUNITY CONTEXTS

Guiding principles underlie effective youth organizations, but there are no cookie-cutter practices. The work of a high-quality youth organization is thoroughly local and therefore unique. Surface similarities among communities mask differences that matter to youth and the organizations that nurture them. Every community has similar institutions, but they are understood and

operated in distinctive ways. Schools in urban areas, for instance, are sometimes seen as agents of the system and hostile to youth and their families. Schools in urban areas often are impersonal and disconnected from the community, since few if any of the professionals working inside them know much about the neighborhood or the people who live there. Rural schools, on the other hand, provide conspicuous contrast to these urban observations. Schools in rural areas often form the hub of the community. They gather all generations of community members, and school staff know not only the children and youth in their care but also their extended families. Although urban schools make a difficult and not always appropriate partner to youth-serving community organizations, rural schools are natural collaborators.

Moreover, within communities of similar descriptions, institutions may mean different things to residents. We found significant differences among urban communities, in particular, in youth's perceptions of the local school. Youth who rate their schools as hostile or unsupportive are less likely to stay there for after-school functions than are youth who find their schools a comfortable, safe environment. School may not be safe after school—largely due to the realities of street life rather than the school itself. Questions of where to locate after-school activities need to be answered by the community, not resolved by standardized policy directives. Program location can make a vital difference in youth's involvement.

Communities around the country also have different issues or shortcomings with which to contend. Urban areas find space for youth activities in short supply, while mid-sized towns and rural areas generally count space as an asset. Rural and many mid-sized towns struggle with inadequate libraries or other cultural resources, resources that most urban areas can build upon. Problems of inadequate transportation frustrate plans for youth activities in rural communities where youth live miles apart down country roads. Urban youth organizations confront not a lack of transportation but its cost and safety.

Therefore, most initiatives to build effective CBOs need to be based in local knowledge and conditions. Those hoping to replicate effective youth organizations nationwide must work within local contexts. These programs will not transfer intact from one location to another, nor can they be "taken to scale" by simply repeating what works in one community.

COMMUNITY "MENU"

If one were to judge youthful ideas about individuality merely from their choice of clothing, one might conclude that all young people want to be the same. The baggy pants, oversized T-shirts, and backward-turned hats seem a virtual uniform for American youth at the end of the twentieth century. Yet the choices and voices of the youth we came to know advise that individual preferences matter enormously. Youth's evolving sense of identity and competence call for programs suitable to them. The young woman who brightened her neighborhood's spirits with her cheerful murals would not likely join a local basketball team. The youth hard at work planting, tending, and selling their vegetables probably will not be attracted by membership in a drama troupe. The youth living on one side of "Death Wish Park" will not participate in activities with youth who live on the other side, even though the physical distance between them is only a few blocks. A necessary strength of the CBOs attractive to youth in a community is their variable offerings. Opportunities for youth of different tastes, talents, and peer affiliations make up a menu of learning from which youth can choose.

A surprise early in our research was the dearth of opportunities for young women. We found only a handful of programs for them. Public and philanthropic dollars often focus on the non-school hours of young men, especially African-American boys in the inner-cities who are thought to be most "at-risk" and most threatening to society's goals. In many coeducational settings, especially formerly boy-serving organizations gone coed, girls seem like afterthoughts as plans are made for equipment or activities. In too many club programs, for example, an afterschool activity for girls involves standing around watching the boys play pool rather that one constructed specifically for and by the young women. We found both an absolute level of underservice to girls overall in communities, and too many instances of girls being treated as second-class citizens in coeducational programs.

An effective youth organization must be able to attend to these differences and provide occasions for youth to engage as active learners. What one youth leader termed "herd programming"—taking in large numbers of youth—will not provide effective environments for learning and development. It is unfortunately the case that fiscal and other constraints in many communities apparently preclude support for the intentional learning environments we describe here. While these are well-meant efforts, and may be better than nothing for young people in depleted neighborhoods, communities must be clear that they cannot foster the youth outcomes we document here.

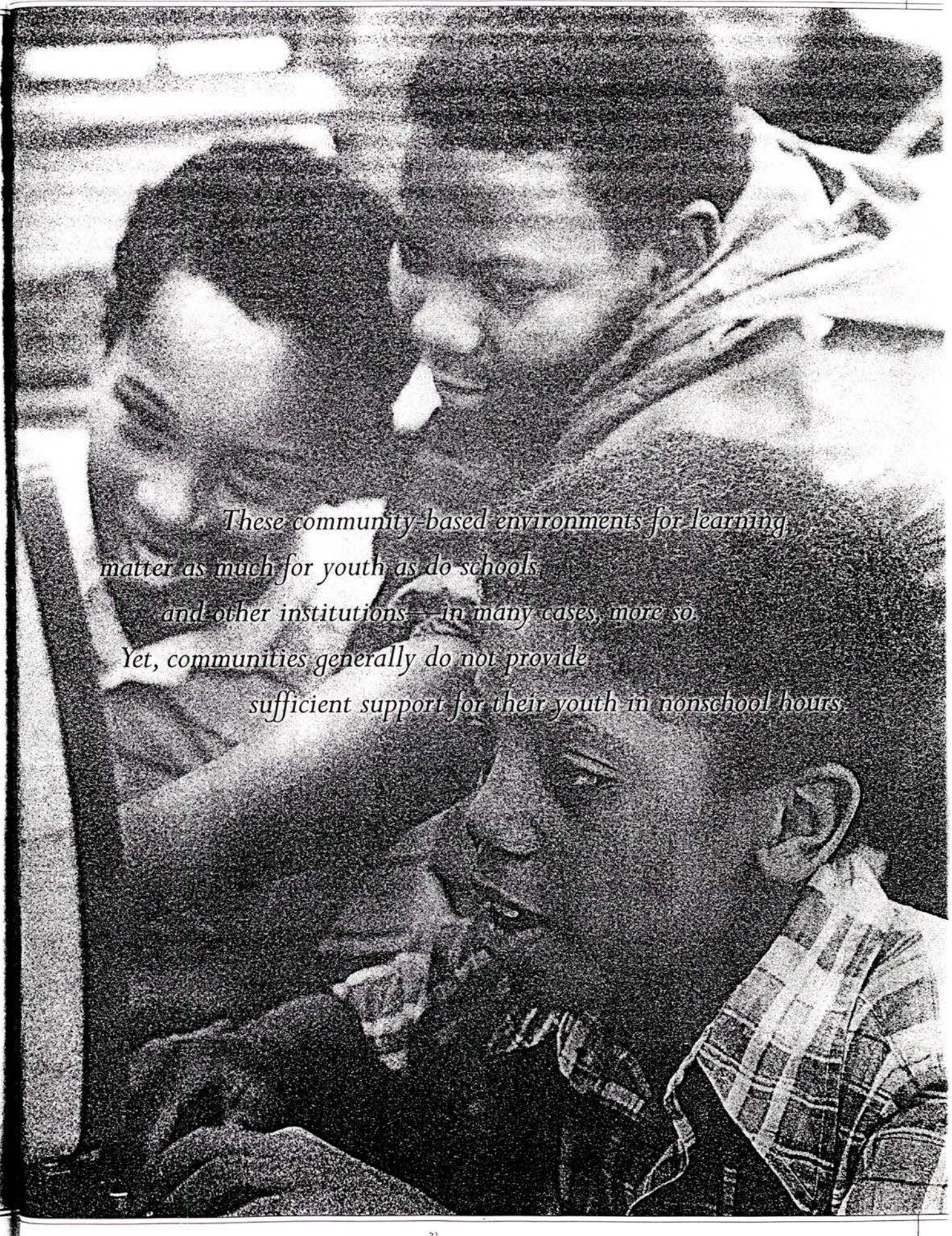
This prescription for varied programs and occasions for learning runs contrary to such policy virtues as cost-effectiveness. Funding and overseeing a few larger youth-based programs without question is a simpler task than supporting a variety of smaller ones. But the strength of the effort lies in its suitability from a youth perspective. Choice and attention to individual differences are key. A menu from which youth can choose also asks a community to address its diversity—to acknowledge the cultural and gender differences in interests that shape youth preferences and developmental needs.

DIVERSE EXPERTISE

What matters in the successful organizations we studied is a commitment to young people, to a community, and honest engagement with both. Adults having these qualifications sometimes have credentials of an obvious sort—as teachers, youth workers, social workers. But many—especially insiders with a passion for helping create better environments for youth than they grew up in—have no such credentials. Some lack a high school diploma. Yet, as one youth leader put it, these caring and competent staff have a "Ph.D. in the streets." Youth leaders in many organizations point to the critical knowledge these volunteers bring to the organization. Their experience lies not only in understanding families, but also in ways to get adults involved—how to engage seemingly unavailable community resources. A dilemma for policymakers and funders is how to "certify" these talented individuals in an era of credentialism and legitimate concerns about who works with youth. A lesson not to be overlooked among these accomplishments is the importance of moving beyond the domination of so-called experts, both in response to unique resources of other adults and to community doubts about outsiders' expertise. In urban areas especially, distrust of public institutions and their representatives runs deep. Community organizations have a vast resource of community members from which to draw if they don't limit themselves to so-called experts.

An additional challenge to developing expertise and extending the work of CBOs is the need to provide support for the many roles staff are playing in employment counseling, job-training, and business development. These adults need different kinds of training for these efforts to succeed consistently. One impediment is that many adults in these youth organizations have no professional identity. Structural shifts that affect institutions typically come from a constituency that has a nationally acknowledged role. Teachers, administrators, and parents can push for school reform. Welfare workers and the business community can speak to welfare-to-work issues. No such identifiable cadre of supporters currently represents youth organizations—neither the adults who work there, nor those who advocate on behalf of non-school learning environments. Adults who work in these organizations have no professional recognition beyond the doors of their organization. Adults who come into these organizations do so through their sense of potential in the youth and in the organization's mission. Established community stakeholders like local education funds can take the lead in providing training for adult volunteers. LEFs work daily with volunteers, parents, and community leaders. They have much to teach these fledgling groups about managing a CBO and its volunteers.

How then might the policy community and those institutions granted authority to credential rethink prerequisites and programs of study to include these young adults and adults who fall outside the conventional certified pathways? How might communities move beyond either/or discussions of the merits of lay or professional roles to embrace and legitimize the contributions of both? Here, too, LEFs are critical. Local education funds are currently working to change the face of professional development within schools across the nation. If the learning community is expanded beyond schools, the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lessons LEFs have learned in assessing training programs for teachers are applicable to training programs for all adults involved in supporting increased youth learning.

LISTENING TO YOUTH

Youth learn quickly about the supports and constraints of their communities. Organizations often fail because they have incorrect information about the lives of the young people they serve. This lack of youth perspective leads adults to make wrong assumptions about such important things as "safe" streets, welcoming organizations, or possible partners. A lack of input from youth sometimes leads adults to wrong conclusions. For example, the well-intentioned adult mentor in an urban setting was furious when youth from the organization he sponsored failed to keep appointments he had arranged for them. What he didn't know, however, was that the young men did not know how to read or use the city's bus schedule to get downtown. An adult might view a youth's poor school performance or attendance as a sign of apathy, while youth might explain it differently—in terms of a violent school setting, indifferent teachers, or boring classes. Adults may explain teen pregnancies in terms of insufficient information about safe sex or lack of discipline. But the young women we talked to referred to "having someone to love." Or, one young woman living in a home for pregnant teens in the Midwest told us, "It's boring. What can you do? You can join a gang, use drugs, or have sex. We chose sex. It's free, and it's not dangerous." A youth-centered community listens to the nature of problems and about positive responses. As long as a community ignores the opinions of youth or sees itself as detached from them, opportunities for youth development are unlikely to change.

SUPPORT FOR CORE ACTIVITIES

Communities need to invest in resources to engage youth's free time and attention. These community-based environments for learning matter as much for youth as do schools and other institutions—in many cases, more so. Yet, communities generally do not provide sufficient support for their youth in nonschool hours. Research and experience tell us that many youth organizations run on sheer will, constantly scrambling for funding. They wrestle with broken pipes, crumbling floors, and inadequate space and supplies. Their adult leaders have to spend an inordinate amount of time searching for funding and thinking of new ways to make their tried and successful work match the latest "flavor of the month" requests from foundations or other grantmakers.

Moreover, much of the funding for youth organizations supports start-up activities, not ongoing operations. As a result, many youth organizations live from three-year grant to three-year grant, often directing significant staff resources away from work with youth to grant writing. Funding for growth and sustainability means funding the work these organizations currently do and extending the time frame within which funds may be used. It also means general funding for less glamorous, day-to-day duties such as background checks for staff, snacks for participants, and T-shirts and other symbols of membership so important to youth.

Funding for youth organizations often comes from multiple sources. One organization in our research, for example, received funds from over 100 separate sources. Paperwork multiplies accordingly and can strangle small organizations with scant time, resources, and expertise to manage it. The great majority of the effective youth organizations we profile here fit into that category—a grassroots group getting by on sheer will and persistence but with few administrative resources. Many of the agencies that fund CBOs have similar goals but separate applications, timelines, and requirements. Private foundations run grant programs appropriate for youth organizations through multiple program areas (e.g., youth development, community development, and education). Public funders similarly operate multiple funding streams out of different offices. A state department of education, for instance, might administer funds to youth organizations through service learning and community service initiatives, after-school programs, school-linked services, safety programs, or drug prevention programs. These uncoordinated good intentions turn into a morass of paperwork and confusing requirements for youth organizations. A more supportive system of funding for quality CBOs would work with the community to coordinate funding requirements, technical assistance, and schedules to minimize the time youth organizations spend

on administrative work and fundraising and maximize the time they spend working directly with youth. Burgeoning bureaucracies and compliance-based contracts are incompatible with the trusting relationships that matter for communities and their local organizations.

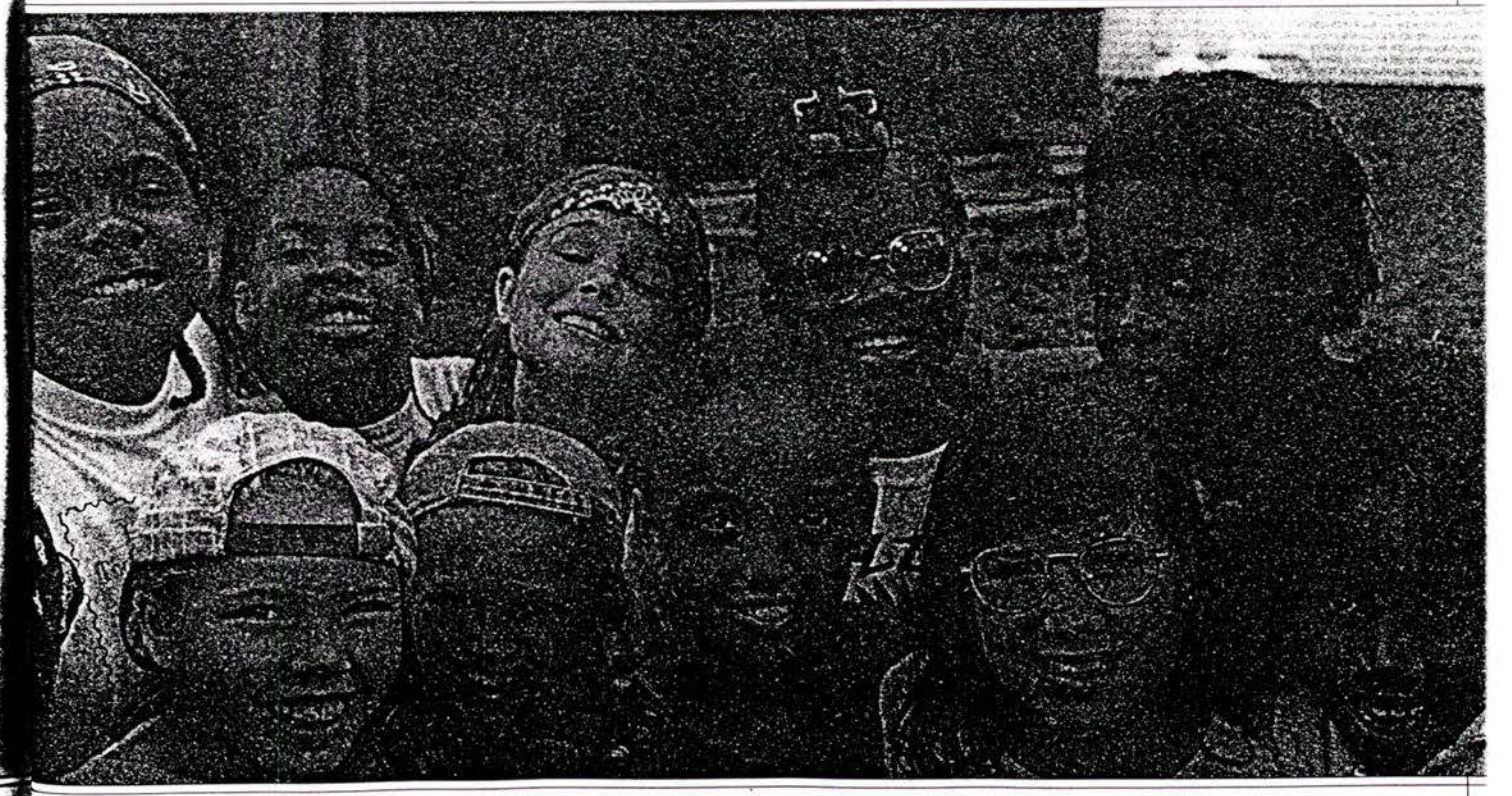
MAKE YOUTH A LINE ITEM

We asked leaders in vastly different communities about local priorities for youth. Responses to our question were consistent across region and community. Yes, youth are a priority for the community. But somehow there are always more pressing items, like police protection and road repairs, on the community agenda. Youth services frequently fall to fourth or fifth on a list of community priorities, but budgets accommodate only the top three. In local budget struggles, youth have ineffective voice and claim upon community resources. Implicit are assumptions that youth are the responsibility of schools and families, not of the entire community. Communities serious about making community count for youth will bolster supports for youth organizations. Communities serious about supporting youth in their non-school hours will make that support a line item in the local budget rather than one contender in annual budget battles. Local education funds are well-versed in analyzing budgets—and in educating the community on how to read budgets and request changes. Doing so doesn't necessarily require financial acumen. But it does require a desire to advocate for youth. Over the past decade of navigating local politics, local education funds have earned a reputation as an impartial advocate for youth and youth programs.

ESTABLISH MEANINGFUL MEASURES OF ACCOMPLISHMENT

Youth organizations, like other community agencies, are often held accountable for achieving outcomes that are specified by agents outside the community. These designated outcomes are frequently unrelated to what they do day-to-day. Or they call for indicators that make little sense in the context of an organization's program. The experiences of the effective youth organizations we studied offer a number of suggestions for more meaningful evaluation.

Effective organizational processes—as well as more locally defined youth outcomes—should be considered. Some organizations start in places with few guides or



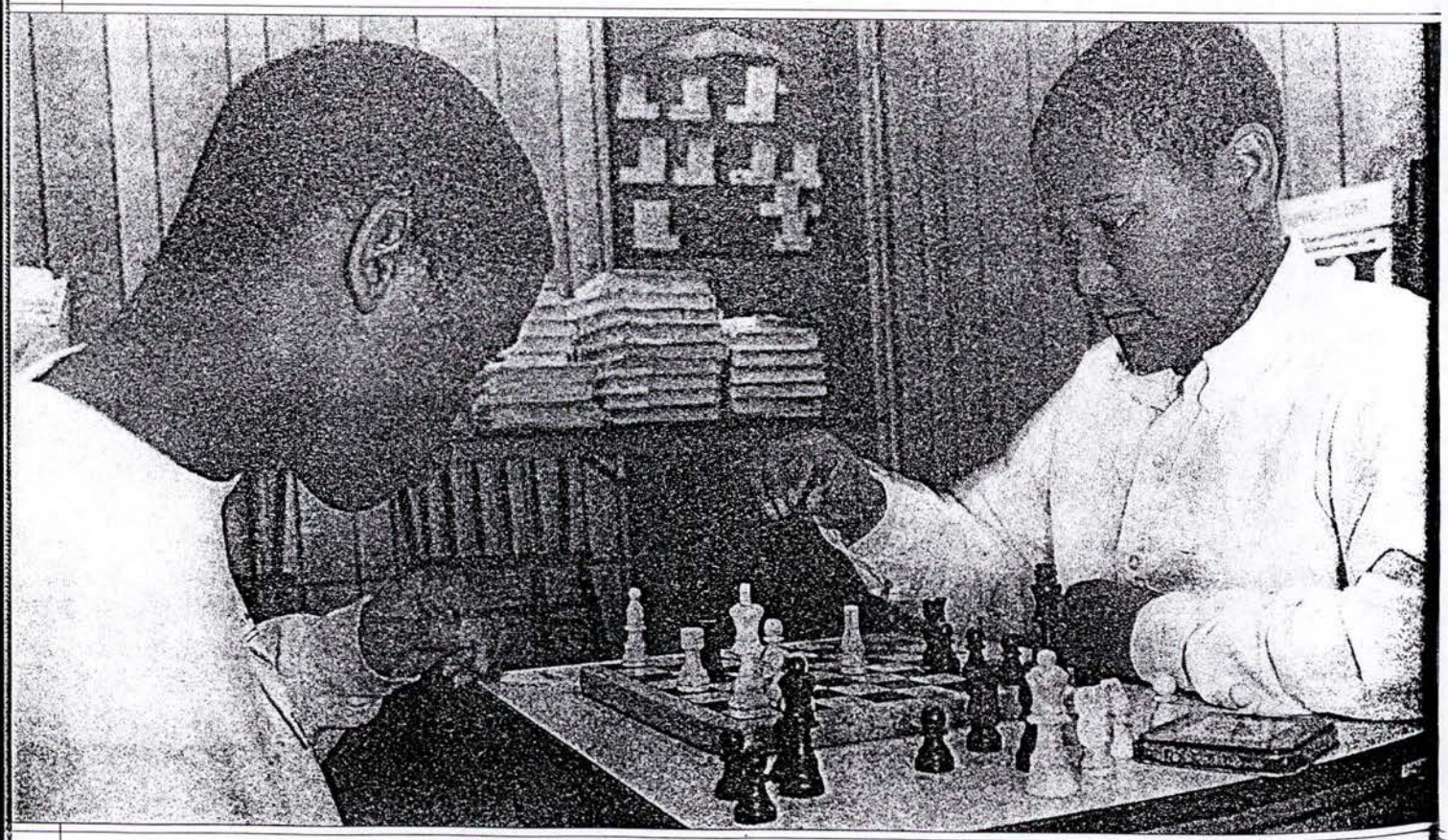
supports. Just opening their doors and getting youth involved marks a major accomplishment.

Meaningful measures acknowledge that many outcomes important for youth to achieve—confidence, agency, leadership, responsibility—are difficult to assess, especially in the short run. "Process is Product" in a quality youth organization. Meaningful measures gauge the environment for youth development—to what extent is it youth-centered? Knowledge-centered? Assessment-centered? Does the organization embody a respectful, affirming community of adults and youth?

Looking at espoused organization goals provides insufficient evaluation. Short-term projects cannot teach concentration, revision, and persistence. Programs that are merely "fun" cannot challenge youth to learn new things, imagine futures, or achieve goals. Moreover, we saw how programs that appeared the same on paper were in practice different opportunities. Accordingly, measures of these organization qualities and actual offerings are important indicators of their potential for enabling positive outcomes for youth. Yet these meaningful measures typically are not captured in grant applications and evaluations, especially those of the checklist variety. Evaluations that emphasize such items as participation rates or stated program objectives rather than students' experiences and their assessments of value cannot help funders or staff members identify strengths or areas for improvement.

Youth leaders consistently point to problems of "fit" between what funders ask them to count as outcomes and the goals they aim to achieve. Many of the outcomes for which youth organizations are held accountable can take a significant amount of time and effort to change. Some CBOs are asked about the impact they have on school grades when they might be more accurately judged by their progress along interim measures such as development of leadership skills, emotional competencies, and attitudes of responsibility.

Outcomes might not capture success because they tend to be static rather than developmental in terms of the organization. When a youth organization first opens its doors, it might be forced to provide a range of unforeseen services in an effort to be accessible and relevant to its neighborhoods. When youth organizations first start



to work with youth, some outcomes might show initial gains then level off and/or decline as more difficult challenges rise to the surface.

Adults working with community-based organizations particularly resent the negative frame of many required evaluations. Some youth organizations are asked to track deficits in youth (for example, reductions in incidence of vandalism, school failure or poor attendance, or teen pregnancies) rather than note and appraise the positive youth accomplishments. Many, if not most evaluation or accountability structures, are based in a "pathology reduction" frame rather than one of positive youth development, in direct contradiction to the character essential to an effective youth organization. Youth leaders in the effective organizations we studied agree that "problem-free does not mean fully prepared. Young people are sold short when sights are set so low. Adults must state positively what their goals are for young people."[6]

As a consequence of these ill-fitting evaluations, some CBOs feel pressure to change course in order to satisfy funders: to provide more direct academic time or to focus on reduction of high-risk behaviors, even if those are contrary to the "best practices" of effective CBOs.

GROWING YOUTH-BASED RESOURCES

The community organizations we studied are exceptional and generally not part of any self-conscious association of resources for youth. The majority of the effective organizations we came to know were "home grown" and isolated elements in an uncoordinated voluntary, youth-based non-school sector. But these organizations need not be exceptional and rare, and dependent on the presence of an exceptional leader. Evidence exists around the country that effective youth-based organizations can be built by engaging community members and staff in vision-building activities for youth development, connecting them to "best practices," inviting genuine youth participation in assessing needs, designing programs, and evaluating their contributions.[7] Public policymakers and private funders can realize significant benefits for youth and their communities though investments in capacity-building efforts and organizations. These investments might underwrite networks for youth organizations and youth workers, organizations dedicated to sharing ideas and strategies, assistance with evaluation and program design, or occasions for youth to work with community members on issues of constructing and connecting community supports for youth. Adults working in youth-based organizations express a sense of disconnection and "going it alone" that could be ameliorated by resources dedicated to connection and shared goals. These individuals, like the youth they work with, need an intentional learning environment—one that is centered on their needs, focuses on their learning, and provides opportunities for invention, reflection, and feedback.

COMMUNITY YOUTH DEVELOPMENT

Youth development means community development. A community bereft of adults who care about and provide activities for youth can provide only rocky and inadequate support for youth development and healthy learning environments.

Seeing youth development as community development refocuses policy and practice beyond the specifics of opportunities provided for youth to the community relationships that nurture and sustain those opportunities. In many of the community-service programs we came to know, for example, the relationships among adults engaged in the program continued beyond the specific activity to benefit them and youth. Some of these benefits to adults are direct, as in the church-based literacy program that hires local residents as receptionists, aides, or general supervisors for after-school programs. Many organizations involve community members as volunteers. In more than one instance this volunteer work and the evidence of reliability and talent it establishes gives adults the confidence to seek paid jobs. These extended relationships fostered in many CBOs illustrate the "strength of weak ties"—the ways in which social networks can contribute to personal success and well-being. These ties are community development at its core, and they make up an essential web of mutual accountability and responsibility for young people.

Understanding youth development in terms of community development raises new challenges for policy. One challenge is building on community assets—strengthening those features of community that already contribute to the well-being of youth and families.

Strength-based strategies aim to honor and extend community strengths, so that they can be sustained and stable after the life of the grant—too often the case when initiatives are intended only to repair or respond to community deficits.[8]

As sensible as a strategy that starts from community strengths might sound, it can pose challenges to funders and policy makers. In many communities, important assets sit in faith-based institutions, institutions precluded from public support by First Amendment guarantees of separation of church and state. Moreover, in many communities, norms resist spending public dollars on organizations or activities with any ideological stance. Yet faith-based organizations are often among the most available and sustaining resources for a community's youth and adults. Economic pressures and a growing sense of urgency are bringing churches and schools together in pursuing a common goal of nurturing healthy children. Not only are religious organizations regularly the heart and center of communities, they often furnish the only coherent system of positive values in the distressed contexts of poor neighborhoods. Navigating the legal and normative terrain that separates public support from faith-based organizations poses a hurdle for communities aiming to build on their assets.

One particularly ironic challenge to strategies for youth development lies in the call to see youth as resources. The typical "youth as problem" stance of policy has been identified as a dead-end strategy, yet alternatives have proven difficult to support. The idea of youth as a constructive agent rather than a "target" often discomfits officials and others worried about losing control. Yet the experiences we relate here make evident that youth are resources to their peers and to their community—and effective community organizations intentionally cast them as such. The successful outcomes we detail are based on a deep and articulated faith in the capacity of young people to be resources for the community and energetic agents in their own positive futures. Advice to fundamentally rethink the value and roles of youth may be difficult to sell, however, especially in violence-plagued urban areas.

Still other barriers exist to approaching youth development as community development as a matter of policy and support. Youth-based community development must engage all of the institutions through which youth move if a vital context for their growth is to be constructed. Yet, schools, the so-called "universal institution" for children and youth, typically are left out of both community and youth development efforts.

This omission sometimes is by design and sometimes by default. In most urban communities, and in many mid-sized towns and rural areas, schools and communities have grown apart. In urban areas, schools and communities often operate in a climate of mutual mistrust rather than one of collaboration. In rural areas, policies that have consolidated smaller schools into larger regional high schools have fractured the spirit of place many schools held for their communities.

Positive school-community connections are unusual, and as one youth advocate put it "there is an abundance of arrogance and ignorance on both sides." Adults working with youth organizations frequently believe that school people do not respect or value their young people. Educators, for their part, generally see youth organizations as mere "fun" and as having little to contribute to the business of schools. Moreover, educators often establish professional boundaries around learning and teaching, considering them the sole purview of teachers. Yet adults working in community organizations know that youth have many teachers and that learning does continue in non-school hours.

In many ways, both are right. We heard many accounts from adults working in youth organizations about the damage done in school to the young people they cared for. "I need to spend two hours after school making up for what happens to my kids in school," said one. "They are made to feel they're no good and can't accomplish anything." Educators, commenting on youth organizations, say that many of the activities available to young people in their non-schools hours are insubstantial, lacking in opportunities for learning.

Yet fostering more creative efforts of cooperation between schools and youth organizations is critical. Few of the groups we studied could entertain this idea, however, for when they had done so, they ran into bureaucratic snags. In one urban community, school regulation precluded cooperating artists from using the spaces they needed. Barred from the gym or hardwood floored hallways because of insurance provisions, the dance program struggled on a concrete lunchroom floor. Provided no

assistance from the school's janitors, a mural artist desperately mopped up after her young artists so teachers would not return to floors marked with finger paints, sticky paper, or other evidence of youthful creation. By the artists' reports, school officials were deaf to requests to talk about ways the after-school program and the school could collaborate in the interest of youth.

The waste of precious resources deprives youth of valuable opportunities to learn, practice, and achieve. Schools are repositories of spaces and materials to support learning. Communities, on the other hand, offer fertile resources that can extend the classroom into the non-school lives of youth. More effective school-community connections must resolve these turf battles. Creative efforts also require grounding in expanded notions of teaching and learning opportunities. These new understandings await conversations among educators and community members, discussions that cannot even begin without suspension of their mutually held arrogance and ignorance. Communities need to attack this culture of distrust and bring schools to the table. The challenge for schools is to think about what happens outside the classroom and consider resources for teaching and learning in the community. The challenge for communities is to think about ways they can support what happens in the classroom in nonschool hours.

In addition to these largely horizontal relationships among community institutions and their youth, effective community organizations also must depend on vertical relationships to support their goals—that is, relationships between activities at the neighborhood level and those at the city level. Opportunities for youth are shaped—for better or worse—by larger political and regulatory contexts. We encountered many examples, generally negative, of how youth organizations are affected by their settings. In one urban area, for example, youth were disappointed and finally angered by the failure of the city to fulfill its promise of resources for their community-service project. Their anger was over more than just scuttled plans. It expressed their reinforced belief that the system had no respect for poor, African-American youth. They believed that "the suits" did not honor their pledge and could not be trusted. Belief in adults, constructed within the nurturing environment of the organization "family," is easily eroded by mixed signals and broken promises.

Individuals and organizations with compelling public voice will have to become convinced of the need for, and the effectiveness of, these youth-based organizations and their potential for creating positive climates for young people. Those interested in education, civic responsibility, and creative approaches to working with youth will have to step forward to acknowledge youth-based organizations and the youth they embrace as powerful, positive allies in community development.

Effective community youth organizations such as those featured here go a long way to answer the conceptual challenge of how to make community count for youth. A more difficult challenge is a political one: how to mobilize advocates with diverse perspectives into more productive relationships around youth development and opportunities for young people.

Recommendations for Community, Youth Organizations, Schools, Funders, and Policymakers

How can communities count for youth development?[9] Support for effective youth organizations will require a coordinated effort across sectors and interests. City councils need to get involved. Schools need to act, as do diverse community groups, funders, and youth. The following is an attempt to translate the previous arguments and findings into action steps. The long-term strategies indicate the support youth organizations need to make community count for youth. The short-term strategies suggest beginnings.

MEANINGFUL MEASURES OF YOUTH OUTCOMES

	LONG TERM	SHORT TERM
COMMUNITY	› Develop local capacity to assess the needs of youth on a regular basis. › Develop a local database of resources for youth development and concrete evidence of consequences for youth competencies and attitudes. › Make information on youth needs and community resources for their development a central element of deliberations on budgets and policies affecting youth.	› Involve youth and community in identifying, documenting, and assessing opportunities for youth and supports for youth development.
YOUTH ORGANIZATIONS	› Document and share what you do specifically as it relates to learning outcomes. This does not only mean expanding the academic supports you provide, but studying and understanding how the work you already do with youth contributes to their performance in school.	› Document your successes with youth in terms that are meaningful to you as well as funders, schools, and other potential collaborative partners. › Conduct an inventory of opportunities to record work with youth as part of the regular day-to-day operation of the organization.
SCHOOLS	› Include the role of youth organizations in your assessments of what contributes to the performance of certain youth in school. › Recognize/reward youth for their participation in youth organizations. For example, consider awarding community service credit for community service performed through youth organizations.	› Help youth organizations access the public information you have on the school performance of the youth with which they work. This will help them document outcomes for the youth they serve.
FUNDERS AND POLICYMAKERS	› In evaluations and other reporting requirements for youth organizations that you fund, give credit for process as well as outcomes. Ensure the outcomes that you measure are meaningful measures of the performance of youth organizations, and ask for strengths-based outcomes. › Establish channels for ongoing dialogue with your youth organizations and other grantees about what outcomes you should reasonably expect a youth organization to achieve after certain periods of time.	› Fund the development of evaluations and evaluators who can work in youth organizations. › Help grantees negotiate evaluations and outcome measures that are perceived to be useful to the organization. › Conduct an inventory of data already available at youth organizations and other organizations that serve your neighborhood youth. Consider these sources of available information first when choosing evaluation and reporting requirements. › Support collaboration between communities and universities to develop local capacity to document and assess youth needs and the outcomes of CBOs.

SMARTER FUNDING AND POLICY STRATEGIES

	LONG TERM	SHORT TERM
COMMUNITY	› Offer a diverse "menu" of organizations and programs for youth. › Provide a web of reinforcing supports for youth that includes all the institutions that affect youth development. › Develop a local action-base for youth. › Make youth a line item in the community budget.	› Identify assets for youth within the community in terms of caring adults, spaces for programs, and expertise that can assist youth organizations.
YOUTH ORGANIZATIONS	› Develop environments that are youth, knowledge, and assessment-centered. › Establish systems within the organization to document and share promising work. Important documentation includes day-to-day practices, outcomes for youth, and actual program budgets.	› Access resources needed to provide high-quality programming. This may include formal professional training, visits to other youth organizations, and joining professional associations. › Familiarize funders and schools with the organization's work. Invite them to open houses, tours, and performances by youth. › Conduct an internal assessment of points in the day-to-day operation of the organization where work with youth can and should be documented. › Expand board membership to include youth, school principals, school district personnel, foundation program officers, and representatives of city/county government. › Begin to establish relationships with the schools your youth attend and other eligible recipients of state and federal after-school funds.
SCHOOLS	› Include youth organizations as integral parts of strategies to improve learning. › Provide incentives for teachers to learn about their students' work in youth organizations. For example, support professional development time and stipends or credits to visit youth organizations and other non-school settings where youth learn. › Develop curricula that integrates community resources for learning and teaching.	› Include youth organizations and other community organizations in assessments of resources for learning. › Establish a dialogue with youth organizations in the neighborhood. › Participate in community meetings. › See schools as providers of last resort for after-school programming. › Encourage students to share their work in youth organizations during the school day. Publicize the work of students in youth organizations. Consider devoting a regular portion of your newsletter and school bulletin boards to news of local youth organizations. › Offer space to youth organizations for performances, art shows, sports, and other activities.

	LONG TERM	SHORT TERM
FUNDERS AND POLICYMAKERS	› Fund people, not just programs. This may mean 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 credentialling for youth workers. › Reframe policy debates around after-school programming. This may include 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 ongoing operations, not just start-up costs. This may involve 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 requirments. Pursue the feasibility and usefulness to applicants of releasing joint requests for funding. › Create a local education fund to advocate for school and community improvements at the public policy level.	› Make a pool of private funds available as grants or loans to draw down public funding. › Learn about youth organizations in the community/jurisdiction. Participate in community meetings. › Identify intermediary organizations and other potential convenors of youth workers. › Set broad goals for after-school programs and policies. For example, be flexible on the number of youth served, hours of operation, and type of activities provided. The main criterion for funding should be that applicants demonstrate that their approach to after-school programming matches the needs, resources, and contexts of the youth they intend to serve. › In grant applications, ask youth organizations and their partners to conduct an assessment of their community needs and strengths related to these goals. Ask the youth organizations, schools, and other community agencies how they will build on these strengths and address some of these challenges. › Make planning grants or other funds available to schools and youth organizations to conduct community assessments. › Actively collect information on what youth organizations do to support learning. › Put representatives of youth organizations on your advisory boards for your programs in education, as well as community development and youth development. › Research and make connections to other grantmakers and policymakers with similar goals and applicants.

ACKNOWLEDGEMENTS

Community Counts draws upon work supported by grants from the Spencer Foundation to Milbrey McLaughlin and Shirley Brice Heath from 1987-1999. Shirley Heath has been my close colleague and collaborator ever since we first discovered our shared interest in the role of youth-based organizations. Her commitment to understanding their contributions suffuses every page of this report. ❙ The body of our research has been shaped and informed by many talented individuals over the years. Merita Irby and Juliet Langman were our original site workers, and immersed themselves in our three urban sites in the first half of our research. Their work was aided by a crew of "junior ethnographers," youth who participated in the organizations we studied. Chad, Dinesha, Felicia, Izzy, Johnny, Manuel, Marvin, and Peggy played an especially central role both as research collaborators and by planning a conference for youth. As our sites expanded, so did the research team that made this far-flung research possible. It included (in chronological order of involvement with the project) Steve Balt, Jennifer Massen Wolf, Shelby Anne Wolf, Ali Callicoatte, Melissa Groo, Kim Bailey, Arnetha Ball, Brita Lomdardi, Mailee Ferguson, Sara DeWitt, Shama Blaney, Monica Lam, Adelma Roach, Emma Leuvano, Joe Kahne, Ann Davidson, and Adriel Harvey. A substudy that focused on one urban neighborhood was directed by Joe Kahne and involved James O'Brien, Theresa Quinn, and Andrea Brown. The "boxed" vignettes used in this report are drawn from their observation notes and writing. Greg Darnieder and the Steans Family Foundation provided direction and support for that substudy. Rebecca Barr at the Spencer Foundation was encouraging and supportive through it all. Julie Cummer, our Stanford University Project Administrator, was a brilliant strategist in figuring out ways to take often-bizarre requests for reimbursement through the university system and helping in so many ways to keep our "distributed project" together. ❙ Other individuals made contributions specific to this report. Haggai Kupermintz and Ken Ikeda provided assistance with statistical analyses of the survey data. Meredith Honig contributed ideas and text to the section on recommendations. Michele Cahill, Sarah Deschenes, Meredith Honig, Della Hughes, Ken Ikeda, Peter Kleinbard, Morva McDonald, Jane Quinn, and Sylvia Yee read drafts of this report and it is stronger for their comment. ❙ None of this work would have been possible without the cooperation, trust, and openness of the youth and adults who invited us into their lives and organizations over the years. Their generosity, deep belief in youth and community, and commitment to a civil society are impossible to capture in words. ❙ The partnership of Wendy Puriefoy and the board and staff of the Public Education Network in preparing, publishing, and disseminating this report is gratefully acknowledged.

ABOUT THE AUTHOR

Milbrey McLaughlin is the David Jacks Professor of Education at Stanford University in Palo Alto, California.

NOTES

1. For example, see L. Scott Miller (1995), An American Imperative: Accelerating Minority Education Advancement. New Haven: Yale University Press.

2. The research reported here was supported by the Spencer Foundation in grants to Shirley Brice Heath and Milbrey W. McLaughlin, from 1987 through 1999.

3. The precise numbers of youth who participated in some way in our research over the past decade are difficult to calculate. We estimate that the youth who participated in the more than 120 specific projects or activities we studied number more than 1000. Many of these activities, however, were associated with a larger organization. For example, we spent a great deal of time with about six young men associated with a gang prevention project, sponsored by the YMCA. A city mural project team of about 10 young artists was part of a Boys and Girls Club. A tally of the youth who nominally belong to all of the sponsoring organizations included in this research sums to around 30,000 — based on membership figures provided to us. However, all youth members affiliated with these organizations were not part of this research. This report is based on the experiences of this smaller subset of youth.

4. Data that enable us to compare the attitudes, behaviors and outcomes of youth participating in community-based organizations with those of American youth generally are based on responses to National Educational Longitudinal Survey questionnaires. The National Educational Longitudinal Survey [NELS:88] is a longitudinal study of 8th graders whom the National Center for Educational Statistics followed from 1988 through 1994. The design of NELS:88 permits examination of the role of schools, teachers, community, and family in promoting positive outcomes. The NELS:88 sample is constructed to be representative of American youth generally. We administered a questionnaire containing a subset of NELS:88 items to youth involved in the community-based organizations we studied (N=364). We then compared the responses from these youth with those from youth participating in the 1992 NELS:88 Second Follow-Up (N=21,188). These comparisons allow us to make statements about the circumstances, attitudes and outcomes of youth involved in this research compared to "typical" American youth.

5. Figure 1 shows data from a second project-specific survey of approximately 175 youth in a particular inner-city neighborhood.

6. Karen Pittman (1992), Defining the Fourth R: Promoting Youth Development Through Building Relationships. Commissioned Paper #5. Center for Youth Development, Academy for Educational Development: Washington, D.C.

7. Michele Cahill offers as an example the experience of the Networks for Youth Development.

8. John Kretzman and John McKnight (1993) popularized the term "assets-based strategies" and ideas about "assets mapping." (Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. Center for Urban Affairs and Policy Research, Northwestern University: Evanston, IL.)

9. Meredith Honig provided the inspiration and content for this section.

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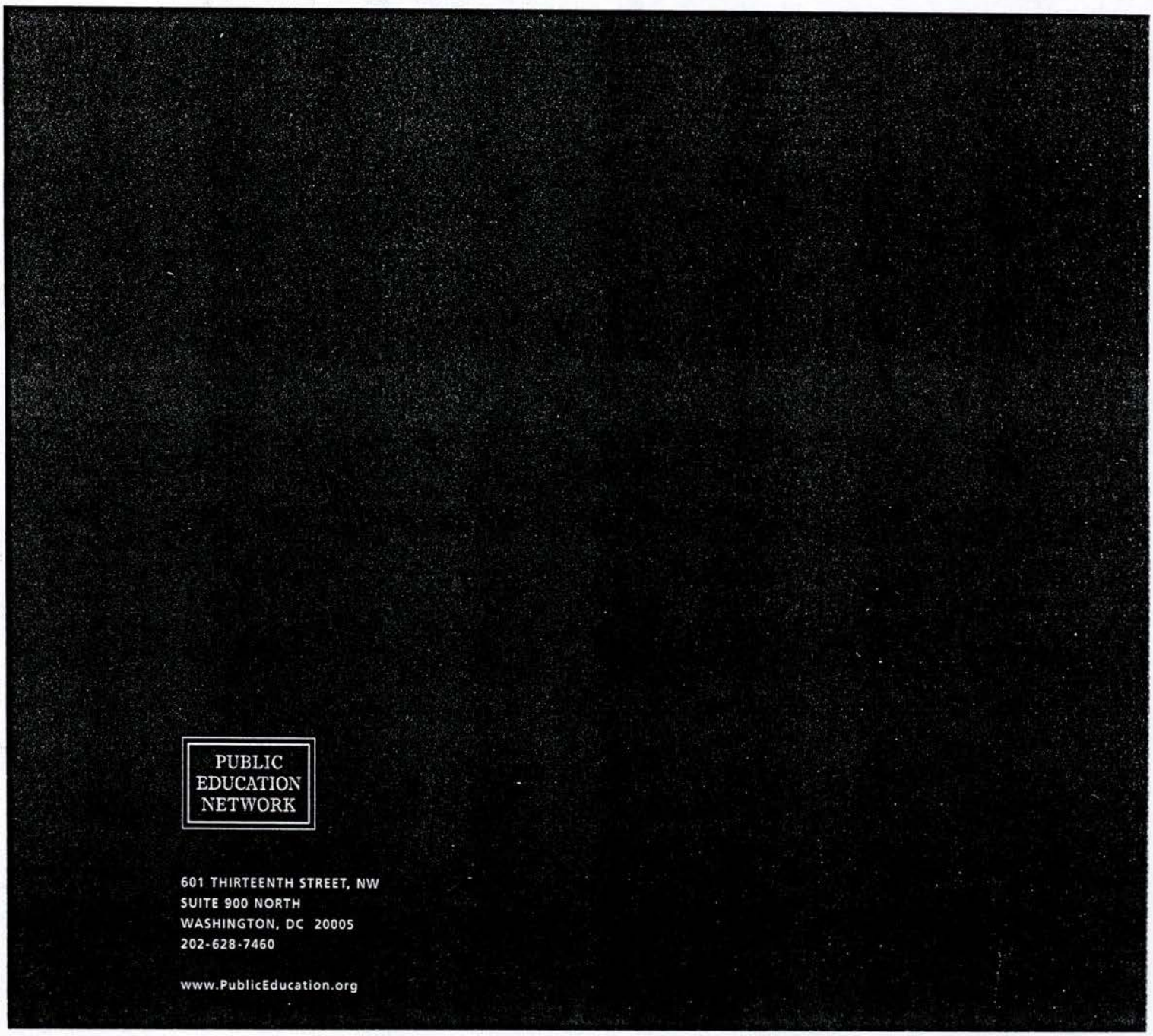

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www.PublicEducation.org

OJJDP

PARENTING RESOURCES *for the 21st Century*

www.parentingresources.ncjrs.org

Parenting Resources for the 21st Century puts you in touch with the information you need to meet the challenges of raising a child today.

Find out:

- How to find child care for your newborn.
- What to do when your child misbehaves.
- How your child can benefit from playing organized sports.
- Who can help when you suspect your teenager is using drugs.
- Where to find information on college scholarships.

This Web site has been developed in cooperation with and support from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Coordinating Council on Juvenile Justice and Delinquency Prevention.

Those without Internet access can learn about the resources featured on the Web site by calling OJJDP's Juvenile Justice Clearinghouse (800–638–8736) for additional information and assistance.

The **Parenting Resources for the 21st Century** online guide links you with answers to these questions and many more in a user-friendly and easy-to-access format. Just go to *www.parentingresources.ncjrs.org* (online June 2000) and find the parenting information you need by choosing any one of the site's eight categories:

- Family Dynamics
- Health and Safety
- Child Care and Education
- Family Concerns
- Youth Development
- Out-of-School Activities
- Resources
- What's New

Whether you're a parent, a grandparent, or any other person who cares for—or about—children, this Web site will provide the resources you need.

Parents Matter:
Tips for Raising Teenagers

Campaign for Tobacco-Free Kids
National Campaign Against Youth Violence
National Campaign to Prevent Teen Pregnancy
Office of National Drug Control Policy
U.S. Department of Education
U.S. Department of Health and Human Services

Prepared for the White House Conference on Teenagers
May 2, 2000

Parents Matter: Tips for Raising Teenagers

THE NATIONAL CAMPAIGN TO PREVENT TEEN PREGNANCY

Being a parent is one of life's most challenging – and rewarding – responsibilities. But the parents of teenagers may have the toughest job around. Adolescence is the journey from childhood to adulthood, from relying mostly on the judgment of others to learning how to make responsible decisions independently. It can be a difficult transition for both teens and their parents, especially in a society in which young people are confronted daily with the serious risks that come with sex, violence, drugs, alcohol, smoking, and school failure – risks that science and common sense tell us are often related. Because the various risks teens face are so closely connected, so too are the solutions.

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

CAMPAIGN for TOBACCO-FREE Kids

It's easy for parents of teens to believe that they've lost their influence over their kids once they reach adolescence. The power of peers and the media can seem overwhelming. But research and experience both make clear: parents *do* matter in the lives of their teens. Teenagers need support, guidance, and caring from their parents as much as younger children do. And teens themselves say they want to hear from their parents about the challenges they face growing up, even if they don't always act like it.

NATIONAL CAMPAIGN AGAINST YOUTH VIOLENCE

EXECUTIVE OFFICE OF THE PRESIDENT OF THE UNITED STATES · OFFICE OF NATIONAL DRUG CONTROL POLICY

While each of the organizations that have helped develop this publication has a different focus, we offer many of the same messages to parents. Parents can do so much to foster their kids' talents and skills and guide them toward healthy development. Parents can also shape the communities their children grow up in. Whether you're concerned about drinking, drugs, violence, trouble in school, smoking, or sex (or all of the above), the best advice for parents is the same: stay closely connected to your teenage sons and daughters. The following ideas can help parents make a difference in the lives of their teens.

DEPARTMENT OF HEALTH & HUMAN SERVICES · USA

Spend time with your children and teens.

Spend time with your kids, engaged in activities that suit their ages and interests. Shared experiences build a bank account of affection and trust that forms the basis for future communication. Eat together as often as you can. Meals are a great opportunity to talk about the day's events and to grow closer with your children. Use the time for conversation, not confrontation. Read, watch TV or movies, and surf the internet together. Exercise or play sports as a family. Get involved in community service with your kids.

Help teens gain a sense of self-confidence.

Self-confidence is earned, not given. Give kids opportunities to learn skills and gain confidence. Offer praise for jobs well done, accentuate the positive, emphasize the things your children do right. If they fall short, suggest ways to improve; don't criticize. Affection and respect will reinforce good behavior (and change bad) far more successfully than fear or embarrassment.

Encourage your teens to get involved in fun, safe, fulfilling activities.

Help your children to identify their strengths, talents, and interests and to find opportunities in which these assets can be developed. Encourage them to volunteer in the community, join a youth group, or participate in arts or sports. It'll give them a sense of accomplishment, connect them to positive peers and adult leaders, and – not least of all – keep them busy.

Help your teenagers set goals and understand that they have options for the future.

Help kids understand how the choices they make now can affect their whole lives. Introduce them to successful people in your community who can explain what it took to succeed. Teens with long-term goals for education or work will be less likely to compromise their futures by engaging in risky behavior.

Let your kids know that you value education highly.

Stay involved in your children's education and let them know it is important to you. Explain to them how their education will reward them later in life and why it is so important for them to take it seriously now. School failure is often a warning sign of other problems. If you notice a drop in performance, talk to your teen and his or her teachers immediately.

Stay involved with your teens' schools.

Parents are often very connected to their children's elementary schools but disengage as the kids get older. Try to stay involved right through middle and high school. Pay attention to the classes your teens are taking and the homework they are being assigned. Join the PTA or another parent organization. Volunteer to be a tutor, mentor, or guest lecturer. Meet your teens' principals, teachers, counselors, and coaches. Attend back-to-school nights, student exhibitions, plays, band and chorus recitals, and sporting events. If you don't show up, your kids will be the first to notice.

Know where your kids are and what they're doing.

Set clear rules for your kids about what they may do and with whom they may spend time, and talk to them about why these rules are important. Establish curfews and make unchaperoned parties off-limits. Make a special effort to know where your children and teens are on the weekends and after school, since those are the "danger zones" when unsupervised young people may have many opportunities to use drugs, commit crimes, and engage in other risky behavior. The goal is to be an attentive parent without being authoritarian. Remember, knowing where your kids are and what they're up to doesn't make you a nag; it makes you a caring parent.

Get to know your children's friends and their families.

Friends have a strong influence on each other, so it is important to get to know your children's friends and their parents. Much peer pressure is actually positive. Encourage your teens to hang out with healthy, positive friends. Welcome their friends into your home and talk with them openly.

Talk with your children early and often about the pressures of growing up and the risks they may encounter: sex, drugs, alcohol, smoking, and violence.

Although it may be difficult to initiate a conversation, start when your children are curious and begin to ask questions. Make it clear that everyone experiences pain, fear, anger, and anxiety, and talk with them about the appropriate ways to deal with troubling emotions. Make sure your kids know the dangers of tobacco, drugs and alcohol, and sex. Frequent communication on such issues should begin early in childhood and continue throughout adolescence, as questions and situations continue to change. Of course, with teens in particular, you may have to take the initiative in keeping communication going. Create an ongoing two-way dialogue by respectfully answering each question or topic thoughtfully. Talk *to* kids, not *at* them.

Be clear about your own values and attitudes.

Communicating with your children about difficult issues is most successful when you, as a parent, are certain about your own feelings. By being open and honest, you can express your values in a caring way. Many parents worry about seeming hypocritical, particularly if they engaged in risky behavior as teenagers themselves but are now urging their children to take a different path. While most teens have a very well-tuned "hypocrisy radar," they are often sophisticated enough to realize that, in this age of AIDS, automatic weapons, and other dangers, new standards are appropriate.

Set the right example.

Be a living day-to-day example of your values and standards. Show the compassion, honesty, discipline, and openness you want your children to have. If you abuse drugs or alcohol, know that your kids are watching and what they observe may undercut your good intentions to keep them substance-free. Don't smoke or allow smoking in your home. Model non-violent behavior. If you want young people to shun violence, you need to demonstrate how. Parents who are dating should know that their kids see what they do, not just hear what they say.

Pay attention to kids before they get into trouble.

Programs and support for teens in trouble are great, but all kids benefit from encouragement, attention, and support. Don't focus attention on them only when there's a problem. Let your kids know you are proud of them for doing the right thing – even when it seems like no big thing.

Watch for signs that your teenager needs help.

Learn the signs of drug and alcohol use, school failure, depression, and violence. Here are some clues to watch for: large amounts of time spent alone in isolation from family and friends, sudden changes in school performance, drastic mood swings or changes in behavior, lack of interest in hobbies or social and recreational activities, and changes in your child's peer group or separation from long-time friends. Don't be afraid to step in and seek outside help. Most communities have resources to help parents help their kids.

Make your home safe and teach your kids the importance of safety.

If you own guns, make sure that they are kept locked up. Don't bring illegal drugs into your home, and keep your liquor cabinet locked. Don't smoke around your kids or allow others to do so. Make sure your teens wear seatbelts, get good drivers' education, and know the danger of drinking and driving.

Know what your kids are watching, reading, and listening to.

It is your role as a parent to serve as a filter between the media and your child. Even teens need guidance to become educated media consumers. Watch television or listen to music with your children and help them understand the difference between real life and what gets portrayed in the media. Look for teachable moments; characters and stories shown in the media often provide opportunities for talking about issues that concern you or your children.

Get involved in your community.

Parents can make a real difference in the lives of their children and teens, but parents can't fix all the problems their kids face. Parents must get involved in changing the environment in which teens face tough challenges and choices. The more your community supports the positive development of teens, the easier it will be for you to do your job as a parent. Encourage schools and other organizations to adopt and enforce tobacco- and drug-free campuses. Advocate for teen-friendly and safe places that are drug-free, alcohol-free, and smoke-free. Join community organizations that promote policies to help kids, like restricting the marketing of tobacco to children or reducing community violence. Patronize businesses that promote healthy choices by teens. Help other teens in your community by becoming a mentor or employing teens at your place of work. Get involved with the youth group at your place of worship or local community center.

Resources:

Campaign for Tobacco-Free Kids
1707 L Street, NW, Suite 800
Washington, DC 20036
(202) 296-5469
www.tobaccofreekids.org

National Campaign Against Youth Violence
33 New Montgomery Street, 20th Floor
San Francisco, CA 94105-9781
(415) 512-4008
www.NoViolence.net

National Campaign to Prevent Teen Pregnancy
1776 Massachusetts Avenue, NW, Suite 200
Washington, DC 20036
(202) 478-8500
www.teenpregnancy.org

National Clearinghouse on Families and Youth
PO Box 13505
Silver Spring, MD 20911
(301) 608-8098
www.ncfy.com

For information on parenting skills and other ways to raise a drug-free child, please visit www.theantidrug.com. For printed or audiovisual materials, call the National Clearinghouse for Alcohol and Drug Information at (800) 788-2800.

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TEENS AND THEIR PARENTS IN THE 21ST CENTURY: AN EXAMINATION OF TRENDS IN TEEN BEHAVIOR AND THE ROLE OF PARENTAL INVOLVEMENT

May 2000

A Report by
The Council of Economic Advisers

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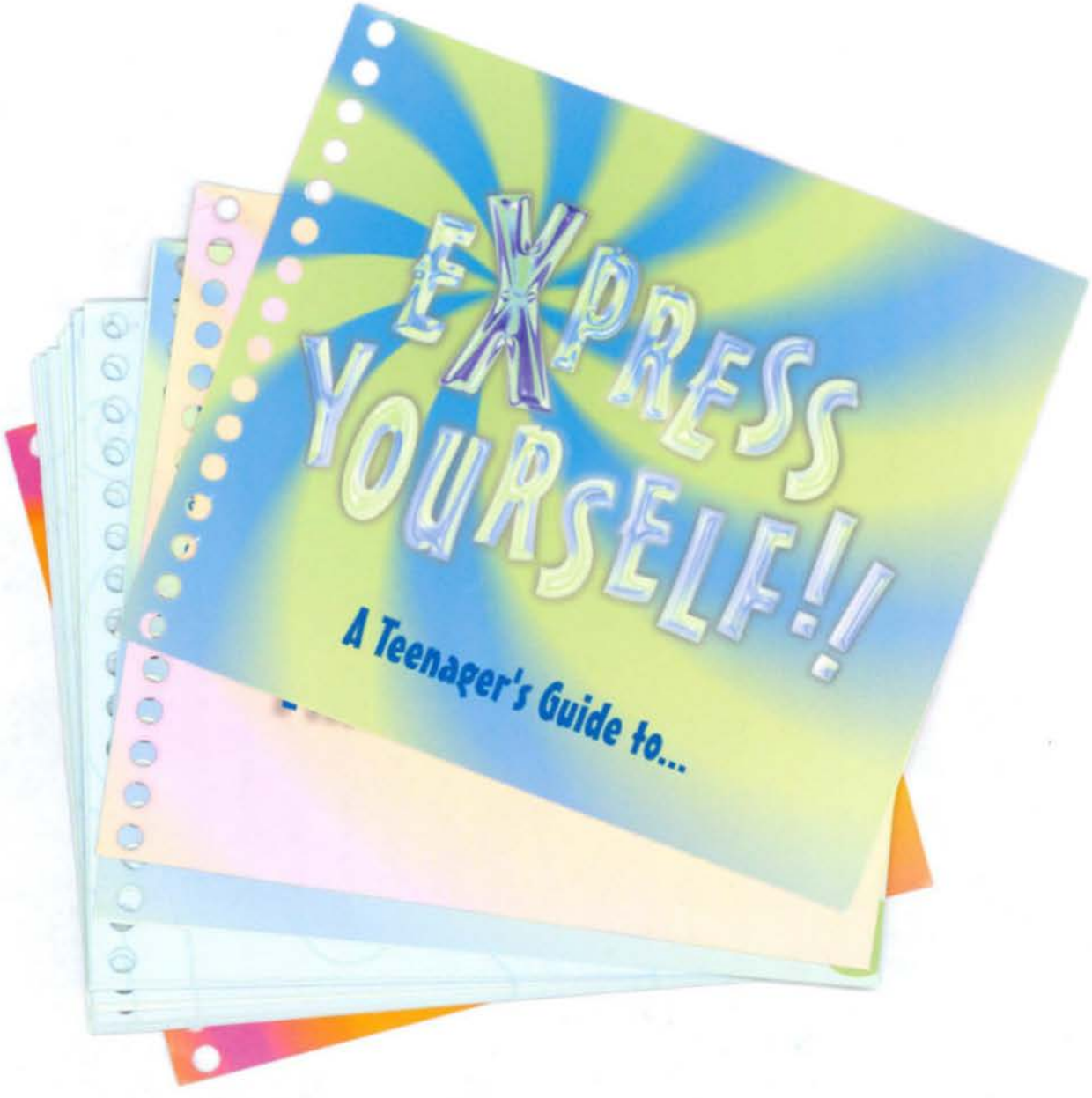
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