



## DC Family Policy Seminar

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# “Helping Families and Schools Get It Done: Mentoring Interventions in the District”



## *BACKGROUND BRIEFING REPORT*

*The DC Family Policy Seminar aims to provide accurate, relevant, non-partisan, timely information and policy options concerning issues affecting children and families to District policymakers.*

*The DC Family Policy Seminar is part of the National Network of State Family Policy Seminars, a project of the Family Impact Seminar, American Association for Marriage and Family Therapy Research and Education Foundation.*

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DC Family Policy Seminar

**“Helping Families and Schools Get It Done:  
Mentoring Interventions in the District”**

*BACKGROUND BRIEFING REPORT*

*By*

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**Abstract**

Early adolescence is an important phase of every child's life. During this period, youth are faced with choices and changes important for a successful transition into adulthood. The District of Columbia's growing number of single-parent households and increasingly beleaguered schools have made this transition even more difficult for some adolescents. Mentoring programs offer a possible solution through helping families and schools to provide life skills training and education for many youth. Although empirical support has not clearly proven the effectiveness of mentoring programs, there is enough anecdotal evidence (notably through community organizations where youth meet adults in a constructive way) to indicate both the support and the necessity for mentoring interventions.

The focus of this seminar will be to discuss and present possible solutions to the following questions facing policymakers and program managers:

1. What makes a mentoring program successful?
2. How can we expand the number or scope of current mentoring programs in the District of Columbia?
3. How should programs be designed for the greatest impact on our youth? Which youth do we target? How do we keep the volunteers engaged? What kind of structural support should programs offer volunteers? What should the actual program look like? Should recreation be the goal of the mentoring relationship, or should remediation programs take precedence?

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*This report provides a brief introduction to the issues addressed by the DC Family Policy Seminar on November 28, 1995. The authors thank the numerous individuals in the District of Columbia government and in local and national organizations for contributing their time and efforts to this seminar. Special thanks are given to Valerie Gwinner, Tobi Printz, and the staff of the National Center for Education in Maternal and Child Health for their invaluable assistance in hosting this seminar.*

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# “Helping Families and Schools Get It Done: Mentoring Interventions in the District”

This seminar is the ninth in a series designed to bring a family focus to policy making. The panel features the following speakers:

- **Carol Gay**, Vice President and Chief Operating Officer, Mentors Inc.
- **Richard Majors**, Ph.D., former Senior Research Assistant, The Urban Institute
- **Ernest White**, Disc Jockey, WDCU
- **Shepherd Zeldin**, Ph.D., Director of Research, Center for Youth Development and Policy Research, Academy for Educational Development

This seminar focuses on adolescent mentoring interventions in the District of Columbia aimed at supplementing family and school life-skills and academic training. This background report summarizes the essentials on several topics. It provides an introduction to the purpose and importance of the adolescent years, reviews federal funding for adolescent prevention programs, shows current structures of mentoring programs, and examines common benefits and challenges of current mentoring interventions. The contents of this briefing report are as follows:

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## I. Introduction

Adolescence, the period of transition between childhood and adulthood, is a critical stage in human development (Green, 1994). Positive (and negative) development of today's youth during adolescence will help determine who becomes tomorrow's parents, workers, citizens, and leaders. Unfortunately, some adolescents do not pass into adulthood easily, due to failings in support mechanisms from their family, community, and the school system. These youth may be at risk for developing adjustment problems that can lead to school failure, crime, or unwanted pregnancies.

A report by the Carnegie Council on Adolescent Development (1994) notes that a significant proportion of American adolescents lack the support structures necessary for a functional transition through adolescence into adulthood. The developmental burdens placed on youth during early adolescence (ages 10–15 years) are daunting. For ideal positive growth, our youngsters are expected to:

- Acquire personal identity and values;
- Develop problem-solving and decision-making skills; and
- Develop social interaction skills and negotiate between pressures to achieve both in and out of school, versus the pressure of acceptance by peers (Kotloff et al., 1993).

The formative years between the ages of 10 and 15 should be a time when young adolescents begin to face these tasks and grow physically, socially, and cognitively in preparation for passage to adulthood. For many of our youth, adolescence is, instead, a time of insecurity, uncertainty, and alienation from mainstream society (Carnegie Council on Adolescent Development, 1994). Changes in family structure, transition from elementary school to middle school, reexamination of current values, and experimentation compound the difficulty of successfully making this transition for many youth (Mincy and Wiener, 1990).

Studies indicate that the likelihood of engaging in sexual behavior or antisocial activity or performing poorly in school is linked to family poverty (household income less than \$15,000 per year), since low-income homes are frequently stressful homes. Parental levels of education and single-parent households are also correlated with these behaviors (Mincy and Wiener, 1990). Moreover, in many low-income urban communities, adolescents lack stable role models on which to pattern their behavior during this phase in their life.

With 58 percent of all youth ages 5–17 in the District living in single-parent households and 30 percent living in poverty (The Annie E. Casey Foundation, 1994), many of the teens in our own city may need additional support during this difficult stage of life. These young adolescents, who are at risk for failing to make a successful transition to adulthood, are the focus of this briefing report. These boys and girls are at risk for turning to gangs, drugs, or crime, for having babies and/or dropping out of school in search of legitimacy and status in their community (Heath and McLaughlin, 1993b).

Ongoing budget difficulties within the District of Columbia make a significant public sector intervention seem unlikely in the near future. Many families feel as overwhelmed as their children. While the percentage of all births to single teens has not changed significantly since 1985 (16.3 percent in 1985, compared to 16.5 percent in 1991), the death rate for children ages 1–14 years in the District increased 71 percent from 1985 to 1991, and the violent crime arrest rate for juveniles ages 10–17 increased 43 percent during that period. Slightly more than half (51 percent) of all District youth fail to graduate from high school within the prescribed period of time—an increase of 12 percent since 1985. Most unnerving of all the statistics is the 520 percent increase in the violent death rate for teens ages 15–19 (The Annie E. Casey Foundation, 1994).

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How can we expand the scope and effectiveness of mentoring programs in the District of Columbia and enable schools and families to help our children navigate the transition through adolescence? How can mentoring projects help to accomplish this?

## II. Opportunities for Mentoring Programs

A recent study shows that, on average, children spend five minutes a day alone with their fathers and about 20 minutes a day with their mothers (The Annie E. Casey Foundation, 1994). Schools have become overwhelmed with new demands to prepare their students for the highly competitive global marketplace (1994). Teachers simply don't have the time to provide one-on-one counseling and support services for students.

Other programs within school that help youth develop new skills and confidence, such as student council and sports, exclude students with poor academic records, thus increasing the alienation of these students from the mainstream (Heath and McLaughlin, 1993a). In fact, many teens feel that the school system fails them if they perform poorly—by rejecting them and by labeling them according to what they are *not*, rather than what they are. “Non-college bound” students, for example, are labeled by their *lack* of achievement rather than by other standards with a more positive focus (1993a).

The successful development of young adolescents is important to communities and to the nation for a variety of reasons. Our youth today will eventually become the adults of tomorrow. If these youth fail to make a smooth transition into adulthood, society may be faced with decreased economic productivity of future generations and increased costs for crime, welfare, and health care. Society will face the moral cost that accompanies the knowledge that we are producing young adolescents who see only a bleak and unfulfilling future, and the social cost of potentially living

with millions of alienated adults in the years to come (Carnegie Council on Adolescent Development, 1994).

Early adolescent development has thus become the subject of national interest as many public and private organizations have come to realize the importance of this developmental stage for the future of our nation. While current public policy to aid young adolescents through this transition exists in the form of funding for various programs (see Section IV in this report), Freedman believes these programs are not effective:

Initiatives to improve the prospects of America's young people have come in two forms: broad statements of policy intentions intended to apply to large numbers (if not all) youth, and concrete programs that, in fact, help a few youth. The two approaches are not necessarily inconsistent, and should be complementary: To be effective, statements of principle need vehicles of implementation, and action should be founded on well-articulated policy. But over the past several decades, we have seen a widening gap between intentions and actions; the increasing number of youth with poor prospects for a good life is a result (Freedman, 1992, *page i*).

Youth are not dispassionate to their plight. Many are searching for hope to bring them out of the depths of despair. According to a study (1994) by the Carnegie Corporation's Council on Adolescent Development, young adolescents seek:

1. Opportunities to form secure and stable relationships with caring peers and adults;
2. Safe and attractive places to relax and be with their friends;
3. Opportunities to develop relevant life skills;
4. Opportunities to contribute to their communities; and
5. Opportunities to feel competent.

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### III. Mentoring as an Intervention Tool

A mentoring relationship—a one-on-one connection between a pair of unrelated individuals—is developmental in nature (Freedman, 1992). The terms “role model” and “mentor” often are used interchangeably when talking about individuals that have profound impacts on the development of a youth. A mentor, however, assumes a more formal relationship and actively participates in the youth’s development on a regular basis (1992). “Mentee” and “protégé” are often used interchangeably to describe the youth or other participant in the mentoring relationship.

Mentoring has grown as an intervention tool over the years, as national statistics show how changes in family structure, community and neighborhood relationships, and work arrangements have caused a lack of “natural” opportunities for building sustainable relationships between youths and adults (The Abell Foundation, 1991). Nationally, 25 percent of all children live in single-parent families. Furthermore, 61 percent of all children under age 18 are in families with both parents (or their only parent) in the work force (The Annie E. Casey Foundation, 1994). About 40 percent of a child’s day is spent in discretionary activities such as visiting, church, sports and outdoor activities, playing and hobbies, and television. Many youth spend much of this time without adult supervision (Carnegie Council on Adolescent Development, 1994). Positive role models can help these youth make constructive decisions during their discretionary hours and can provide a nurturing, supportive arena for development (The Abell Foundation, 1991).

#### ***Benefits of Mentoring***

Mentoring has been referred to as the “master key” in reaching at-risk youth (Ferguson, 1990). Mentoring has the potential for fostering development of long-term positive attitudes and behaviors

in our youth. Freedman (1992) states that mentors specifically help youth by:

- Developing character through helping youth navigate the difficult passage to adulthood;
- Fostering competence in school and improving future prospects by exposure to options; and
- Providing emotional support through discussion and activities.

Mentors, therefore, are potentially important to youth and adolescent development. Mentors encourage youth to think, act, and evaluate their actions and words. Specifically, mentors listen, praise, “prod,” and connect with their mentee when no one else is available. Most important, mentors have the opportunity to encourage youth to develop potential and use strengths to follow dreams and aspirations as well as face challenges (The Abell Foundation, 1991). Though many of these activities ideally should occur in the home or in the school setting, as discussed earlier, changes in these settings have generated the need for outside (positive) influence in the lives of certain youths.

#### ***Who Are the Mentors? Why Do They Volunteer?***

Mentors come from various walks of life. Adult volunteers come from colleges, businesses, retirement communities, and the community-at-large. Mentors choose to volunteer for a number of reasons; the majority of these mentors are middle-class persons who hope to make a difference in the lives of young people.

Mentoring, according to Freedman (1992), can be characterized as:

- A simple approach that uses one-on-one interaction;
- A direct approach through which volunteers may directly influence the lives of youth;
- A sympathetic and honorable volunteer activity;

- A legitimate role that adults can play in the lives of youth;
- A bounded relationship (i.e., with built-in boundaries) that offers volunteers an opportunity to provide a valuable service during a specified time period; and
- A flexible approach that allows individuals to assign different attributes to the process.

Mentors can also benefit from the mentoring relationship, as detailed in The Abell Foundation's handbook for mentors (1991). Through the process of mentoring, mentors may:

- Increase their respect and understanding of people from different backgrounds;
- Feel that they are making a difference; and
- Develop new relationships and feel good about giving to the community by sharing their own strengths and abilities.

### ***Roles of the Mentor***

Defining the role of the mentor is sometimes complex. Mentors have the potential to mix many roles: teacher, trainer, sponsor, developer of talent, positive role model, advocate, coach, counselor, and friend. Deciding which of these roles to mix or to focus on is challenging—particularly when certain mentor roles might evolve from the relationship that are not ideal for either the mentor or mentee, such as parent, professional counselor, social worker, financier, or playmate (The Abell Foundation, 1991).

A mentor's role, as described in The Abell Foundation's handbook (1991), is to listen, encourage, build on the positive, turn everything into a learning experience, advocate, and model behavior. By actively participating in the mentee's life, a mentor may model positive growth and development for the youth. Nurturing by mentors throughout the adolescent years helps the youth complete the transition to adulthood, and, ultimately, transmits values and culture from one generation to the next (Freedman, 1992).

Defining the role of the mentor from the outset is an important part of every mentor/mentee relationship.

Studies concerning mentors with the Big Brothers/Big Sisters movement have found that mentors take on one of two distinct roles in the relationship: developmental or prescriptive. Developmental relationships are defined "as those in which the adult volunteers held expectations that varied over time in relation to their perception of the needs of *the youth*" (Morrow and Styles, 1995, *ii*). While hoping that the youths would improve in school and social interaction, volunteers in developmental relationships centered their time together on developing a trusting and reliable relationship.

On the other hand, volunteers choosing a more prescriptive relationship "viewed as primary *their* goals for the match rather than the youth's" and tended to set the ground rules or pace of the relationship based on their own goals (Morrow and Styles, 1995, *iii*). Unfortunately, for most prescriptive relationships in the Big Brother/Big Sister study, both the mentor and the youth eventually felt frustrated as high expectations were not met.

### ***Who are the "mentees"? Which youth are targeted?***

Youth who are being mentored come from a variety of situations. Most mentoring programs target the early adolescent years (10–15 years of age) as the prime intervention period. Although a majority of programs focus on low-income minority youth through the school system, a growing number focus on specific issues, such as young pregnant adolescent girls, young adolescent black boys, youth in single-parent homes, youth on the brink of dropping out of school, and youth in the juvenile justice system (see Appendix A).

Young adolescents in mentoring programs either join voluntarily, are recommended for programs by teachers or friends, or join through parent referrals. Ideally, all children should have a

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mentor—a family member, friend, or teacher—but as family and work structures change, the opportunity for such interaction is limited. Children living in single-parent homes, having difficulty in school, or exhibiting developmental problems are often those initially targeted for mentoring intervention programs.

### ***Limits to Mentoring***

Although mentoring as an intervention may intuitively be the “answer” to helping at-risk youth make the difficult transition from youth to adulthood, studies indicate that many relationships fail to connect and no significant change occurs on the part of the mentee (Freedman, 1992). Freedman states: “In practice, few lives are transformed. . . . It is imperative to recognize the risks inherent in engineering relationships, particularly when trying to do so across a great social divide” (p. 53).

Reasons may vary for the failure of some relationships, but may be categorized as follows: failure of mentor and mentee to connect, difficulty in making a difference due to societal limitations, and lack of infrastructure to help the relationship succeed. Failing relationships can have detrimental effects on both the mentor and mentee (Freedman, 1992).

Time and commitment on the part of the mentor also is an important factor. A mentors who is not ready or not able to make the time necessary to meet with a protégé only enforces the youth’s perception that adults are not reliable (The Abell Foundation, 1991). Programmatic issues, such as making a good match between the mentor and youth, and providing training and resources to the mentor, also play an important role in determining the success of the relationship. Lastly, since most mentors are middle-class volunteers matched with low-income youth, there exists a divide between the two worlds that is difficult to bridge; thus, a connection is hard to forge (Freedman, 1992).

## **IV. What’s Being Done?**

### **Federal Aid for Mentoring Programs**

On a national level, federal aid has spawned mentoring programs and demonstration projects in a number of care and prevention areas for at-risk youth. Programs in juvenile crime, teen pregnancy, and substance abuse—mostly under the auspices of the U.S. Departments of Justice, Education, and Health and Human Services—aim to provide alternatives and opportunities to at-risk youth and to help improve their decision-making skills. Federal programs and federal assistance for mentoring programs center on attempts to reduce the prevalence of specific adolescent behaviors, and these efforts are housed within the appropriate federal agencies.

### ***Juvenile Crime***

Between 1989 and 1990, the number of youth arrested for murder and non-negligent homicide in the United States increased 26 percent, arrests for robbery increased 16 percent, and arrests for aggravated assault increased 17 percent. Within the Department of Justice, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) is responsible for coordinating approaches to prevent and control escalating juvenile crime.

In 1992, the Juvenile Justice Delinquency Prevention Act Amendments expanded the role of OJJDP within the justice system. The act authorized assistance to states and local communities to help with youth prevention programs to deter youth from entering the juvenile justice system. The OJJDP received a total of \$144 million for FY 1996 for juvenile justice and delinquency prevention programs. The Juvenile Justice Delinquency Prevention Act Amendments of 1992 also authorized several new grant programs promoting mentoring efforts on the local level. Three-year grants are available to local education agencies providing mentoring programs designed to link at-risk youth with adults in developmental and positive

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relationships (Reingold and Frank, 1993). OJJDP funding for mentoring activities totalled \$4 million for FY 1996.

### ***Teen Pregnancy***

The number of all births nationally to single teens increased 20 percent between 1985 and 1991 (The Annie E. Casey Foundation, 1994). The U.S. Department of Health and Human Services operates the Adolescent Family Life (AFL) program through the Office of Population Affairs, and provides funds for demonstration and research projects to address problems of teenage sexual behavior and pregnancy.

This office focuses on two types of demonstration programs: (1) projects that provide care services, and (2) projects that provide prevention services (Reingold and Frank, 1993). Evaluation of the AFL prevention projects found that the following factors are linked directly to intentional and actual sexual behavior in teens: attitudes and values about sexuality, skills in dealing with social pressures, and beliefs in future job or educational opportunities (Reingold and Frank, 1993). The findings point to the potential benefits of mentoring programs that address these issues within the context of efforts to prevent teen pregnancy.

In addition, the Maternal and Child Health Bureau funds special projects of regional and national significance (SPRANS) that address the health needs of adolescents. These special projects have focused on integrating approaches to high-risk youth with regard to adolescent pregnancy and parenting, and youth in transition (Reingold and Frank, 1993).

### ***Substance Abuse***

The Substance Abuse and Mental Health Services Administration operates the Center for Substance Abuse Prevention (CSAP). CSAP strives to prevent youth alcohol, tobacco, and other drug abuse through a variety of programs. The High Risk Youth Demonstration Grant program funds

innovative prevention, intervention, and treatment programs for youth. These projects were awarded \$69 million in FY 1994. Funded programs target high-risk youth and their families through innovative community-based prevention and intervention (Reingold and Frank, 1993). CSAP administers two additional grant programs focusing on community-based solutions and substance abuse prevention: the Community Partnership Demonstration Grant Program and the Community Youth Activity Demonstration Grants (1993).

The Department of Education also works to prevent drug abuse by providing grants for prevention efforts via the Drug-Free School and Communities program. State Formula grants are provided to governors' offices and local education agencies to operate prevention and education activities for youth. Community-based programs may receive funds through this process.

### ***Current Legislation***

All of the federally funded programs cited above represent only a small portion of the funding available to local communities to develop prevention programs for at-risk youth. Uncertainty as to the final outcome of the federal budget initiatives to cut overall spending and the proposals to repeal and fold programs within block grant funding (i.e., the Youth Development Community Block Grant) may have a profound impact on the availability of funds for prevention services for at-risk youth.

### ***Community Organizations***

Many community organizations have emerged over the years to provide for basic developmental needs in adolescence. National organizations such as the YWCA and YMCA, Girl Scouts and Boy Scouts, Boys Clubs and Girls Clubs, and a variety of other local and national organizations recognize the importance of early adolescence and offer programs to ensure productive and successful

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transitions through the adolescent years. Youth are offered a variety of programs to encourage positive growth, including group and one-on-one mentoring and coaching, drop-in activities, and specialized activities focusing on development of social skills and alternatives to gang involvement (Carnegie Council on Adolescent Development, 1994).

Mentoring, in particular, has gained prominence over the years as longitudinal studies show that a one-on-one relationship between a disadvantaged youth and a caring adult can protect that child from social and educational failure (Rutter, 1987). Mentoring relationships may help a youth to appraise life options; develop a sense of self-esteem and competence through mastery of life skills; and, through nurturing, encouragement, and guidance, reduce the likelihood that youth deemed “at risk” will engage in multiple problem behaviors such as substance abuse, unprotected sex, criminal activity, or failure in school (Morrow and Styles, 1995).

The first professional organization geared toward recruiting volunteers to mentor disadvantaged youth was Big Brothers/Big Sisters (BB/BS). A not-for-profit organization, BB/BS primarily matches volunteers with youth from low-income or resource-deprived areas who face multiple needs and risk factors. The majority of the youth involved in matches come from single-parent homes; mentors provide a supplemental same-sex role model for the missing parent. BB/BS mentoring involves one-on-one matches made by the organization and supported by a case worker (Morrow and Styles, 1995). Mentors go through a rigid review process and are asked for a significant time commitment (Freedman, 1992).

Another example of community mentoring efforts involves projects sponsored by colleges and universities. Many colleges have recognized the enthusiasm in their student body and the willingness of the students to serve in the community. College mentoring programs have developed over

the years to provide both an opportunity for students and institutions to give service in the community and a chance for young adolescents to learn from a role model close to their own age. Most college mentoring programs, such as Campus Partners in Learning, limit their interventions to academic issues (The Urban Institute, 1992).

College mentoring programs, however, have several programmatic issues that hamper their success. Often, the young mentors themselves are in a transitional stage and are not ready for full commitment; the success of the match is increased in programs with decreased logistical burden on the students. In a study by Tierney and Branch (1992), only 45 percent of the matches in the colleges studied proved successful.

Businesses and private philanthropists also are interested in mentoring programs to provide positive outcomes for youth. Eugene Lang’s project, I Have A Dream (IHAD), is a prime example of individuals responding to current social policy needs. IHAD promises to pay college tuition for sixth grade students from Lang’s elementary school alma mater who pursue higher education. (The New York City-based program has expanded to other geographic areas.) By combining tuition guarantees with sponsors, a project coordinator, and additional support services, IHAD hopes to improve the educational outcomes of these youth (Higgins, Furano, Toso, and Branch, 1991).

The IHAD model capitalizes on current educational research, which suggests marrying high expectations for achievement with tuition guarantees in order to improve academic performance among youth (U.S. Department of Education, 1986). Although longitudinal studies must be completed before assessing the outcome of this private intervention, preliminary research indicates positive effects on students’ attitudes toward education and their future.

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## IV. Conclusion

Given the potential and scope of mentoring programs, one would expect to see tangible changes in the lives of youth as the result of participation in mentoring programs. Unfortunately, given the complexity of human behavior, isolating the effects of specific mentoring interventions on adolescent behavior has been extraordinarily difficult. Currently, almost no scientifically accepted studies exist to support claims that mentoring relationships benefit youth in specific instances. This lack of evidence does not imply that mentoring programs do (or do not) help adolescents—only that any positive effects from mentoring have not yet been documented.

At the same time, however, recent research does suggest that adolescent participation in other structured activities that constructively engage adults and adolescents (such as church) may have positive effects on teen outcomes (Freeman, 1986). Anecdotal evidence from participants also suggests that mentoring programs *can* work on a one-on-one basis. Although progress may be slow, many mentoring programs and advocates highlight success story after success story to promote their programs (Freedman, 1992). Intuitively, it is hard to argue with the fact that providing some one-on-one role modeling and support is better than providing none at all to disadvantaged youth.

### ***Policy Implications***

Of course, the observation that *some* mentoring programs can have a positive impact on the lives of individual adolescents does not mean that *all* mentoring programs are as effective as organizers and participants would like. For example, roughly one-third of all partnerships between mentor and mentee fail because of high attrition rates of mentors who had expected to see immediate results (Freedman, 1992).

Although mentoring programs need not be complex to achieve the goal of providing a role

model for youth, the field is currently highly decentralized, diverse, and lacking sufficient infrastructure to make definite progress. Local and individual programs are added when needs arise in different areas, and knowledge and funding are uneven at best (Freedman, 1992).

Two central questions emerge from the preceding discussion:

1. What makes a mentoring program successful? How can we make current mentoring interventions *more* effective?
2. How can we expand the number or scope of current mentoring programs in the District of Columbia? Program design may be the key to developing strong relationships between volunteers and youth in mentoring programs. Four facets of program design are open to discussion for all program evaluators and participants:
  - a. What are the primary obstacles to implementing a mentoring program and how can they be overcome? How do you identify the target youth? The volunteers?
  - b. Which youth do you target for greatest impact? Should program recruiters look for adolescent youth severely in need, or should youth on the verge of “making it” be targeted, instead, to help them over the “bump”?
  - c. How do programs keep the volunteers engaged? What is the appropriate level of commitment expected from volunteers? What do training programs for mentors look like? What kind of structural support should programs offer volunteers? Should mentors be paid instead of volunteering, in order to provide more concentrated one-on-one attention?
  - d. What should the actual program look like? Relaxation and recreation are likely to keep youth interested, although remediation and work are likely to have higher long-term payoffs. What kind of mix

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makes sense? Through careful consideration of these questions, policymakers and program administrators in the District of Columbia have the opportunity to design and formulate programs to provide the greatest benefit for future generations. ■

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# Appendix A

## Mentoring Programs in the District of Columbia

**After School Kids (ASK) Program**  
**Center for Intercultural Education and Development**  
**Georgetown University**  
P.O. Box 2298  
Washington, DC 20057-1011  
(202) 298-0203  
Contact Person: Ted Enoch

The After School Kids Program addresses the needs of juvenile offenders who have experienced or may be subject to incarceration. The program's main objective is to assist the youth in successfully completing their terms of probation while helping them to build self-esteem through developing life skills and constructive patterns of behavior. ASK participants, referred to the program by their probation officer or judge, meet twice weekly in groups of 10–12. The youth are matched with Georgetown University and community volunteers for one-to-one tutoring sessions as well as group activities on topics such as conflict mediation, interviewing and job search skills, African-American history, artistic expression, and current events. The youth also participate in cultural and recreational activities. Staff members maintain contact with each youth's family, teachers, and probation officers and submit written reports to the court every six weeks.

**Association of Science Technology Centers (ASTC)**  
**Youth Alive! Initiative**  
1025 Vermont Avenue, N.W.  
Suite 500  
Washington, DC 20005-3516  
Contact Person: DeAnna B. Beane

The Youth Alive! (Youth Achievement through Learning, Involvement, Volunteering, and Employment) Initiative aims to enhance the capacity of science centers and youth museums to reach adolescents ages 10–17, particularly those who are economically disadvantaged. The program's participants are more diverse than in many youth-serving groups: 56 percent are female, 65 percent are African American. The initiative provides opportunities for hands-on learning, volunteer work, and paid part-time work. Museums in over 30 cities have organized a network and are helping one another develop and expand their youth programs. Most programs are developed and implemented in partnership with a community-based organization.

**Big Brothers of the National Capital Area**  
1320 Fenwick Lane  
Suite 800  
Silver Spring, MD 20910  
(301) 587-0021  
Contact Person: Denise Williams

The mission of Big Brothers of the National Capital Area is to help boys from homes where the father is absent to achieve their full potential by providing long-term, one-to-one mentoring relationships with dependable, caring men. Through professional casework services and quality volunteers, the organization helps young boys gain trust in others, experience new opportunities, and develop strengthened self-worth as they grow to become responsible men.

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**Big Sisters of the Washington Metropolitan Area, Inc.**

4000 Albemarle Street, N.W.  
Washington, DC 20016  
(202) 244-1012

Contact Person: Michelle A. Bussie

The goals of the Big Sister program are to (1) enable a child in need to develop a one-on-one, supportive friendship with an adult outside the family unit; (2) build self-esteem and confidence; (3) improve interpersonal and academic skills; (4) assist in developing better communications skills with adults and peers; and (5) provide recreational, educational, and social experiences that the child may not encounter in her existing environment. The one-on-one mentoring program requires a one-year commitment from volunteers, spending a minimum of four “face-to-face” hours with the child each week. Training is designed to prepare the big sister volunteer for the types of situations she may encounter in the relationship. Once a match is made, goals are set and regular contacts are maintained with the parent, child, volunteer, and professional case work staff.

**Black Male Youth Enhancement Program**

Shiloh Family Life Center  
Shiloh Baptist Church  
1510 Ninth Street, N.W.  
Washington, DC 20001  
(202) 332-0213

Contact Person: Rev. Hargrove

The Black Male Youth Enhancement Program operates through the 6,000-member Shiloh Baptist Church, which recruits mentors from the church and the larger community. The program brings together mentors and boys ages 9–13 who are living in the inner city. Mentoring takes place informally on Wednesday nights at the church as part of a much larger mix of parental involvement, peer interaction, and staff support. Participants also take part in workshops on pregnancy prevention, substance abuse, and life skills issues.

**Coalition of 100 Black Women**

1730 R Street, N.W.  
Suite 304  
Washington, DC 20006  
(202) 862-3903

The goal of this organization is to improve the quality of life for African-American families in the Washington metropolitan area. The coalition works closely with incarcerated young women at the Mt. Olive Receiving Home. Coalition members serve as advisors, confidants, and friends to the young girls. The coalition also works on other youth-related programs with Project Northstar.

**College Bound**

820 First Street, N.E.  
Washington, DC 20002  
(202) 842-0858

Contact Person: Tricia Daisley

College Bound is a mentoring and scholarship program for D.C. public school students in grades 7–12. The organization, which until recently has been run entirely by volunteers, was conceived as a way to help at-risk D.C. metropolitan area students go to college. Forty-five young professionals act as mentors/tutors to 33 students. They also assist with additional projects, such as Scholastic Aptitude Test (SAT) preparation, language and science tutoring, college preparation, and computer training.

**Community of Hope**

1417 Belmont Road, N.W.  
Washington, DC 20009  
(202) 483-5983

Contact Person: Pastor Oliver Philips

Community of Hope sponsors an Educational Enrichment Program, which stresses community building through a mentoring program. Junior high and high school students are paired with volunteer mentors. The groups meet on Wednesday nights and eat dinner together in a family-style

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atmosphere as part of the light meals program. Students enroll in one of three mentor-led classes for the multiweek course of study. Following group learning, there is time for one-on-one interaction (such as homework, computer activities, or conversation). Mentors also are encouraged to work with their students at other times during the week.

### **Concerned Black Men**

1730 K Street, N.W.  
Suite 304  
Washington, DC 20006  
(202) 783-5414  
Contact Person: John Wilson

Concerned Black Men's youth programs aim to provide black youth with positive adult role models who endeavor to instill cultural awareness; economic independence; and emotional, intellectual, physical, and spiritual strength. Concerned Black Men sponsors a wide range of programs, including the Adopt-A-School/Project 2000 programs, and the Self-Development and Teenage Pregnancy Prevention programs.

### **Congress of National Black Churches Project SPIRIT**

1225 Eye Street, N.W.  
Suite 750  
Washington, DC 20005-3914  
(202) 371-1091  
Contact Person: B. J. Long

The Congress of National Black Churches, established to foster cooperation among the historically black religious denominations, includes more than 65,000 churches representing more than 19 million African Americans. Project SPIRIT is an interdenominational after-school program operating in 55 churches in five states and the District of Columbia. The program has served more than 2,000 children ages 6–12 with tutorials aimed at strengthening their skills in reading, writing, and arithmetic, and in building their self-esteem. It also organizes Saturday programs for parents and children and provides parent educa-

tion programs stressing child and adolescent development, parent-child communication, discipline, and financial management.

### **Downtown Jaycees District of Columbia Sure S.H.O.T.S. (Students Hooked On Their Own Success)**

1612 K Street, N.W.  
Suite 202  
Washington, DC 20006  
(202) 728-1135  
Contact Person: Kimberly P. Peaks

Sure S.H.O.T.S. is an after-school program for at-risk youth in the District. Jaycees provide educational, recreational, and self-esteem building programs on an ongoing basis for students of all ages. Activities include field trips to museums and libraries, educational games, guest speakers, and on-on-one interaction with the children.

### **Federal National Mortgage Association (Fannie Mae)**

Community Relations Department  
3900 Wisconsin Avenue, N.W.  
Washington, DC 20016  
(202) 752-7000  
Contact Person: Donna Purchase

Fannie Mae operates a program in conjunction with Woodson High School, located in one of the most economically disadvantaged neighborhoods in Washington. The program is open to any students who earn all A's and B's in a particular semester. Fannie Mae provides each student with a mentor from the corporation and \$500 in scholarship money for each honor roll semester. The mentors focus on career counseling, bring the students to the workplace, and are expected to function as role models.

### **For Love of Children**

1711 14th Street, N.W.  
Washington, DC 20009  
(202) 462-8686  
Contact Person: Christine Young

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For Love of Children (FLOC) works to help abused, neglected, and low-income children heal emotional scars and develop a positive self-image. Mentors meet with children individually to participate in cultural, educational, and recreational activities within the context of good role modeling. Mentors are required to maintain contact with the supervising staff and to participate in in-service training provided to program mentors. Mentors must also communicate with parents regarding activities with the child.

### **Foster Grandparent Program**

Senior Citizens Counseling and Delivery Service  
2500 Martin Luther King Jr. Avenue, S.E.  
Washington, DC 20020  
(202) 678-4215

Foster Grandparents serve children ages infancy to 21 with special needs at selected volunteer stations. Foster Grandparents focus their inherent qualities of kindness, patience, love, acceptance, and wisdom toward improving the lives of children with special emotional, physical, mental, and social needs. When possible, these close interpersonal relationships are carried out on a one-to-one basis, at the recommendation of staff.

### **Higher Achievement Program**

19 Eye Street, N.W.  
Washington, DC 20036  
(202) 842-5116  
Contact Person: Stefan McCletchie

The Higher Achievement Program is committed to the philosophy that education is the biggest weapon in the fight against the negative influences facing the children of America's inner cities. The program concentrates on enhancing the academic skills of children who have the capacity to reach great scholastic heights, but do not have the educational benefits to do so. The program sponsors several intense tutoring programs that run throughout the school year and summer.

### **Kingsbury Center**

2138 Bancroft Place, N.W.  
Washington, DC 20008  
(202) 232-5878  
Contact Person: Brenda Wilkes

The Kingsbury Center addresses the needs of young children, adolescents, and adults in the Washington area who have average to above-average intelligence but suffer from a learning disability. The center sponsors several urban tutoring programs, including the I Have A Dream Foundation and The Friends of Tyler School Tutoring Program. These highly intensive tutorial programs match students at Eastern Anacostia High School, Terrell Junior High School, and Tyler Elementary School with tutors and mentors who work with the students up to three nights per week. Strong interpersonal relationships often develop between the mentor and mentee.

### **Edward C. Mazique Parent/Child Center of D.C.**

Parenting Education Program  
1719 13th Street, N.W.  
Washington, DC 20009  
(202) 462-3375  
Contact Person: Valerie Ashton-Holmes

This program provides pregnant and parenting teens with mentors who help them develop strong parenting skills, in addition to tutoring the teens so they can continue their education.

### **Mentors, Inc.**

722 12th Street, N.W.  
Second Floor  
Washington, DC 20005  
(202) 783-1516  
Contact Person: Carol Gay

Mentors, Inc., is concentrated in seven D.C. high schools and focuses on low-income students, particularly those who, by earning B's and C's in school, have demonstrated the potential to complete high school and go on to further education. Mentors begin to meet with students during their

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sophomore year and are asked to commit four hours per month. Mentor, Inc., deputizes school counselors to oversee the matches in their building at no additional pay.

**New Community After School and Advocacy Program**

614 S Street, N.W.  
Washington, DC 20001  
(202) 232-0457

Contact Person: Cynthia Barron

The aim of the New Community After School and Advocacy Program (ASAP) is to use education to provide an avenue for success for children in the Shaw Community of Washington, DC. In keeping with this vision, ASAP seeks to develop children's educational and problem-solving skills; instill in children a sense of pride in self, family, heritage, and community; and open children's eyes to the world beyond Shaw. ASAP offers after-school enrichment, individual tutoring, family support, Saturday and summer programs, and an advocacy program.

**WDCU Radio Mentoring Project**

4200 Connecticut Avenue, N.W.

Washington, DC 20008

(202) 274-5090

Contact Person: Ernest White

The WDCU initiative pairs 32 African-American male suburban professionals with 40 students ages 8–13 attending Malcolm X Elementary School in Southeast Washington. The school's administration selects participants for the program, focusing on youth who are struggling academically, having attendance problems, or exhibiting violent behavior. The mentors begin working with youth during the summer before fourth grade; most get together on Saturdays for tutoring and one-on-one conversations.

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## Appendix B

# Youth Resources in the District of Columbia

### **Academy for Educational Development**

Center for Youth Development and Policy  
1875 Connecticut Avenue, N.W.  
Washington, DC 20009-1202  
(202) 884-8000  
Contact Person: Shepherd Zeldin, Ph.D.

The Academy for Educational Development (AED) is an independent, nonprofit organization that addresses human development needs throughout the world. In 1990, the academy established the Center for Youth Development and Policy Research in response to a compelling need to define and promote national and community strategies for positive youth development. The center works to ensure the well-being of disadvantaged children and youth in the United States. It searches for new solutions to youth problems by strengthening the capacity of national, state, local, and community leaders to develop policies, programs, and standards for practice that are supportive of young people. Publications include *Building Life Options: School-Community Collaborations for Pregnancy Prevention in the Middle Grades*; *A Stitch in Time: Helping Young Mothers Complete High School*; and *In School Together: School-Based Child Care Serving Student Mothers*.

### **Advocates for Youth**

1025 Vermont Avenue, N.W.  
Suite 200  
Washington, DC 20005  
(202) 347-5700  
Contact Person: Sue Alford

Advocates for Youth seeks to enhance the quality of life for adolescents by working to

prevent premature childbearing and high-risk sexual behavior. The center's national and international programs seek to improve adolescent decision-making through life planning and other educational programs, improve access to reproductive health care, promote the development of school-based clinics, and prevent the spread of HIV and other sexually transmitted diseases among adolescents. The organization publishes two newsletters, *Passages and Link: The Newsletter for School-Based and School-Linked Health Centers*, as well as provider- and consumer-oriented publications on adolescent reproductive health. A publications catalog is available.

### **American Youth Work Center**

1200 17th Street, N.W.  
Fourth Floor  
Washington, DC 20036  
(202) 785-0764  
Contact Person: William Treanor

The American Youth Work Center supports the work of service providers in settings that serve youth, from adolescent health clinics to youth employment programs. Its free bimonthly newspaper, *Youth Today*, is available to youth policymakers and youth workers. *Youth Today* provides a broad range of information and resources related to adolescent education, health, and well-being.

### **Best Friends Foundation**

2000 N Street, N.W.  
Suite 201  
Washington, DC 20036  
(202) 822-9266  
Contact Person: Elayne Bennett

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Best Friends Foundation is an educational program for girls in grades 5–9 that fosters self-respect and promotes responsible behavior. Best Friends is a peer support system based on friendship and fortified by parents, teacher mentors, and role models. Through in-depth discussions on the topics of friendship, love and dating, decision-making, responsibility, self-respect, drug and alcohol abuse, and health and physical fitness, the girls learn how to make informed, sound decisions. The program has a fully developed curriculum, which is delivered through monthly group discussions, one-on-one mentoring, discussions with role models, weekly dance/physical fitness classes, and an end-of-year recognition ceremony.

**Black Community Crusade for Children**

25 E Street, N.W.  
Washington, DC 20001  
(800) 275-2222  
Contact Person: Brian Watt

The Black Community Crusade for Children (BCCC), coordinated by the Children’s Defense Fund, works to mobilize the African-American community on behalf of black children and families. The organization promotes local, state, and national initiatives and policies that ensure a healthy start for every black child and that support efforts to revitalize communities. Activities include a public education campaign, child feeding and immunization programs, the Ella Baker Leadership Training Institute, the Black Student Leadership Network, and a clearinghouse that disseminates information on successful program models.

**Center for Applied Research and Urban Policy**

University of the District of Columbia  
4200 Connecticut Avenue, N.W.  
Suite 510  
Washington, DC 20008  
(202) 274-5599  
Contact person: Vijaya L. Melnick, Ph.D.

The Center for Applied Research and Urban Policy (CARUP), conducts research on problems

that affect the social and economic health of urban areas, particularly the District of Columbia. It provides technical assistance to urban managers and policymakers with special emphasis on interdisciplinary approaches to problem solving. Activities include research on issues such as homelessness, housing, public education, transportation, and maternal and infant health; technical assistance to clients such as government agencies, school systems, organized community groups, and nonprofit organizations; training; and dissemination of research results for educational and informational purposes.

**Center for Youth Services**

921 Pennsylvania Avenue, S.E.  
Washington, DC 20003  
(202) 543-5707  
Contact Person: Samuel Tramel

The Center for Youth Services (CYS) works with high-risk young people ages 14–21 to help them become productive adults. The center offers a multifaceted program that includes mentoring, education, job counseling and training, health care, family planning, male outreach programs, child care, and athletic and cultural recreational activities.

**Coalition for America’s Children**

1634 Eye Street, N.W.  
12th Floor  
Washington, DC 20006  
(202) 638-5770

The Coalition for America’s Children is an alliance of national, state, and local nonprofit organizations working together since 1990 to call attention to the serious obstacles that impede children’s health, education, safety, and security. The combined membership of the coalition’s 300+ member groups includes more than 40 million adult Americans committed to elevating the concerns of America’s 64 million children to the top of the nation’s agenda.

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**Committee on Strategies to Reduce  
Chronic Poverty**

1129 20th Street, N.W.  
Suite 204  
Washington, DC 20036  
(202) 466-6680  
Contact Person: Carrie L. Thornhill

The Committee on Strategies to Reduce Chronic Poverty is a community planning and action initiative sponsored by the Greater Washington Research Center. The committee seeks to help existing mainstream and neighborhood institutions improve their ability to reduce the numbers of people who are living in or at risk for long-term poverty and to create economic opportunity. The strategic focus is to help the community increase the earnings of working-age adults and to improve educational attainment for children, youths, and adults. The committee works closely with community-based organizations and provides policymakers and community activists with a solid base of policy-relevant and action-oriented research aimed at stimulating action in the education and work arenas.

**Home and School Institute  
Mega Skills Education Center**

1500 Massachusetts Avenue, N.W.  
Washington, DC 20005  
(202) 466-3633  
Contact Person: Dorothy Rich

The Home and School Institute (HSI) is an independent not-for-profit educational organization that contracts with corporations, associations, and school districts, and with federal, state, and local agencies to provide programs for public benefit. The institute develops partnerships in support of schooling and student achievement, family literacy, and at-risk students. It publishes materials for parents, teachers, and policymakers and offers systematic training protocols and materials to promote total community involvement.

**Institute for Educational Leadership**

1001 Connecticut Avenue, N.W.  
Suite 310  
Washington, DC 20036  
(202) 822-8405  
Contact Person: Michele Clark

The Institute for Educational Leadership (IEL) is a nonprofit organization that facilitates collaborative problem-solving strategies among educational institutions, human service providers, and other organizations. The institute's programs focus on leadership development, cross-sector alliances, demographic analyses, business-education partnerships, school restructuring, and at-risk youth.

**National Alliance of Black School Educators**

2816 Georgia Avenue, N.W.  
Washington, DC 20001  
(202) 483-1549, (800) 221-2654  
Contact Person: Santee C. Ruffin Jr.

The National Alliance of Black School Educators (NABSE) is a professional organization that helps educators and administrators to improve educational programs for African-American youth. Members include school administrators, education associations, institutions of higher education, and students. The alliance provides legislation and policy initiatives and sponsors an annual conference. Publications include the quarterly newsletter *NewsBriefs NABSE*.

**National Black Child Development Institute**

1023 15th Street, N.W.  
Suite 600  
Washington, DC 20005  
(202) 387-1281  
Contact Person: Erica Tollett

The National Black Child Development Institute (NBCDI) works to improve the quality of life for African-American children and youth. The institute provides and supports program workshops and resources in child care, health care, education, and welfare for African-American children,

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their families, and their communities. NBCDI's affiliate network provides direct services to children and youth, such as conducting the Spirit of Excellence: Each One, Reach One tutorial program, helping homeless children find adoptive families, and sponsoring cultural heritage programs. NBCDI also monitors public policy issues that affect African-American children and educates the public by publishing periodic reports and two quarterly newsletters, and by convening an annual training conference and other public education forums.

**National Coalition of Hispanic Health and Human Services Organizations (COSSMHO)**

1501 16th Street, N.W.  
Washington, DC 20036  
(202) 387-5000  
Contact Person: Jane L. Delgado

COSSMHO sponsors community-based programs and interventions, supports university-based research, identifies policy concerns, develops and adapts materials, and trains Hispanic professional and leaders. Ongoing national programs for youth include AIDS education, prevention of alcohol and substance abuse, prevention of child and sexual abuse, and adolescent pregnancy prevention. COSSMHO conducts national demonstration programs, serves as a source of information and technical assistance, and conducts policy analysis. COSSMHO works with community organizations in targeting local problems and in crafting culturally sensitive solutions. COSSMHO maintains Hispanic Health Link, a computer bulletin board, to disseminate information to over 350 agencies throughout the United States.

**Project Lead: High Expectation  
The Links Foundation**

1200 Massachusetts Avenue, N.W.  
Washington, DC 20005-4501  
(202) 842-0123  
Contact Person: Flavia Walton

Links Foundation is a nonprofit organization operated exclusively for charitable and educational

purposes. Project Lead: High Expectation was developed as a community-based educational outreach program to prevent alcohol and drug abuse, premature sexual activity, unintended pregnancies, and sexually transmitted diseases among African-American youth in target cities.

**Urban Institute**

2100 M Street, N.W.  
Washington, DC 20037  
(202) 833-7200  
Contact Person: Richard Majors, Ph.D.

The Urban Institute, a nonprofit research organization established in 1968, investigates the nation's social and economic problems and evaluates government policies and public and private programs designed to alleviate them.

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# Appendix C

## Federal Resources for Youth

### **Maternal and Child Health Bureau**

Health Resources and Services Administration  
U.S. Department of Health and Human Services  
Parklawn Building  
5600 Fishers Lane, Room 18-05  
Rockville, MD 20857  
(301) 443-2170  
Director: Audrey H. Nora, M.D., M.P.H.

The Maternal and Child Health Bureau (MCHB) funds Maternal and Child Health Block Grants (under Title V of the Social Security Act) in the 50 states and in nine other U.S. jurisdictions, provides technical assistance to state maternal and child health programs and service providers, and funds a variety of demonstration, research, and training grants, including special projects of regional and national significance (SPRANS). MCHB produces publications that are available from the National Maternal and Child Health Clearinghouse, 2070 Chain Bridge Road, Suite 450, Vienna VA 22182-2536; tel. (703) 821-8955, fax. (703) 821-2098.

### **National Center for Education in Maternal and Child Health**

2000 15th Street North  
Suite 701  
Arlington, VA 22201-2617  
(703) 524-7802

Contact Person: Olivia Kredel Pickett, M.L.S.,  
Director of Information Services

The National Center for Education in Maternal and Child Health (NCEMCH) leads a national effort to collect, develop, and disseminate information and educational materials on maternal and

child health. It collaborates with public agencies, voluntary and professional organizations, research and training programs, policy centers, and others to advance education and program and policy development in maternal and child health. The center maintains a reference collection of educational materials and publishes a variety of guides, directories, bibliographies, and newsletters. Additionally, subject specialists in adolescent health, women's health, child health and development, injury and violence prevention, children with special health needs, health systems development, and nutrition implement special projects in support of federal initiatives. The center's information specialists and subject specialists respond to inquiries with publications, reference collection materials, referrals, and tailored responses. NCEMCH houses on-line information on programs and products from the special projects of regional and national significance (SPRANS) supported by the Maternal and Child Health Bureau.

### **Office of Juvenile Justice and Delinquency Prevention**

U.S. Department of Justice  
633 Indiana Avenue, N.W.  
Washington, DC 20531  
(202) 307-0751  
Contact Person: Marilyn Silver

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) was established through the Juvenile Justice and Delinquency Prevention Act of 1974. The mission of the office is to provide national leadership, direction, coordination, and resources to prevent, treat, and control juvenile delinquency; improve the effectiveness and

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fairness of the juvenile justice system; and address the problem of missing and exploited children. OJJDP comprises the Research and Program Development Division, the Training and Technical Assistance Division, the Special Emphasis Division, the State Relations and Assistance Division, the Concentration of Federal Efforts Program, the Missing Children's Program, and the Information Dissemination Unit.

### **Office of Population Affairs**

#### **U.S. Department of Health and Human Services**

4330 East-West Highway

Bethesda, MD 20857

(301) 594-4000

Contact Person: Lucy Eddinger, Public Affairs Officer

The Office of Population Affairs (OPA) administers the Title X Family Planning Program, which provides funds to public or private nonprofit organizations operating family planning projects for low-income families. OPA also administers the Title XX Adolescent Family Life Program of the Public Health Service Act, which provides funding for research and demonstration projects to alleviate, eliminate, or resolve negative consequences of early sexual behavior. The office responds to inquiries from consumers and professionals. Publications are available through the Office of Population Affairs Clearinghouse.

### **Substance Abuse and Mental Health**

#### **Services Administration**

Office of Communications

5600 Fishers Lane, Room 13C-05

Rockville, MD 20857

(301) 443-8956

Acting Director: Elaine M. Johnson, Ph.D.

The Substance Abuse and Mental Health Services Administration (SAMHSA), which succeeded the Alcohol, Drug Abuse, and Mental Health Administration in 1992, is the Public Health Service agency responsible for the prevention and treatment of addictive and mental health

problems. It includes the Center for Mental Health Services (CMHS), the Center for Substance Abuse Prevention (CSAP), and the Center for Substance Abuse Treatment (CSAT). The agency helps state and local organizations to expand access to prevention and treatment programs, to increase the capacity and enhance the effectiveness of these programs, and to develop communitywide approaches to addictive and mental disorders.

### **U.S. Department of Education**

#### **Southeast Regional Center for Drug-Free Schools and Communities**

Spencerian Office Plaza

University of Louisville

Louisville, KY 40292

(502) 588-0052, (800) 621-SERC

The Southeast Regional Center for Drug-Free Schools and Communities is one of five regional centers in a national network established by the U.S. Department of Education through the Drug-Free Schools and Communities Act of 1986. The center works to prevent student alcohol and other drug use in the southeast region.

### **U.S. Department of Health and Human Services**

200 Independence Avenue, S.W.

Room 615F

Washington, DC 20201

(202) 690-7000

Director: Donna E. Shalala, Ph.D., Secretary of Health and Human Services

The U.S. Department of Health and Human Services (DHHS) is responsible for the federal government's health, welfare, and income security plans and programs. The department administers the Public Health Service (including the Health Resources and Services Administration, the National Institutes of Health, and the Centers for Disease Control and Prevention) and the Health Care Financing Administration, among other agencies.

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The DC Family Policy Seminar is coordinated by Valerie Gwinner, Acting Project Director, National Center for Education in Maternal and Child Health, 2000 15th Street North, Suite 701, Arlington, VA 22201. (703) 524-7802.

To receive additional information about the DC Family Policy Seminar, or to request copies of the following briefing reports or highlights, please contact Tobi Printz or Helena Wallin at (703) 524-7802:

- *Caring for Children: Meeting the Needs of Low-Income, Working Families in the District.* September 1995.
- *Families that Play Together: Recreation and Leisure in the District.* July 1995.
- *HIV/AIDS: Helping Families Cope.* April 1995.
- *Substance Abuse Prevention and Treatment Programs: A Family Approach.* February 1995.
- *Family-Friendly Welfare Reform: Using Welfare Policies to Strengthen the Family.* November 1994.
- *Preventing Family Violence.* September 1994.
- *Preventing Adolescent Violence.* May 1994.
- *Preventing Teen Pregnancies.* December 1993.