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DEPARTMENT OF JUSTICE  
OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION  
FINAL PROGRESS REPORT

FRAMEWORKS FOR DESIGNING AND EVALUATING COMMUNITY-LEVEL  
PROGRAMS FOR YOUTH

Grant Number 1999-JN-FX-0011

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Submitted by:

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# Frameworks for Designing and Evaluating Community-level Programs for Youth

Board on Children, Youth, and Families  
and  
Forum on Adolescence

Institute of Medicine/National Research Council  
National Academy of Sciences

## I. PROJECT SUMMARY

In September 1999, the Board on Children, Youth, and Families received a grant from the Department of Justice's Office of Juvenile Justice And Delinquency Prevention to support the establishment of a committee to review and synthesize existing evidence regarding community-level programs designed to promote positive youth development. The committee was asked to assess the strengths and limitations of measurement tools and methodologies that have been used to evaluate these programs, and to address the policy and programmatic implications of this research. The specific charge to the Committee on Community-Level Programs for Youth was to:

- (1) Review and synthesize existing evidence regarding community-level initiatives and interventions designed to promote positive developmental outcomes among youth;
- (2) Assess the strengths and limitations of indicators and data sources that are commonly used to characterize youth health, development, and well-being, and to evaluate interventions designed to promote positive developmental outcomes among youth;
- (3) Assess the strengths and limitations of methodologies and approaches used to evaluate community-level youth development programs; and
- (4) Identify gaps and central questions for the design of a unified conceptual framework and research agenda to promote the healthy development of youth.

To the extent feasible, the committee was asked to identify those training programs for which evidence is sufficiently strong to suggest that they deserve replication. The committee was also asked to consider how programs might be replicated in other communities, as well as issues pertaining to "scale-up."

The committee was composed of an interdisciplinary group of individuals with expertise in a range of relevant fields, including child and adolescent development, maternal and child health, sociology, psychology, anthropology, statistics, evaluation research, youth service programs, urban planning, and community development. A copy of the committee roster, including bioparagraphs for each member, is provided in Appendix A.

Committee activities have included a total of six committee meetings, two workshops, and background papers commissioned to help inform and facilitate the work of the committee. A final report will be prepared at the completion of the project that will synthesize material presented and discussed during committee meetings and at each of the workshops. The report, an executive summary, and brief summary "fact sheets" will be widely disseminated to policy makers, local decision makers,

stakeholders.

## II. PROGRESS TOWARD GOALS

### A. Outcomes and Accomplishments to Date

Project activities have included fund development, staff recruitment, committee development, the convening of six committee meetings and two workshops, the creation of small working groups, working group meetings, and the development of a draft report. The following provides a description of the project accomplishments to date.

#### Fund Development

Considerable effort has been made to engage a wide range of key stakeholders -- from both federal agencies and foundations -- to seek their input regarding the overall project and to solicit funds to support the proposed activities. In addition to the Office of Juvenile Justice and Delinquency Prevention, funding for this project has been provided by the Ford Foundation, the Carnegie Corporation of New York, the David and Lucile Packard Foundation, the William T. Grant Foundation, the Office of the Assistant Secretary of Planning and Evaluation of the U.S. Department of Health and Human Services, and the U.S. Department of Housing and Urban Development. Additional fund development is continuing for enhanced dissemination activities, as discussed below.

#### Staff Recruitment

The development phase of this project was managed by Michele Kipke, Director of Board on Children, Youth, and Families. Jennifer Gootman joined the National Academy of Sciences as study director for this project in October 1999. Immediately prior to joining the NAS, Ms. Gootman spent eight months lecturing and consulting in the United Kingdom on various welfare reform, community development, and child and family issues as an Honorary Research Fellow at the University of Liverpool. Previously, Ms. Gootman served as social science analyst for the Office of Planning and Evaluation within the U.S. Department of Health and Human Services. Her work focused on child and family policy for low-income families, including welfare reform, child care, child health, youth development, and teen pregnancy prevention issues. She was involved in all aspects of policy development, such as managing research and evaluation projects, developing legislation, contributing to Presidential initiatives, preparing issue papers, and reviewing regulations and budget proposals. Following the passage of the welfare bill in 1996, she was detailed to the U.S. General Accounting Office, where she worked on an evaluation of the early implementation of welfare reform legislation in eight states. Before joining the federal government, Ms. Gootman worked for the New York City Public Advocate, a city ombudsman, on reform of the city's foster care and adoption placement system. Ms. Gootman also served as Program Director for the Constitutional Rights Foundation, a community-based organization in Los Angeles, managing an effort to involve inner-city public high school students in leadership development and community problem-solving activities. Ms. Gootman earned a Masters degree in Urban Public Policy from the New School for Social Research in New York City, and an undergraduate degree from the University of Southern California in education and fine arts.

Amy Gawad was promoted from Senior Project Assistant for the Forum on Adolescence at the National Academy of Sciences to the position of Research Assistant for this committee. She worked for the NAS for a year and a half prior to joining the committee. She received a Bachelors degree in biology from the George Washington University and has recently completed a Masters degree in Public Health at the George Washington University.

Drusilla Barnes initially served as the Senior Project Assistant for this committee. She had worked for the National Academy of Sciences for fifteen years, as administrative associate for the Board on Children, Youth, and Families, and project assistant with the Energy Engineering Board. Before her work at the Academy, she worked for 10 years with the Department of Commerce (DOC) as an administrative assistant. Prior to her work at DOC she worked with the Department of the Interior and the Department of State, for a total of 15 years of federal service.

Rebekah Pinto was hired to fill the position of Senior Project Assistant when Ms. Barnes took a new position within the Academy. Ms. Pinto graduated from Indiana University of Pennsylvania in 1998 with a degree in Anthropology. Before joining the Board she worked as a Communications Associate at Catholics for a Free Choice. Her previous research has focused on public health, women's issues, and international family planning.

### Committee Development

In establishing the committee, our goal was to develop an interdisciplinary group of individuals with expertise in a range of relevant fields, including child and adolescent development, maternal and child health, sociology, psychology, anthropology, statistics, evaluation research, youth service programs, urban planning, and community development. We began by soliciting input and suggestions from a variety of different sources, including our sponsors, representatives from other federal programs and foundations, researchers in the field, Academy members, and service providers. The committee was formalized and Jacquelynne Eccles was confirmed as its chair.

### Committee Meeting #1

The first committee meeting was convened on October 7–8, 1999 in Washington, D.C. The first day of the meeting included presentations that provided a foundation for thinking about adolescent development, threats to adolescent health and well being, and efforts to prevent risk behavior and promote youth development. The committee members worked together on the second day to: review and sharpen the charge to the committee and the scope of the project; begin planning for the next workshop designed to help to inform the work and deliberations of the committee; identify relevant data sources and documents; review and synthesize the literature and available research findings; and organize a draft outline for their work. A copy of the meeting agenda is provided in Appendix B.

### Workshop: Opportunities to Promote Child and Adolescent Development During the After School Hours

This workshop, convened on October 21, 1999 in Washington, D.C., examined research on the developmental needs of children and adolescents ages 5 to 14 years and the ways in which they spend their time after school. The workshop explored the types of after school programs that have been developed for children and teenagers, with attention to the program structures, implementation issues, desired outcomes, evaluation methodologies, and the policy implications of this research. The overarching goal was to synthesize the current knowledge base about after school programs as a strategy for ensuring the safety, security, development, and well being of children and adolescents, and consider the implications of this knowledge for the next generation of after school programs. Over 175 participants attended the workshop. This activity was coordinated with the publication by the David and Lucile Packard Foundation of a 1999 volume of The Future of Children on the topic of out-of-school time. A copy of the workshop agenda is provided in Appendix C. A workshop summary report has been written and is attached. This summary has been distributed to more than 2,000 workshop

participants, practitioners, policy makers and other interested parties.

### Workshop: The Science of Youth Development Programs

This workshop, convened on January 31, 2000 in Irvine, California, examined existing research and lessons learned from designing, implementing, and evaluating youth development intervention programs. A major focus was the science base for meeting essential needs and desired developmental outcomes for youth, and the theoretical models for designing and evaluating youth development programs that focus on these outcomes. The workshop explored the effectiveness of different types of programs and intervention strategies and looked specifically at what can be learned from a set of existing youth development program models, such as mentoring, tutoring, arts and recreation, life skills/vocational training, and community service. Over 150 researchers, project directors, program staff, and community organizers who are actively engaged in designing, implementing, and evaluating community-level programs participated in this workshop. A copy of the workshop agenda is provided in Appendix D. An audio recording of the workshop is also available through our web site: [http://www4.nas.edu/cbsse/bocyfweb.nsf/web/live\\_meetings?OpenDocument](http://www4.nas.edu/cbsse/bocyfweb.nsf/web/live_meetings?OpenDocument).

### Committee Meeting #2

The second committee meeting was convened on February 1, 2000 in Irvine, California. The committee members discussed the content and substance of the workshop on the Science of Youth Development Programs, developed a draft report outline, created small committee working groups, and discussed a timeline and work plan for each of the working groups. A copy of the meeting agenda is provided in Appendix E.

### Committee Meeting #3

The third committee meeting was convened on March 22-23, 2000 in Washington, D.C. The first day of the meeting involved a series of presentations by experts outside of the committee on each of the sections in the committee's draft report outline. Each presentation was followed by discussion among committee members and guests. The committee spent the second day expanding each section of the draft committee outline as well as ensuring the coherent flow of the report. A copy of the meeting agenda is provided in Appendix F.

### Working Group Meetings and Site Visits

Following the third meeting working groups were organized around each section of the committee's draft report outline. These working groups conducted meetings, either by conference call or in person. Small groups of committee members also conducted site visits to observe community-level programs and innovative approaches for integrating a comprehensive array of services for youth.

Several background memos were also commissioned to facilitate the committee's work. The topics of these memos include: Frequency of participation in extracurricular activities; Overview of results from NELLS, NSAF, AdHealth, and NLSY97; survey of Native American community-based programs; and characteristics of positive youth development programs/interventions.

### Committee Meeting #4

The fourth committee meeting was convened on May 25-26, 2000 in Washington, D.C. The focus of this meeting was on reviewing each section of the initial draft. The working groups met and

refined their plans for drafting the remainder of each chapter. A copy of the agenda is provided in Appendix G.

#### Committee Meeting #5

The fifth committee meeting was convened on July 31-August 1, 2000 in Woods Hole, Massachusetts. The focus of this meeting was on reviewing the draft report, agreeing upon an initial set of conclusions and recommendations, and developing a strategy for the completion of the report. A copy of the meeting agenda is provided in Appendix H.

#### Committee Meeting #6

The sixth committee meeting was convened on November 16-18, 2000 in Washington, D.C. The focus of this last meeting was to review and sign-off on the committee's final report prior to submission for formal institution review. A copy of the meeting agenda is provided in Appendix I.

### **B. Anticipated Activities During the Coming Year**

The final stages of the project will be devoted to the review of the final report according to the policies and procedures of the NRC, and the production and dissemination of this report, an executive summary, and other project-related products.

The project has and will continue to devote considerable effort to soliciting input from researchers and service providers from around the country, as well as create opportunities for public comment and input. Researchers, service providers, policy makers, local decision-makers, community organizers, and other key stakeholders will be invited to comment on the initiative and respond to specific questions. They have been given the opportunity to communicate directly with committee members and staff through the Board's new interactive web page, which announced the launch of the initiative and invited comment from individuals outside the Academy. These comments were reviewed regularly and compiled for the use of the committee as they conducted their deliberations.

The Board is committed to vigorous dissemination, communications, and outreach to key stakeholders upon release of the final report of the Committee on Community-Level Programs for Youth. We intend to implement an array of activities to communicate the findings and recommendations. These include:

#### Distribution of the Final Report and Executive Summary

- *Report Distribution:* Copies of the report and executive summary will be widely distributed and the report will be available online through the National Academy Press. The Board will feature the report on its home page, and will disseminate it via appropriate listservs (Internet mailing lists), its monthly e-mail newsletter, and in fliers and other promotional materials. The National Academy Press will also market the report via bookstores and other venues.

#### Public Briefings and Community Forums

- *Public Policy Briefings:* A series of public policy briefings will be conducted upon release of the committee's final report. These briefings will be convened in Washington, D.C. for a range of national stakeholders, including federal agency officials, Congress, foundation leaders, state

adolescent health coordinators, directors of national youth serving agencies, members of the media, and others whose work is focused on youth. Some of these briefings will be broadcast on the web, and individuals will be able to listen to the briefings and participate “on-line” by asking questions. Also, the Board will identify regular public policy meetings held in Washington, D.C., such as Urban Institute's "First Tuesdays" and IEL Policy Exchange's Hill Briefings, and will propose that the content of this report be the topic of these meetings.

- *Community Forums:* The centerpiece of the dissemination strategy will be a series of community forums conducted across the country with selected committee members and a large group of community stakeholders. The community forums will use an interactive format that brings together committee members, experts in the field of youth development, community leaders, policy makers, and representatives of youth serving organizations to examine the implications of the committee's findings and recommendations for existing community efforts and for planning future initiatives that can build on the best available knowledge. These forums will be convened in communities that have already begun to develop community programs specifically for youth and can use the analysis to spur momentum and improvement. We currently envision convening community forums in Kansas City, New York City, and northern and southern California.

The forums will emphasize dialogue and interaction on the issues and recommendations identified by the committee. A central goal is to link the new knowledge and insights to youth development issues that the community itself is grappling with. To this end, the forums will be structured to review the key findings and recommendations, elicit reactions to them, and galvanize next steps on behalf of practitioners, policy makers, funders, community leaders, parents, and young people. Each of the participants in the forum will be sent the committee's full report prior to the meeting as well as a series of questions to guide the discussion. Among the issues to be addressed: What are the report's most important implications for day-to-day practice and policymaking? What new questions does it raise? How might the findings impact current community efforts to provide community programs for youth? What controversies does it address and which remain beyond the reach of current research evidence? An underlying theme of the forums will be to understand how we can be supportive of the community's efforts to translate the report into new practice.

We will turn to our funders, committee members, and colleagues from around the country for input on the participants to include in these forums. We will also work closely with these advisors to identify relevant topics for each regional forum. In order to actively engage such a diverse group of participants in dialogue, we will work to develop an agenda that draws on the knowledge base, expertise, and needs of each of these participating constituencies.

To extend the reach of the day's dialogue, the forums also may be accessible as live webcasts, with opportunities for online participants to ask questions and make comments. A summary report will be prepared that includes a case study from each of the community forums, with community facts, a list of forum participants, and a summary of the various dialogues. This report will provide a vehicle for integrating the science and research base presented in the committee report with the “real world” perspectives of practitioners, local policy makers, and community leaders. The document will be written in a style accessible to those who work in settings that deliver services and design policies for youth development. This summary report will be distributed to the attendees at each of the forums and other interested individuals and groups throughout the country.

- *Power Point Presentation:* The Board will develop a Power Point presentation designed to highlight key findings and recommendations in the report. This presentation will be provided to each of the committee members for use at their own professional meetings and/or among their colleagues. This presentation will also be available on the Board's Internet page, where participants can view the Power Point presentation with narration.
- *Presentations at Professional Meetings:* The Board will identify national or local professional meetings at which the findings contained in the report can be presented and discussed, such as the annual meetings of the Society for Research on Adolescence, the American Psychological Association, the American Public Health Association, and the Society for Adolescent Medicine.

#### Development of Derivative Products

- *Summary Materials:* The Board will produce additional summary materials based on the report that will be designed for specific and targeted audiences, including community leaders and community-based organizations, educators, and parents. These may take the form of a short four-page description of the report, short thematic overviews of parts of the report, or a two-page distillation of the findings and recommendations. These materials will be distributed to key audiences, including participants at the community forums, and will be available on-line.
- *Translations:* The Board will translate report summaries into other languages, such as Spanish, to ensure that we are able to reach audiences for whom English is not their first language.
- *Publications in Journals, Newsletters, Trade publications, and on the Internet:* The Board will work with the Academy's Office of News and Public Information to disseminate the report to the print, broadcast, and electronic media and to develop and place op-editorial articles based on the report.



## LIST OF APPENDICES

Appendix A: Committee Roster and Bioparagraphs

Appendix B: Committee Meeting #1 Agenda

Appendix C: Opportunities to Promote Child and Adolescent Development During  
After School Hours Workshop Agenda

Appendix D: Science of Youth Development Workshop Agenda

Appendix E: Committee Meeting #2 Agenda

Appendix F: Committee Meeting #3 Agenda

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Appendix H: Committee Meeting #5 Agenda

Appendix I: Committee Meeting #6 Agenda

APPENDIX A

**Committee Roster and Bioparagraphs**

## COMMITTEE ON COMMUNITY-LEVEL PROGRAMS FOR YOUTH

Jacquelynne Eccles (Chair)  
Professor, University of Michigan

Cheryl Alexander  
Professor, Johns Hopkins University

Brett Brown  
Senior Research Associate, Child Trends, Inc.

Sarah Brown  
Director, National Campaign to Prevent Teen Pregnancy

Kenyon S. Chan  
Dean, College of Liberal Arts, Loyola Marymount  
University

Elizabeth Colson  
Emeritus Professor, University of California, Berkeley

Thomas Cook  
Professor, Northwestern University

Peter Edelman  
Professor of Law, Georgetown University Law Center

Caswell Evans  
Project Director, National Institutes of Health

Ronald Ferguson  
Associate Professor, Harvard University

Teresa LaFromboise  
Associate Professor, Stanford University

Reed Larson  
Professor, University of Illinois - Urbana-Champaign

Milbrey McLaughlin  
Professor, Stanford University

Robert Plotnick  
Professor, University of Washington

Zena Stein  
Professor of Public Health Emeritus, Columbia University

## Biographical Sketches

**Jacquelynne Eccles** received her Ph.D. in developmental psychology from UCLA in 1974 and has served on the faculty at Smith College, the University of Colorado, and the University of Michigan. Currently, she 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, University of Michigan, and the Interim Chair of Psychology at the University of Michigan. In addition, she is past Chair of the Advisory Committee for the Social, Behavioral, and Economic Directorate at the NSF, a member of the MacArthur Foundation Network on Successful Adolescent Development, the Chair of the MacArthur Foundation Network on Successful Pathways through Middle Childhood, and Associate Editor of *Child Development*. Over the last 30 years, she has conducted research on a wide variety of topics ranging from gender-role socialization, teacher expectations, and classroom influences on student motivation, to social development in the family and school context. Much of this work has focused on the middle childhood and adolescent periods of life when health compromising behaviors such as smoking increase dramatically. Using longitudinal survey methods, she has explored the characteristics of family, community, school, and peer groups that either protect against or encourage such risky behaviors during these periods of life. She is co-author of *Women and Sex-Roles* and of *Managing to Succeed*.

**Cheryl Alexander** is Professor of Maternal and Child Health and Director of the Center for Adolescent Health Promotion and Disease Prevention at Johns Hopkins School of Hygiene and Public Health. Her research has focused on health risking behaviors of young adolescents with a particular focus on gender differences in patterns of risk taking. These studies have utilized longitudinal data from rural populations. Most recently, she and her colleagues have begun to examine the effectiveness of community-based interventions to reduce substance use and aggressive behaviors among urban adolescents. Dr. Alexander is a member of the Forum on Adolescence.

**Brett Brown** is a Senior Research Associate and Area Director for Social Indicators Research at Child Trends, a nonpartisan, nonprofit research firm. Dr. Brown oversaw the design and production of first four editions of *Trends in the Well-Being of America's Children and Youth*, a comprehensive annual report featuring national trends in over 90 indicators of well-being released by the U.S. Department of Health and Human Services. For the last several years he has been a consultant to the Federal Interagency Forum on Child and Family Statistics, where he played a key role in the design and production of the first edition of *America's Children: Key National Indicators of Well-Being*, an annual report to the President. Dr. Brown is a member of the core working group on adolescent health for the CDC's Healthy People 2010 project, and has been part of an international group of researchers that is attempting to develop comparable indicators of child and youth well-being for advanced industrial societies. For the last several years he has also provided technical assistance to the national and state Kids Count organizations sponsored by the Annie E. Casey Foundation.

**Sarah Brown** is Director of the National Campaign to Prevent Teen Pregnancy, a private and independent initiative organized in 1995 to stimulate actions nationwide to reduce adolescent pregnancy. Before this, she was a Senior Study Director at the Institute of Medicine, where her last project before founding the Campaign was directing a major study on unintended pregnancy. She has published numerous scholarly and popular articles on a wide variety of topics in maternal and child health and in reproductive health, and is also a frequent public speaker and media contact on these issues. She serves on numerous advisory committees of national organizations and on several boards as well, including that of the Alan Guttmacher Institute.

**Kenyon S. Chan** is Dean of the Bellarmine College of Liberal Arts and Professor of Psychology at Loyola Marymount University. His research focuses on social science perspectives on ethnic studies, social policy, and interdisciplinary analyses of race in America. He is recognized as an expert on the effects of race on the emotional development of children and has written extensively on the socio-cultural factors that influence motivation, learning, and schooling with particular attention to poor and immigrant children.

**Elizabeth Colson** is Professor Emeritus in the Department of Anthropology at the University of California, Berkeley. Dr. Colson's primary research interest lies in the longitudinal study of social and cultural change. She is interested in development, the role of development agencies, migration, the impact of large-scale disruptions, the adjustment of refugees and other forced migrants. Dr. Colson is a member of the National Academy of Sciences.

**Thomas Cook** is Professor of Sociology, Psychology, Education and Social Policy and Faculty Fellow at the Institute for Policy Research at Northwestern University. Dr. Cook's research interest is examining routes out of poverty, especially for racial minorities in the inner city, with special emphasis on how material and social resources activate self-help activities. Dr. Cook is a member of the MacArthur Network on Successful Adolescence in High-Risk Settings. He is also studying the management strategies parents use in different neighborhoods, the differing levels of resources available to youth and their families, and how these neighborhood differences impact on parental coping techniques and adolescent development.

**Peter Edelman** is a Professor of Law at Georgetown University Law Center where he has been on the faculty since 1982. He took leave from 1993 until 1996 to serve in the U.S. Department of Health and Human Services, first as Counselor to Secretary Donna Shalala and then as Assistant Secretary for Planning and Evaluation. He was Associate Dean of the Law Center in the late 1980s, Director of the New York State Division for Youth in the late 1970s, and Vice President of University of Massachusetts before that. He was a Legislative Assistant to Senator Robert F. Kennedy from 1965 to 1968 and was Issues Director for Senator Edward Kennedy's Presidential campaign in 1980. He served as Law Clerk to Supreme Court Justice Arthur J. Goldberg in 1962-63 and to Judge Henry J. Friendly on the U.S. Court of Appeals for the Second Circuit, and was Special Assistant to Assistant Attorney General John Douglas in the U.S. Department of Justice following his Supreme Court clerkship.

**Caswell Evans** is on an IPA (Inter-Agency Personnel Agreement) with DHHS and working as the Executive Editor and Project Director, Surgeon General's Report on Oral Health. In this capacity he is located at the National Institute of Dental and Craniofacial Research at NIH. The report's charge was "to define, describe, and evaluate the interaction between oral health, health, and well-being (quality of life), through the life span in the context of changes in society." The report was released by the Surgeon General in May, 2000. He also serves as Adjunct Professor at the School of Public Health and the School of Dentistry at the University of California, Los Angeles. Dr. Evans is a member of the Institute of Medicine.

**Ronald Ferguson** is Lecturer in Public Policy and Senior Research Associate at the Wiener Center for Social Policy at the John F. Kennedy School of Government at Harvard University. His teaching and research cover topics in social policy and economic development, including special attention to problems associated with the education and employment of populations that experience disproportionate levels of poverty in the United States.

**Robert Granger** served on The Committee on Community-Level Programs for Youth until March 2000 when he became the new Senior Vice President at William T. Grant Foundation (one of the funders of this project). Prior to this he served as Senior Vice President for Education, Children, and Youth at the Manpower Demonstration Research Corporation. He is an expert on programs and policies for low-income children. Selected by the MacArthur Foundation as a core member of its research network on middle childhood, Dr. Granger has conducted numerous empirical studies; in recent years, he has focused particularly on public policies related to teen mothers and children on welfare.

**Teresa LaFromboise** is Associate Professor of Education at Stanford University. She is concerned with helping ethnic minority students survive the cultural adjustments, major life transitions, and other stresses that are so typical and so often neglected in children and adolescents. As a counseling psychologist with clinical and teaching experience in a wide variety of university and Indian reservation settings, Dr. LaFromboise is well-equipped to guide new teachers in multicultural counseling and interventions. She has also developed a complete Life Skills curriculum of problem-based lessons aimed at reducing the risk of suicide among American Indian adolescents which has already shown to be successful in high school students and is now being extended to younger students and their families.

**Milbrey McLaughlin** is Professor of Education and Public Policy at the Stanford Graduate School of Education. She has been studying youth programs and neighborhood organizations since 1987. The first phase of this research focused on inner-city youth and the second phase examines youth programs and neighborhood organizations in inner cities, and expands to include youth and their community resources from midsized cities to rural areas.

**Robert Plotnick** serves on the faculty of the University of Washington as Professor of Public Affairs, director of the Center for Studies in Demography and Ecology, and Adjunct Professor of Economics, Sociology and Social Work. He is also a Research Affiliate with the Institute for

Research on Poverty, University of Wisconsin - Madison and an Adjunct Fellow with the Public Policy Institute of California. Dr. Plotnick's research has addressed a wide range of topics concerned with poverty, income inequality, income support policy, teenage and nonmarital childbearing, the application of benefit-cost analysis to social services, and related social policy issues.

**Zena Stein** is Professor of Public Health and Psychiatry Emerita at Columbia University. She is an expert in the prevention of AIDS in women and on the prevention of mental retardation. Dr. Stein is Co-Director of the HIV Center at Columbia. Her principal research efforts at the center have been to study the epidemiology of perinatal HIV infection, including risks for maternal-infant transmission including breast feeding, factors involved in survival, and neurodevelopmental effects on infected infants.

APPENDIX B

Committee Meeting #1 Agenda



Board on  
Children, Youth,  
and Families

Committee on Community-Level Programs for Youth

First Committee Meeting, October 7-8, 1999

National Research Council/Institute of Medicine  
National Academy of Sciences  
Washington, D.C.

AGENDA

Meeting location: Cecil and Ida Green Building, Room 110  
2001 Wisconsin Avenue, NW  
Washington, D.C.

Thursday, October 7<sup>th</sup>

8:30 a.m. – 9:00 a.m.

CONTINENTAL BREAKFAST

9:00 a.m. WELCOME AND INTRODUCTORY REMARKS

Barbara Boyle Torrey, Executive Director  
Commission on Behavioral and Social Sciences and Education

Michele D. Kipke, Director  
Board on Children, Youth, and Families

Jacquelynne Eccles, Committee Chair  
Professor of Psychology  
University of Michigan

9:30 a.m. INTRODUCTION OF COMMITTEE MEMBERS

10:00 a.m. DISCUSSION OF STUDY ORIGINS

Jacquelynne Eccles

Michele Kipke

10:30 a.m. BREAK

10:45 a.m. WHAT HAVE WE LEARNED AND WHERE DO WE NEED TO GO?

Ann Segal, Deputy Assistant Secretary for Policy Initiatives  
Office of the Assistant Secretary of Planning and Evaluation  
U.S. Department of Health and Human Services

Pam Stevens, Director of Youth Development Program  
Edna McConnell Clark Foundation

Xavier De Souza Briggs, Deputy Assistant Secretary  
Research, Evaluation, and Monitoring  
U.S. Department of Housing and Urban Development

General Discussion

12:00 p.m. LUNCH

1:00 p.m. WHAT ARE THE GREATEST THREATS TO ADOLESCENTS' HEALTH AND WELL-  
BEING?

Lloyd Kolbe, Director  
Division of Adolescent and School Health  
Centers for Disease Control and Prevention

Q&A and General Discussion

1:45 p.m. EFFORTS TO PREVENT RISK BEHAVIORS AND PROMOTE YOUTH DEVELOPMENT

Jody Roth  
Center for Children and Families  
Teachers College, Columbia University

Jean Grossman  
Vice President, Director of Research  
Public/Private Ventures

Q&A and General Discussion

3:30 p.m. BREAK

3:45 p.m. CHARGE TO THE COMMITTEE – STUDY GOALS, TIMELINE, AND FUTURE MEETINGS

Jacquelynn Eccles

Jennifer Gootman, Study Director

Q&A and General Discussion

5:00 p.m. ADJOURN FOR THE DAY

**FRIDAY, OCTOBER 8<sup>TH</sup>**

8:30 a.m. – 9:00 a.m.

CONTINENTAL BREAKFAST

**CLOSED SESSION**

9:00 a.m. BIAS DISCUSSION

Eugenia Grohman, Associate Director of Reports

10:30 a.m. BREAK

**OPEN SESSION RESUMES**

10:45 a.m. DEFINING THE SCOPE

Ronald Ferguson

Kenyon Chan

Elizabeth Colson

General Discussion

11:45 a.m. DATA SOURCES, INDICATORS, INTENDED OUTCOMES, AND EVALUATION  
METHODS: DISCUSSION OF SCOPE & OF THE SECOND WORKSHOP

Brett Brown

Richard Udry

Thomas Cook

General Discussion

12:30 p.m. WORKING LUNCH - INNOVATIVE PROGRAMS & LESSONS LEARNED: DISCUSSION OF  
SCOPE & THE THIRD WORKSHOP

Teresa LaFromboise

Robert Plotnick

Zena Stein

General Discussion

1:30 p.m. DISCUSSION OF FIRST WORKSHOP – OPPORTUNITIES TO PROMOTE CHILD AND ADOLESCENT DEVELOPMENT DURING THE AFTER SCHOOL HOURS

Michele Kipke

Q&A General Discussion

1:45 p.m. ADVISORY GROUP TO THE COMMITTEE

Karen Pittman, Member of the Forum on Adolescence  
Senior Vice President, International Youth Development

Q&A and General Discussion

2:15 p.m. SITE VISITS, COMMISSIONED PAPERS, REPORT OUTLINE, NEXT ASSIGNMENTS

Jacquelynne Eccles

Jennifer Gootman

2:45 p.m. CONCLUDING REMARKS

Jacquelynne Eccles

3:00 p.m. ADJOURN

**APPENDIX C**

**Opportunities to Promote Child and Adolescent Development  
During the After School Hours Workshop Agenda**

Board on  
Children, Youth,  
and Families

*Workshop on Opportunities to Promote Child and Adolescent Development  
During the After School Hours*

Committee on Community-Level Programs for Youth

National Research Council/Institute of Medicine  
National Academy of Sciences  
2101 Constitution Avenue, Lecture Room  
Washington, D.C.

October 21, 1999

AGENDA

8:30 a.m. – 9:00 a.m.

REGISTRATION AND CONTINENTAL BREAKFAST

9:00 a.m. – 9:30 a.m.

WELCOME, INTRODUCTIONS, AND PURPOSE OF THE WORKSHOP

Michele Kipke, Director, Board on Children, Youth, and Families

Jacquelynne Eccles, Workshop Chair & Department of Psychology,  
University of Michigan

Mary Larner, The David and Lucile Packard Foundation

9:30 a.m. – 10:30 a.m.

WHY DO WE NEED AFTER SCHOOL PROGRAMS?

Karen Hein, WT Grant Foundation

Terry Peterson, U.S. Department of Education

Jennifer Davis, Office of the Mayor -- Boston, MA

Q&A and General Discussion

10:30 a.m. – 11:00 a.m.

**MEETING THE DEVELOPMENTAL NEEDS OF CHILDREN AND ADOLESCENTS: WHAT ARE THE ROLES OF SCHOOLS AND AFTER SCHOOL PROGRAMS?**

**Jacquelynne Eccles**, Workshop Chair & Department of Psychology,  
University of Michigan

Q&A and General Discussion

1. What are the developmental needs, challenges, and opportunities of children, ages 5-14 years?
2. How are children in this age group spending their out of school time?
3. What types of programs are most likely to address these developmental needs?

11:00 a.m. – 11:15 a.m.

**BREAK**

11:15 a.m. – 12:30 p.m.

**OPPORTUNITIES AND CHALLENGES TO DESIGNING AND IMPLEMENTING AFTER SCHOOL PROGRAMS**

**Jane Quinn**, DeWitt Wallace - Reader's Digest Fund

**Joy Dryfoos**, Hastings-on-the-Hudson

**Robin L. Jarrett**, Department of Human and Community Development  
University of Illinois - Urbana-Champaign

Q&A and General Discussion

1. What are the different types of after school programs that have been developed to promote positive developmental outcomes among 5 to 14 year olds?
2. What are innovative approaches to linking school with after school programs and community resources?
3. What are the essential ingredients (e.g., approaches, setting, staffing, auspices, duration, services) of high quality after school programs? Does this vary with the population served and with the domain of development under consideration?
4. Are there particular populations that appear to benefit more from after school programs than others?
5. Are there particular populations that are not being reached by after school programs? How might we better reach these children and adolescents?

12:30 p.m. – 1:00 p.m.

**QUICK LUNCH**

1:00 p.m. – 3:00 p.m.

## INNOVATIVE APPROACHES TO DELIVERING & EVALUATING AFTER SCHOOL PROGRAMS

### Program Services

**Children's Aid Society** – Richard Negron

**LA's Best Program** – Carla Sanger

**Boys & Girls Club of America** – Carter Savage

*Moderator: Jane Quinn, DeWitt Wallace - Reader's Digest Fund*

### Q&A and General Discussion

1. What are the goals of your programs?
2. When are your services provided, where delivered, and to whom are they targeted?
3. How, if at all, are your services integrated with what happens during the regular school day?
4. How are parents involved in your program?
5. Do children have a choice in the services they receive?
6. How much of the time is allocated for academics and how much time is allocated for programs that draw upon youth development principles – e.g., how are youth involved in the design and delivery of services?
7. Do you conduct outreach to engage children and adolescents who are not accessing services?
8. Does your program attempt to be all inclusive or does it encourage membership (e.g., families are asked to provide a membership fee)?
9. How do you define high quality after school program services?
10. What are the challenges of generalizability, replication, and sustainability?
11. What training and credentialing is required of your staff?

### Evaluation Methods

**Elizabeth Reisner**, Policy Studies Associates

**Constancia Warren**, Academy for Educational Development

*Moderator: Robert Halpern, Erikson Institute*

### Q&A and General Discussion

1. What are the intended and desired outcomes for these after school programs, and what are the strengths and limitations of existing indicators and data sources commonly used to evaluate and monitor the success of these programs?
2. What are the strengths and limitations of methods typically used to evaluate these programs?
3. How well do these after school programs meet the needs of children, families, and communities?



3:00 p.m. – 4:20 p.m.

**BRIDGING RESEARCH, POLICY, AND PRACTICE**

**Heather Weiss**, Harvard Family Research Project, Harvard University  
**Joan Lombardi**, Bush Center in Child Development and Social Policy, Yale University  
**Karen Pittman**, International Youth Foundation

*Discussant:* **Michelle Cahill**, Carnegie Corporation of New York

**Q&A and General Discussion**

1. What are the costs and benefits of after school programs?
2. What should the next generation of after school programs look like?
3. Is there a body of research that is not being applied to this field?
4. Are there programs that are not being evaluated, and what is the right standard for evaluating these kinds of programs?
5. How can we ensure that after school programs ensure the development, health, safety, and well-being of all children and adolescents?

4:20 p.m.

**CONCLUDING REMARKS**

**Michele Kipke**

4:30 p.m.

**ADJOURN**

APPENDIX D

The Science of Youth Development Workshop Agenda



*Workshop on the Science of Youth Development Programs*

COMMITTEE ON COMMUNITY-LEVEL PROGRAMS FOR YOUTH

National Research Council/Institute of Medicine  
National Academy of Sciences

January 31, 2000  
Beckman Center -- Irvine, CA

AGENDA

8:45 a.m. – 9:30 a.m.

REGISTRATION AND CONTINENTAL BREAKFAST

9:30 a.m. – 9:45 a.m.

WELCOME, INTRODUCTIONS, AND PURPOSE OF THE WORKSHOP

**Jennifer Gootman**, Study Director, Committee on Community-Level Programs for Youth

**Jacquelynne Eccles**, Workshop Chair and Department of Psychology,  
University of Michigan

9:45 a.m. – 10:20 am

WHAT ARE YOUTH DEVELOPMENT PROGRAMS AND WHY DO WE NEED THEM?

**Gary Yates**, President and CEO, The California Wellness Foundation  
**Edward Melia**, Special Assistant to the Secretary, California State Health and Human Services  
Agency

Q&A and General Discussion

10:20 a.m. – 12:30 p.m.

THEORETICAL MODELS FOR POSITIVE YOUTH DEVELOPMENT

**Dale Blyth**, Director, Center for 4-H Youth Development  
**Gary Walker**, President, Public / Private Ventures  
**Hanh Cao Yu**, Social Scientist, Social Policy Research Associates

**Discussant: Michelle Alberti Gambone**, President, Gambone & Associates

1. What does science say about desired essential needs and developmental outcomes for youth?
2. Do these needs differ by age, gender, community in which youth live, race, SES, etc.?

3. What theoretical models/frameworks have researchers turned to in designing and evaluating programs targeted to youth (i.e., prevention, health promotion, youth development)? For example, how have theoretical models/frameworks been used to prevent use of tobacco, alcohol and other drugs; prevent early sexual debut and promote condom use; encourage healthy diet and exercise; increase the number of assets available to teens; promote self-management and life skills, etc.?

#### Q&A and General Discussion

12:30 p.m. – 1:15 p.m.

#### QUICK LUNCH

1:15 p.m. – 2:45 p.m.

#### INTERVENTIONS TO MEET YOUTH'S DEVELOPMENTAL NEEDS

**Douglas Kirby**, Senior Research Scientist, ETR Associates

**Milbrey McLaughlin**, Professor of Education, Stanford Center on Adolescence, Stanford University

**Reed Larson**, Professor, Department of Human and Community Development, University of Illinois - Urbana-Champaign

**Discussant: Heather Weiss**, Director, Harvard Family Research Project

1. Are there comparable theoretical models/frameworks for "youth development" interventions?
2. How have community-level programs utilized these models/frameworks when designing interventions/services targeted to youth?
3. Which theoretical models/frameworks seem to be most useful at changing youths' behaviors and promoting positive developmental outcomes?
4. What types of programs / intervention strategies / approaches seem to be most effective at changing behaviors and with which populations?
5. For which behaviors (smoking, drugs, sexual intercourse, condoms, pregnancy, etc.)?
6. In which settings (school-based, community-based, family based)?
7. For which interventionists (e.g., teachers vs. community leaders vs. peers)?
8. For which young people (age, gender, race, SES, rural vs. urban, etc.)?
9. What behaviors seem most resistant to change?
10. Can programs be designed to fit the individual young person and his/her developmental needs?
11. How do we build a science base for youth development programs?

#### Q&A and General Discussion

2:45 p.m. – 4:15 p.m.

#### YOUTH DEVELOPMENT PROGRAM MODELS

**David Milner**, President, Community IMPACT

**Diane Chamberlain**, Chief Operating Officer, Valley Community Clinic

**Kendra Wells**, Extension Specialist, 4-H Youth Development

#### THE ROLE OF INTERMEDIARY ORGANIZATIONS

**Constancia Warren**, Senior Program Officer, Academy for Educational Development

**Moderator: Karen Pittman**, Senior Vice President, International Youth Foundation

1. What are the goals of your program and the philosophy behind it?
2. What kinds of activities and interventions does your program include? When are the services provided, where are they delivered, and to whom are they targeted?
3. How do you define high quality in your program? What are some of the "best practices" being employed in your program in order to meet your identified goals?

4. How, if at all, are your services integrated with what happens during the regular school day?
5. How are parents involved in your program?
6. Do you conduct outreach to engage young people who are not accessing services?
7. Does your program attempt to be all-inclusive or does it encourage membership (e.g., families are asked to provide a membership fee)?

Q&A and General Discussion

4:15 p.m. – 4:30 p.m.

**PUTTING IN ALL TOGETHER TO PROMOTE FUTURE DIRECTIONS FOR YOUTH DEVELOPMENT PROGRAMS**

**Jacquelynne Eccles**

**Michele Kipke, Director, Board on Children, Youth, and Families**

4:30 p.m.

**ADJOURN**

APPENDIX E

**Committee Meeting #2 Agenda**



Committee on Community-Level Programs for Youth

Second Committee Meeting -- February 1, 2000

National Research Council/Institute of Medicine  
National Academy of Sciences

AGENDA

Beckman Center, Irvine, CA

8:00 a.m. Continental breakfast

CLOSED SESSION

8:30 a.m. Welcome and introductions

Jacquelynne Eccles, Committee Chair  
Professor of Psychology, University of Michigan

OPEN SESSION

9:15 a.m. Discussion on the *Workshop on the Science of Youth Development Programs*

*What did we learn?*

*What other questions were raised?*

9:45 a.m. Report on Committee activities

Jennifer Gootman, Study Director  
Committee on Community-Level Programs for Youth

- Approval of minutes from first meeting
- Report on *Workshop to Promote Child and Adolescent Development During the After School Hours*

- Report on public input
- Resources (bibliography, citations)
- Site visits

10:15 a.m. Committee member reports

- Caswell Evans – CDC, Task Force on Community Preventive Services
- Sarah Brown – Involving youth

10:45 a.m. Break

11:00 a.m. Committee Report

*Focus of the report – Working outline*  
*Material to be covered*  
*Manner in which to organize the report / Table of Contents*  
*Process by which material is synthesized*

1:00 p.m. Working Lunch

1:30 p.m. Committee Report, continued

*Working groups*  
*Writing assignments*  
*Timeline*  
*Process for collecting and reviewing chapters*  
*Working groups?*

3:00 p.m. Future Committee activities -- Workshop March 22, 2000

*Focus*  
*Participants*  
*Commissioned papers*

3:30 p.m. Other commissioned papers and / or site visits?

4:00 p.m. Meeting adjourns



APPENDIX F

Committee Meeting #3 Agenda



**Committee on Community-Level Programs for Youth**

**Third Committee Meeting  
March 22 – 23, 2000**

**National Research Council/Institute of Medicine  
National Academy of Sciences**

**DRAFT Agenda**

Meeting location: **NAS Building  
2101 Constitution Avenue, N.W.  
Washington, D.C., Room 150**

**Wednesday, March 22**

**8:00 – 8:30 a.m.**

**CONTINENTAL BREAKFAST**

**8:30 – 8:45 a.m.**

**WELCOME AND INTRODUCTIONS**

**Jacquelynn Eccles**  
Committee Chair  
University of Michigan

**Jennifer Gootman**  
Study Director

**8:45 – 9:15 a.m.**

**LAY OF THE LAND: MAJOR INITIATIVES, ORGANIZATIONS, AND HOW IT ALL  
FITS TOGETHER**

**Karen Pittman**  
International Youth Foundation

1. What are the dominant contemporary views of who youth are and what they need?
2. What are common "blind spots" in thinking about youth?
3. What are some basic questions that research could answer in a way which would advance practice and policy?

**Q&A and General Discussion**

9:15 – 10:15 a.m.

## CHAPTER II: WHAT IS “POSITIVE YOUTH DEVELOPMENT?”

**Dale Blyth**

Center for 4-H Youth Development, University of Minnesota

1. What are the developmental milestones that mark or facilitate the end of adolescence and the transition to adulthood?
2. It is possible to define (and potentially measure) how well / poorly young people are doing toward these goals?
3. What attitudes, skills, values are related to progress or lack of progress?
4. How important are differences in expectations for youth of various ages, genders, communities, ethnic groups, etc.?

**Jeff Arnett**

University of Maryland

1. What is adulthood? If adolescence / youth is a transition period, how do we know when youth are no longer youth?
2. What is the role of “positive youth development” for “emerging adults” -- youth aged 18-25?
3. What are the characteristics of these youth / “emerging adults?”

Q&A and General Discussion

10:15 – 11:15 a.m.

## CHAPTER III: WHAT FACILITATES / ENABLES / IMPEDES POSITIVE YOUTH DEVELOPMENT?

**Karen Reivich**

University of Pennsylvania

**Andrew Shatte'**

University of Pennsylvania

1. What skills can we teach children/adolescents to promote resiliency?
2. How can they be taught?
3. What outcomes can we expect for children/adolescents who use these skills?
4. Who can be trained to deliver this skill set to children/adolescents?

Q&A and General Discussion

11:15 – 12:15 a.m.

## CHAPTER IV: WHAT DOES COMMUNITY-LEVEL YOUTH DEVELOPMENT PROGRAMMING LOOK LIKE?

**Michele Cahill**

Carnegie Corporation of New York

1. What is a program? What is programming?
2. What are the array of institutions and structures that offer it (and why)?
3. How does what is offered in communities compare to / organize around what is needed (the inputs)? And what is desired (the outcomes)?
4. How is programming delivered (unit of intervention, strategy, staffing, etc.)?
5. What are the characteristics of programs that focus on discrete aspects of development, versus programs that focus on a range of outcomes?
6. How are the organizations structured?

Q&A and General Discussion

12:15 – 12:30 p.m.

**BREAK**

12:30 a.m. – 1:30 p.m.

**WORKING LUNCH**

**CHAPTER V: MEASUREMENT: TOOLS, INDICATORS, AND PROCESSES**

**Jean Grossman**

Public/Private Ventures

1. What do we know about measuring “positive” youth outcomes and supports and opportunities? How good are the tools? What are the standards of evidence?
2. What is the thinking about measuring program-level impact? What methodologies are used? What are the challenges? What are the best examples?
3. What is the thinking about measuring the impact of community-level initiatives?

Q&A and General Discussion

1:30 – 2:30 p.m.

**CHAPTER VII: POLICY AND SYSTEM-LEVEL SUPPORTS AND BARRIERS**

**Richard Murphy**

Academy for Educational Development

1. What are the public and private supports that traditionally exist at the national, state, and local levels?
2. What are the new funding streams that have emerged or are on the horizon?
3. What are the non-financial supports that are needed to sustain, improve, and expand community-level programming for youth?
4. Where are these supports found?
5. How are they funded?

**Constancia Warren**

Academy for Educational Development

1. What role do intermediary organizations play?
2. Why do we need intermediary organizations?
3. What do “capacity-building” intermediaries do?

Q&A and General Discussion

2:30 – 4:30 p.m.

**WORKING GROUP DELIBERATIONS**

Chapters II & III – stay in Room 150

Chapter IV – Members’ Room

Chapter V – Members’ Room

4:30 – 5:00 p.m.

**WRAP-UP / REPORTING WORKING GROUP PROGRESS**

**Jacquelynne Eccles**

Thursday, March 23

8:00 – 8:30 A.M. CONTINENTAL BREAKFAST

8:30 – 9:15 A.M. ROUNDTABLE DISCUSSION

Ann O'Leary  
Office of the First Lady

**CLOSED SESSION**

9:15 – 12:30 p.m. WORKING GROUP DELIBERATIONS

12:30 – 1:15 p.m. WORKING LUNCH

1:15 – 3:30 p.m. WORKING GROUP REPORTS

3:30 – 4:30 p.m. COMMITTEE BUSINESS

4:30 ADJOURNMENT

APPENDIX G

Committee Meeting #4 Agenda



**Committee on Community-Level Programs for Youth**

**Fourth Committee Meeting  
May 25 -- 26, 2000**

**National Research Council/Institute of Medicine  
National Academy of Sciences**

**Agenda**

**C L O S E D M E E T I N G – Committee Only**

Meeting location: NAS Building  
2101 Constitution Avenue, N.W.  
Washington, D.C., Board Room

**Thursday, May 25**

- |                                |  |
|--------------------------------|--|
| <b>8:00 – 8:30 a.m.</b>        | <b>CONTINENTAL BREAKFAST</b>   |
| <b>8:30 – 8:45 a.m.</b>        | <b>WELCOME AND REVIEW OF THE AGENDA</b><br><br><b>Jacquelynne Eccles</b><br>University of Michigan                                   |
| <b>8:45 – 9:15 a.m.</b>        | <b>COMMITTEE BUSINESS, OVERVIEW OF REPORT, AND TIMELINE</b><br><br><b>Jennifer Gootman</b><br>Board on Children, Youth, and Families |
| <b>9:15 – 11:15 a.m.</b>       | <b>WORKING GROUPS</b><br><i>Board Room and Room 227</i>  |
| <b>11:15 a.m. – 12:30 p.m.</b> | <b>CHAPTER II</b><br><br><b>Jacquelynne Eccles</b>   |
| <b>12:30 – 1:30 p.m.</b>       | <b>LUNCH WITH MEMBERS OF THE FORUM ON ADOLESCENCE</b><br>Members Room  |

1:30 - 2:45 p.m.

CHAPTER III

Reed Larson  
University of Illinois, Urbana--Champaign

2:45 - 4:00 p.m.

CHAPTER IV

Bob Granger  
Manpower Demonstration Research Corporation (MDRC)

4:00 - 5:15 p.m.

CHAPTER V

Brett Brown  
Child Trends

5:15 p.m.

ADJOURNMENT

6:00 p.m.

COMMITTEE RECEPTION / DINNER  
Georgia Brown's Restaurant  
950 15<sup>th</sup> Street NW

Thursday, March 23

8:00 - 8:30 a.m.

CONTINENTAL BREAKFAST

8:30 - 9:45 a.m.

CHAPTER VI

Jacquelynne Eccles

Bob Plotnick  
University of Washington

9:45 - 11:00 a.m.

CHAPTER VII

Peter Edelman  
Georgetown University

11:00 a.m. - 12:15 p.m.

CHAPTER I

Sarah Brown  
National Campaign to Prevent Teen Pregnancy



12:15 – 1:00 p.m.

LUNCH

2:00 – 3:00 p.m.

WORKING GROUPS

*Board Room and Room 227*

3:00 – 4:30 p.m.

WRAP UP: TIMELINE, NEXT STEPS, PLANNING FOR JULY MEETING

Jacquelynn Eccles

Jennifer Gootman

Michele Kipke

Board on Children, Youth, and Families

4:30 p.m.

ADJOURNMENT

APPENDIX H

Committee Meeting #5 Agenda



**Committee on Community-Level Programs for Youth**

**Fifth Committee Meeting  
July 31 – August 1, 2000**

**National Research Council/Institute of Medicine  
National Academy of Sciences**

**Agenda**

**C L O S E D M E E T I N G – Committee Only**

Meeting location: J. Erik Jonsson Woods Hole Center, Room 202  
Woods Hole, Massachusetts

**Monday, July 31**

*Shuttle will be running 7:15 – 8:00 a.m. between the Ramada and the Jonsson Center.*

**8:00 – 9:00 a.m.**

**BREAKFAST**

**9:00 – 9:15 a.m.**

**WELCOME AND REVIEW OF THE AGENDA**

**Jacquelynn Eccles  
University of Michigan**

**9:15 – 9:30 a.m.**

**COMMITTEE BUSINESS, OVERVIEW OF REPORT, AND TIMELINE**

**Jennifer Gootman  
Board on Children, Youth, and Families**

**9:30 – 11:00 a.m.**

**CHAPTER II: WHAT IS POSITIVE YOUTH DEVELOPMENT**

***Readers/reviewers: Zena Stein, Brett Brown, Teresa LaFromboise  
Primary writer: Jacquelynn Eccles***

11:00 a.m. – 12:30 p.m. CHAPTER III: FEATURES OF DAILY CONTEXTS THAT FACILITATE POSITIVE YOUTH DEVELOPMENT

*Readers/reviewers: Cheryle Alexander, Teresa LaFromboise, Brett Brown*  
*Primary writer: Reed Larson*

12:30 – 1:30 p.m. LUNCH

1:30 – 3:00 p.m. CHAPTER IV: THE NATURE OF COMMUNITY-LEVEL PROGRAMS FOR YOUTH

*Readers/reviewers: Elizabeth Colson, Peter Edelman, Ron Ferguson, Milbrey McLaughlin*  
*Primary writer:*

3:00 – 4:30 p.m. CHAPTER V: FROM THEORY TO PRACTICE: THE AVAILABILITY AND USE OF DATA RESOURCES FOR YOUTH DEVELOPMENT PROGRAMS

*Readers/reviewers: Jacque Eccles, Elizabeth Colson*  
*Primary writers: Brett Brown / Bob Plotnick*

4:30 – 5:30 p.m. REPORT PREPARATION, RELEASE, AND DISSEMINATION

Mary Graham, Director of Communications and Dissemination

Vanee Vines, Media Specialist, Office of News and Public Information

5:30 p.m. RECEPTION / LOBSTER AND CLAM BAKE DINNER

Tuesday, August 1

Shuttle will be running 7:15 – 8:00 a.m. between the Ramada and the Jonsson Center.

8:00 – 9:00 a.m. BREAKFAST

9:00 – 9:15 a.m. REVIEW OF PROGRESS / AGENDA

Jacquelynn Eccles

9:15 – 10:45 a.m. CHAPTER VI: INDIVIDUAL AND COMMUNITY-LEVEL IMPACTS

*Readers/reviewers: Bob Plotnick, Jacque Eccles, Caswell Evans, Zena Stein  
Primary writers: Tom Cook with Janice Templeton*

10:45 a.m. – 11:00 p.m. Break

11:00 – 12:30 p.m. CHAPTER VII: POLICY AND SYSTEM-LEVEL SUPPORTS AND BARRIERS

*Readers/reviewers: Caswell Evans, Sarah Brown, Elizabeth Colson, Bob Plotnick  
Primary writer: Peter Edelman*

12:30 – 1:30 p.m. LUNCH

1:30 – 3:00 p.m. CONCLUSIONS AND RECOMMENDATIONS / CHAPTER I

3:00 – 4:30 p.m. EXECUTIVE SUMMARY AND NEXT STEPS

Jennifer Gootman

4:30 p.m. ADJOURNMENT

APPENDIX I

Committee Meeting #6 Agenda



**Committee on Community-Level Programs for Youth**

**Sixth Committee Meeting  
November 16-18, 2000**

**National Research Council/Institute of Medicine  
National Academy of Sciences**

**Agenda**

**C L O S E D M E E T I N G – Committee Only**

Meeting location: NAS Building  
2101 Constitution Avenue, N.W.  
Washington, D.C., Room 250

**Thursday, November 16 – Room 250**

**5:00 – 5:15 p.m. REVIEW OF THE AGENDA & OBJECTIVES FOR THE MEETING**

**Jacquelynne Eccles  
University of Michigan**

**5:15 – 5:30 p.m. COMMITTEE BUSINESS AND TIMELINE**

**Jennifer Gootman  
Board on Children, Youth, and Families**

**5:30 p.m. WORKING DINNER**

**6:00 – 8:30 p.m. STRUCTURE OF REPORT / KEY MESSAGES**

**Jacquelynne Eccles  
Jennifer Gootman**

*Who is our target audience?  
What are our key messages?  
What do we hope this report will accomplish?*

**Friday, November 17 – Room 250**

**8:30 – 9:00 a.m.**

**CONTINENTAL BREAKFAST**

**9:00 – 10:30 a.m.**

**CHAPTER 2: YOUTH WELL-BEING & DEVELOPMENT**

*Review of Chapter*

*Conclusions and Recommendations*

*Readers / reviewers: Zena Stein, Brett Brown, Teresa LaFromboise*

*Primary writer: Jacquelynne Eccles*

**10:30 a.m. – 12:00 p.m.**

**CHAPTER 3: FEATURES OF CONTEXTS THAT FACILITATE POSITIVE DEVELOPMENT**

*Review of Chapter*

*Conclusions and Recommendations*

*Readers/reviewers: Cheryle Alexander, Teresa LaFromboise, Brett Brown*

*Primary writer: Reed Larson*

**12:00 – 12:30 p.m.**

**LUNCH**

*Discussion of Report Title*

**2:30 – 2:00 p.m.**

**CHAPTER 4: THE NATURE OF COMMUNITY-LEVEL PROGRAMS FOR YOUTH**

*Review of Chapter*

*Conclusions and Recommendations*

*Readers/reviewers: Elizabeth Colson, Peter Edelman, Ron Ferguson*

*Primary writers: Milbrey McLaughlin / Jennifer Gootman*

**2:00 – 3:30 p.m.**

**CHAPTER 9: POLICY AND SYSTEM-LEVEL SUPPORTS AND BARRIERS**

*Review of Chapter*

*Conclusions and Recommendations*

*Readers/reviewers: Caswell Evans, Sarah Brown, Elizabeth Colson, Bob Plotnick*

*Primary writer: Peter Edelman*

**3:30 – 5:00 p.m.**

**CHAPTER 5: STUDYING AND EVALUATING COMMUNITY-LEVEL PROGRAMS FOR YOUTH**

*Readers/reviewers: Bob Plotnick, Jacque Eccles, Caswell Evans, Zena Stein*

*Primary writers: Jacque Eccles*

**6:00 p.m.**

**RECEPTION / DINNER**

La Colline



Saturday, November 18 – Board Room

- 8:30 – 9:00 a.m. BREAKFAST
- 9:00 – 10:30 a.m. CHAPTER 6: INDUCTIVE METHODS OF STUDYING COMMUNITY-LEVEL PROGRAMS FOR YOUTH  
*Review of Chapter*  
*Conclusions and Recommendations*  
  
*Readers/reviewers: Bob Plotnick, Jacque Eccles, Caswell Evans, Zena Stein*  
*Primary writers: Jacque Eccles*
- 10:30 a.m. – 12:00 p.m. CHAPTER 7: EXPERIMENTAL AND QUASI-EXPERIMENTAL EVALUATIONS  
*Review of Chapter*  
*Conclusions and Recommendations*  
  
*Readers/reviewers: Bob Plotnick, Caswell Evans, Zena Stein*  
*Primary writers: Tom Cook, Jacque Eccles*
- 12:00 – 12:30 p.m. LUNCH  
Discussion of Report Release and Dissemination Update
- 12:30 – 2:00 p.m. CHAPTER 8: FROM THEORY TO PRACTICE: THE AVAILABILITY AND USE OF SOCIAL INDICATOR DATA FOR COMMUNITY-LEVEL PROGRAMS FOR YOUTH  
*Review of Chapter*  
*Conclusions and Recommendations*  
  
*Readers/reviewers: Jacque Eccles, Elizabeth Colson*  
*Primary writers: Brett Brown, Bob Plotnick*
- 2:00 – 4:00 p.m. CHAPTER II / CONCLUSIONS AND RECOMMENDATIONS / EXECUTIVE SUMMARY / NEXT STEPS
- 4:00 p.m. ADJOURNMENT