

**JUVENILE JUSTICE
AND
DELINQUENCY PREVENTION
COMMISSION**

AGENDA

July 11, 2025, 12:00 PM

Jury Assembly Room

Ukiah Courthouse

100 N. State Street, Ukiah, CA 95482

<https://mendocino-courts-ca-gov.zoomgov.com/j/1600926095?pwd=V0RqYUZJMIRGUnQvZmh6b0NmMGxiUT09>
Meeting ID: 160 092 6095 Passcode: 161251 Toll-Free Call-in Number: (833)568-8864

- 1. Call to Order**
 - a. Welcome and Introductions**
 - b. Additions or Corrections to Agenda**
- 2. Public Comment for items not on the Agenda**
- 3. Review and approval of Draft Minutes from June 13, 2025 meeting (attachment)**

Recommended action: Approve minutes.
- 4. Chief Probation Officer Report**

Recommended action: Receive the oral report and provide feedback to CPO Locatelli, as needed.
- 5. Juvenile Hall Report**

Recommended action: Receive the oral report and provide feedback to staff, as needed.
- 6. Update on Juvenile Hall Inspection**

Recommended action: Receive presentation.
- 7. Weaving Wellness, Brian Williams.**

Recommended action: Receive presentation.

8. Discussion on Speakers for JJDPC Meetings

Recommended action: Discuss potential guest speakers to provide a report on restorative justice efforts in Mendocino County. Determine who will contact speakers and arrange presentations.

9. New Business

MURDERS ARE DOWN NATIONWIDE. (ATTACHMENT): Discussion of article forwarded by Commissioner Madsen.

10. Review and Discuss Requests for Items to be included on Future Agenda, Including Agenda Date(s) and Provide Direction

11. Adjournment: JJDPC meeting are held from noon to 2 p.m. in the Jury Assembly Room at the Ukiah Courthouse on the following dates:

August 8, 2025
September 12, 2025
October 10, 2025
November 14, 2025
December 12, 2025

Juvenile Justice & Delinquency Prevention Commission

Mendocino County
100 N. State Street, Room 303
Ukiah, CA 95482
(707) 463-4664

<https://www.mendocino.courts.ca.gov/jjdpc>

JUNE 13, 2025 MEETING

COMMISSIONERS PRESENT: Sarah Martin, Percilla Stevenson, Vanessa Curl, Kate Gaston, Tanya Estrada-Ruiz, Scott Marsh, Libbe Madsen (Remote)

OTHERS PRESENT: John Bednar, Judge Carly Dolan, Kim Turner, Julie Whalen (CEO, Boys & Girls Club), Izen Locatelli

COMMISSIONERS ABSENT: Marquez Gibson, Bode Gower, Esperanza Montana-Culbertson, Josephine Pady

The meeting was called to order at 12:05 pm by JJDPC Chairperson, Sarah Martin.

1. **CALL TO ORDER**

- a. Welcome and Introductions
- b. Additions or Corrections to Agenda

2. **PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA:**

COMMISSIONER MARSH: Commissioner Marsh may need to step down as a commissioner. He is changing employment and is unsure if he will be able to continue as a commissioner. Commissioner Martin requested to meet with Commissioner Marsh to discuss.

UPDATE TITLE FOR ITEM 6: Commissioner Gaston requested that item 6 on the Agenda be updated to reflect "Presentation from Julie Whalen, CEO, Boys & Girls Club".

3. **REVIEW AND APPROVAL OF DRAFT MINUTES FROM THE MAY 9, 2025 MEETING**

(ATTACHMENT): After discussion, the Commissioners approved the May 9, 2025 meeting minutes. Commissioner Curl moved to approve; Commissioner Marsh seconded.

4. **PROBATION REPORT:** Chief Locatelli reported that Probation is supposed to have 23 line staff but 10 of those positions are vacant. Two are currently out on maternity leave. The county has a significant budget deficit. They tried to implement a 6% cut to every department in the personnel section. The Board of Supervisors wanted to make a uniform cut instead of looking at each department individually. After discussion, the Board agreed to let Probation continue to recruit to fill open positions. If Izen is unable to meet his required mandates, he will have to inform the county and the court. Services are limited right now and their ability to get reports out on time has been impacted. One of the 10 position vacancies is an unfunded juvenile position. The remaining positions are all in adult probation.

5. **JUVENILE HALL REPORT:** Mr. Bednar reported there are 9 youth in the facility: Eight males and one female. Five of the youth are from Lake County. The numbers are down from a few weeks ago when they were up to 20 youth. The Basketball Court project is finished. They held a graduation ceremony for two of the youth. The A and B Unit Facade project is also completed. They are in the process of obtaining a generator for the hall. It would run the A and B Units if

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the power goes out. They will be raising the fences on a portion of the facility. They are going to be starting a new project to paint the inside of juvenile hall and are planning on having this completed by the end of the year. They are preparing to go out to RFP on the Garden Project and the Culinary Project. This process could take a couple of months. Julie Whalen suggested contacting the Ukiah Garden Club, the veterans that have a garden on North Oak Street, Plowshares, and the Farmer's Market. Commissioner Stevenson commented that they have their medicine gardens up and running at the state prisons and they have the funding for it. They can work with John on the gardening project and library project as well. They are also investigating a Tablet Program for educational and vocational purposes. They are getting ready to start their second round of college classes this fall. The BSCC inspection will be August 4th through August 7th.

6. **PRESENTATION FROM JULIE WHALEN, CEO, BOYS & GIRLS CLUB (ATTACHMENTS):** After introducing herself, Ms. Whalen reported that the club serves from kindergarten through high school, however, the middle school/junior high population is the target group. During the school year, they operate an after-school program which operates from 2:00 pm to 6:30 pm. During the summer and school breaks, they operate from 7:30 am to 5:30 pm. On full days, they offer breakfast, lunch, and a snack with curriculum that integrates healthy habits by partnering with Public Health and CalFresh. They have a Smart Girls program and a Passport to Manhood program designed for the junior high aged youth. She would like to see these two programs brought into the Juvenile Hall. Many of these programs are created by the Boys and Girls Club of America for use by the local clubs. Funding comes from national partners and OJJDP grants. Most kids in the program receive some kind of assistance through NCO, UUSD, or CalWorks to attend the program. The goals of the national organization are to get every member graduated from high school, to teach integrity, and respect. They help with families of children with IEPs. They work with the older kids on learning how to handle money, future planning (ie college, trade schools, community involvement), field trips to schools and businesses, leadership and training programs. The commissioners suggested that the Boys and Girls Club implement an anonymous exit interview process for kids who leave to find out what would have kept them more engaged and interested in staying involved in the program. There are national Boys and Girls Clubs, Native Boys and Girls Clubs, and Military Boys and Girls Clubs. They serve between 120 and 140 kids daily during school. They serve between 80 and 100 kids daily during the summer. Ms. Turner asked the commissioners to think about how they will use all the information they gather from the speakers to help with planning the Truancy Summit.
7. **DISCUSSION ON SPEAKERS FOR JJDP MEETINGS:** After discussion, it was agreed that Commissioner Estrada-Ruiz will be arranging for the speaker at the July meeting. She will have Brian Williams of Weaving Wellness present. Commissioner Stevenson will be arranging for the speaker at the August meeting.

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8. **NEW BUSINESS:**

EMPTY DESKS (ATTACHMENT): Commissioner commented that the article “Empty Desks” forwarded by Commissioner Madsen points out the vulnerability of youth, especially in middle school, and shows the importance of organizations like the Boys and Girls Club.

9. **REVIEW AND DISCUSS REQUESTS FOR ITEMS TO BE INCLUDED ON FUTURE AGENDA, INCLUDING AGENDA DATE(S) AND PROVIDE DIRECTION:**

UPDATE ON APRIL 18, 2025 JUVENILE HALL INSPECTION: Commissioner Gaston inquired on the status of the report from the recent inspection of juvenile hall. Commissioner Martin stated that she needs to confer with the other commissioners who attended the inspection with her. The report will be available shortly.

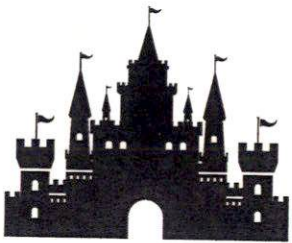
10. **ADJOURNMENT:** After discussion, it was agreed that the next JJDPC meeting will be held on July 11, 2025 at 12:00 p.m. in the Jury Assembly Room at the Ukiah Courthouse. A Zoom link will be provided for Commissioners who cannot attend in person and for any members of the public to attend.

MEETING ADJOURNED AT 1:15 p.m.

MINUTES COMPLETE
Submitted by Kim Weston

Disney Characters

Week 1



Neon Wear

Week 3



Sports Jersey

Week 5



Western Wear

Week 7



UNDER THE SEA

Week 2



Class Colors

Week 4



*YDP's will assign colors

**Spirit Week
All Summer Long!**

**Prizes will be
awarded to
those that
participat and
get selected.
Winners will be
awarded on
Fridays!**

Medieval Wear

Week 6



Wacky Hair and wear

Week 8



BOYS AND GIRLS CLUB OF UKIAH

★ Summer Agenda

Staff Version**

Week 1

June 16-20th

Breakfast: 8:30 AM

Drop Everything & Read!

Gym Time: 8 am-12pm
06/19- All day!

Arts & Crafts: 10 am & 1:45 pm
Origami
Painting
Crochet & Knitting
Bracelet making
Color Pages

The Lounge Room: Gaming
Consoles (M, W, F)
@10:45 AM-11:30 AM &
1:15 PM-2 PM

Lunch: 11:30 AM

National Programs @ 12:20 pm
See Board (W,F)

Free Play & Computer Lab

Afternoon Snack: 3 PM

Friday Movie Options:
Kids Choice

Friday: Disney
Announce Theme of the Week
Winner

Week 2

June 23-27th

Breakfast: 8:30 AM

Drop Everything & Read!

Gym Time: 8 am-12pm
06/24-26: 3-5pm

Arts & Crafts: 10 am & 1:45 pm
Origami
Painting
Crochet & Knitting
Bracelet making
Color Pages

The Lounge Room: Gaming
Consoles (M, W, F)
@10:45 AM-11:30 AM &
1:15 PM-2 PM

Lunch: 11:30 AM

National Programs @ 12:20 pm
See Board (W,F)

Free Play & Computer Lab

Afternoon Snack: 3 PM

Friday Movie Options:
Kids Choice

Friday: Under the Sea
Announce Theme of the Week
Winner

Week 3

June 30- July 3

Breakfast: 8:30 AM

Drop Everything & Read!

Gym Time: 8 am-12pm
06/24-26: 3-5pm

Arts & Crafts: 10 am & 1:45 pm
Origami
Painting
Crochet & Knitting
Bracelet making
Color Pages

The Lounge Room: Gaming
Consoles (M, W, F)
@10:45 AM-11:30 AM &
1:15 PM-2 PM

Lunch: 11:30 AM

National Programs @ 12:20 pm
See Board (W,F)

Free Play & Computer Lab

Afternoon Snack: 3 PM

Friday Movie Options:
Kids Choice

Friday: Neon Wear
Announce Theme of the Week
Winner

Week 4

July 7-11

Breakfast: 8:30 AM

Drop Everything & Read!

Gym Time: 8 am-12pm
06/24-26: 3-5pm

Arts & Crafts: 10 am & 1:45 pm
Origami
Painting
Crochet & Knitting
Bracelet making
Color Pages

The Lounge Room: Gaming
Consoles (M, W, F)
@10:45 AM-11:30 AM &
1:15 PM-2 PM

Lunch: 11:30 AM

National Programs @ 12:20 pm
See Board (W,F)

Free Play & Computer Lab

Afternoon Snack: 3 PM

Friday Movie Options:
Kids Choice

Friday: Class Colors
Announce Theme of the Week
Winner

Week 5

July 14-18th

Breakfast: 8:30 AM

Drop Everything & Read!

Gym Time: 8 am-12pm
06/24-26: 3-5pm

Arts & Crafts: 10 am & 1:45 pm
Origami
Painting
Crochet & Knitting
Bracelet making
Color Pages

The Lounge Room: Gaming
Consoles (M, W, F)
@10:45 AM-11:30 AM &
1:15 PM-2 PM

Lunch: 11:30 AM

National Programs @ 12:20 pm
See Board (W,F)

Free Play & Computer Lab

Afternoon Snack: 3 PM

Friday Movie Options:
Kids Choice

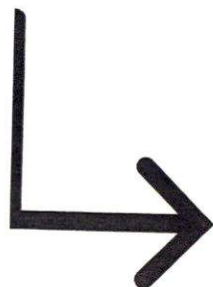
Friday: Sports Jersey
Announce Theme of the Week
Winner

BOYS AND GIRLS CLUB OF UKIAH



Summer Agenda

Staff Version**



Week 6

July 21-25th

Breakfast: 8:30 AM

Drop Everything & Read!

Gym Time: 8 am-12pm
06/24-26: 3-5pm

Arts & Crafts: 10 am & 1:45 pm
Origami
Painting
Crochet & Knitting
Bracelet making
Color Pages

The Lounge Room: Gaming
Consoles (M, W, F)
@10:45 AM-11:30 AM &
1:15 PM-2 PM

Lunch: 11:30 AM

National Programs @ 12:20 pm
See Board (W,F)

Free Play & Computer Lab

Afternoon Snack: 3 PM

Friday Movie Options:
Kids Choice

Friday: Medieval Wear
Announce Theme of the Week
Winner

Week 7

July 28-Aug 1st

Breakfast: 8:30 AM

Drop Everything & Read!

Gym Time: 8 am-12pm
06/24-26: 3-5pm

Arts & Crafts: 10 am & 1:45 pm
Origami
Painting
Crochet & Knitting
Bracelet making
Color Pages

The Lounge Room: Gaming
Consoles (M, W, F)
@10:45 AM-11:30 AM &
1:15 PM-2 PM

Lunch: 11:30 AM

National Programs @ 12:20 pm
See Board (W,F)

Free Play & Computer Lab

Afternoon Snack: 3 PM

Friday Movie Options:
Kids Choice

Friday: Wild West
Announce Theme of the Week
Winner

Week 8

Aug 4-8th

Breakfast: 8:30 AM

Drop Everything & Read!

Gym Time: 8 am-12pm
06/24-26: 3-5pm

Arts & Crafts: 10 am & 1:45 pm
Origami
Painting
Crochet & Knitting
Bracelet making
Color Pages

The Lounge Room: Gaming
Consoles (M, W, F)
@10:45 AM-11:30 AM &
1:15 PM-2 PM

Lunch: 11:30 AM

National Programs @ 12:20 pm
See Board (W,F)

Free Play & Computer Lab

Afternoon Snack: 3 PM

Friday Movie Options:
Kids Choice

Friday: Wacky Wear
Announce Theme of the Week
Winner



At a Glance

Kids and teens need safe, welcoming places where they can learn, grow and thrive. That's where Boys & Girls Clubs of America comes in. For more than 160 years, Boys & Girls Clubs have been a second home for generations of families. We believe every young person deserves access to meaningful life experiences designed to empower youth to lead healthy, productive lives. Through caring mentors, innovative programs and an unwavering commitment to safety and inclusion, Clubs do whatever it takes to support kids and teens on their paths to great futures.

MISSION

To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

Boys & Girls Clubs...

BUILD A HEALTHIER GENERATION

90% of Club members understand how their feelings influence their actions, and **89%** work to figure out a solution if they have a problem.

SUPPORT GLOBALLY COMPETITIVE GRADUATES

93% of Club members expect to graduate from high school, and **93%** of members in 11th and 12th grades know what education or training they'll need for the career they want.

EMPOWER 21ST CENTURY LEADERS

81% of Club members believe they can make a difference in their community, and **86%** feel they can stand up for what they think is right, even if their friends disagree.

PREPARE YOUTH FROM KINDERGARTEN TO CAREER

94% of Club teenage members believe they have the skills needed to succeed in a job, and **94%** of Club members can work with people who are different than them.

Boys & Girls Clubs serve 3.3 million young people – 1.6 million through membership and 1.7 million through community outreach – in more than 5,400 Club facilities, including:



2,600+

school-based
Clubs



470

BGCA-affiliated
Youth Centers on U.S.
military installations
worldwide



1,200+

Clubs in
rural areas



800+

Clubs in public housing
or community-based
Clubs



259

Clubs on Native lands,
making Boys & Girls
Clubs the largest youth
development provider
to Native communities



On a typical day, **414,000 kids and teens** enter the doors of a Boys & Girls Club.



56% of Club members live in households that qualify for free or reduced-price school lunches.

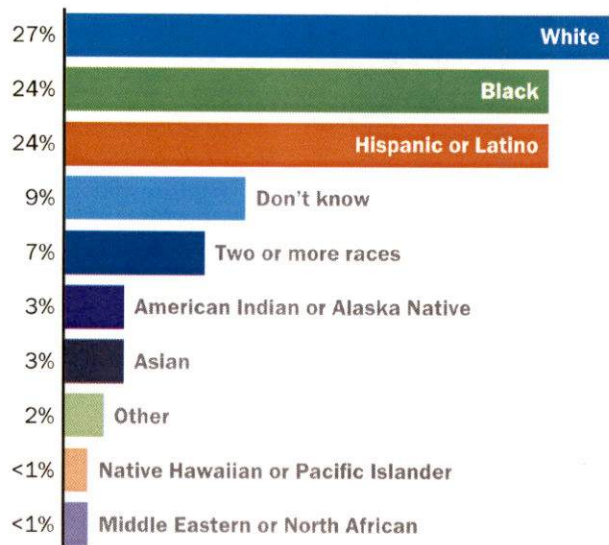
BOYS & GIRLS CLUBS OF AMERICA IS HIGHLY RESPECTED

Boys & Girls Clubs of America maintains Candid's highest Platinum Seal of Transparency, and Charity Navigator has rated Boys & Girls Clubs of America a Four-Star Charity.

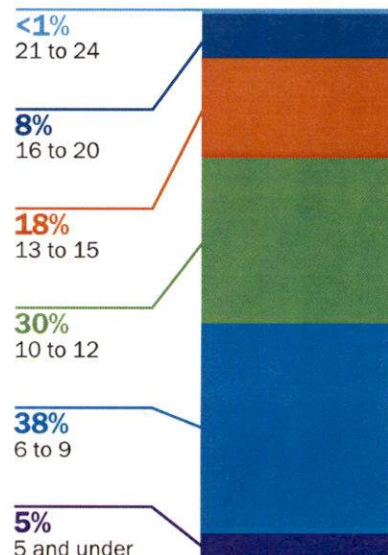


About Our Club Members

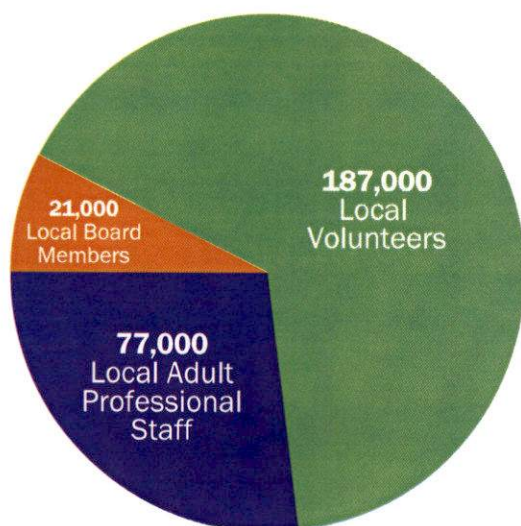
RACE & ETHNICITY



AGES



285,000 ADULT STAFF & VOLUNTEERS



FUNDRAISING & ADVOCACY



\$365+ million in pass-through funding went to Clubs, including support through State Alliances.



Clubs received **\$65+** million in congressionally directed spending.



Thank you to our partners who make it possible for us to serve kids and help them build great futures. Please visit BGCA.org/OurPartners to learn more.

2023 National Youth Outcomes Data, Boys & Girls Clubs of America
Daily attendance, membership and staff/volunteer data calculated from 2023 Boys & Girls Club Annual Reports.



BOYS & GIRLS CLUBS
OF AMERICA



What are Boys & Girls Clubs?

We are the nation's leading youth-serving organization, providing millions of kids with opportunities for a great future. Clubs give kids safe places, caring mentors and life-shaping programs that promote academic success, healthy lifestyles and leadership skills.

How large is the Boys & Girls Club enterprise?

More than 5,400 Clubs open their doors each day across the nation, on Native lands and on U.S. military installations worldwide. In a typical year, Clubs serve more than 3 million young people annually through membership and community outreach.

What is Boys & Girls Clubs' mission?

To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

What's next for Boys & Girls Clubs of America?

We're setting a national standard of youth development and expanding our reach and impact on America's youth. Boys & Girls Clubs of America is deepening program development, training and leadership development, and systems and technology infrastructure to build the strongest Clubs possible.

How can individuals and businesses help?

- **Invest** in our national efforts to build strong Clubs
- **Share** our mission with others
- **Get involved** with your local Club

Learn more at **BGCA.org/GetInvolved**

**Whatever It Takes to
Build Great Futures.**

Size & Scope



3+
million youth
served annually

5,400+

Clubs & Counting



2,600+
school-based Clubs



1,200+
Clubs in rural areas



470
Youth Centers on U.S.
military installations



800+
Public housing and
community-based Clubs

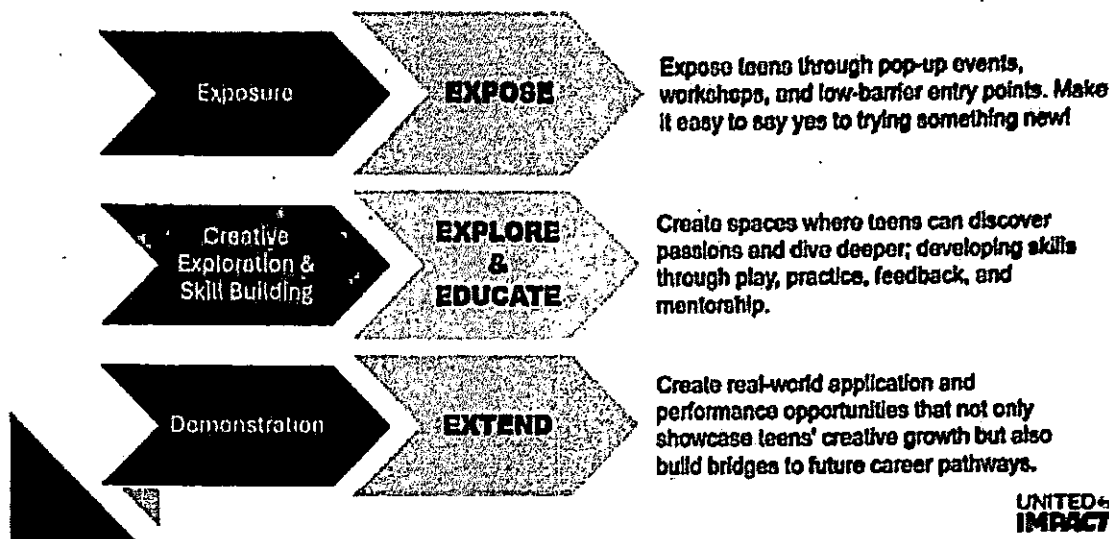


259
Clubs on Native lands







1 in 19
Americans is a
Boys & Girls Club alum

Arts Engagement Framework: Learning Levels



Future Ready Skills for Tweens and Teens

<p>HEALTH & WELLBEING <i>Skills that build resilience, identity, and positive emotional development.</i></p> <ul style="list-style-type: none"> ✓ Emotional regulation ✓ Stress management ✓ Self-expression ✓ Self-awareness ✓ Empathy & compassion ✓ Coping strategies ✓ Conflict resolution ✓ Identity affirmation ✓ Growth mindset 	<p>CHARACTER & LEADERSHIP <i>Skills that empower youth to lead, advocate, and serve others.</i></p> <ul style="list-style-type: none"> ✓ Decision-making ✓ Goal-directed behavior ✓ Advocacy & Voice ✓ Responsibility & Accountability ✓ Initiative ✓ Community engagement ✓ Mentorship & peer leadership ✓ Integrity & leading by example ✓ Inclusivity & respect for others ✓ Organizing group efforts 
<p>ACADEMIC SUCCESS <i>Skills that support learning, critical thinking, and achievement.</i></p> <ul style="list-style-type: none"> ✓ Study habits & time management ✓ Focus & concentration ✓ Active listening ✓ Information retention ✓ Literacy & communication ✓ Goal setting & planning ✓ Creative problem-solving ✓ Research & Inquiry ✓ Critical thinking & analysis ✓ Expressing ideas clearly (written/oral) 	<p>LIFE & WORKFORCE READINESS <i>Skills that prepare teens for post-secondary success and careers.</i></p> <ul style="list-style-type: none"> ✓ Resume writing & interview skills ✓ Collaboration & teamwork ✓ Public speaking ✓ Project management ✓ Self-advocacy ✓ Adaptability & flexibility ✓ Task follow-through ✓ Digital literacy ✓ Entrepreneurship ✓ Professionalism & work ethic 

STAFF RETENTION

Best Practices to Keep your Best

The way your staff feel is the way your youth will feel. And if your staff don't feel valued, supported, and engaged, neither will your youth.

Safe & Inclusive Environments

Meaningful Programs & Experiences

Supportive

✉ training@bgca.org

1. Objective 1: Better - Enhancing the Club experience to stay relevant for young people today, and into the future. Action steps to consider:

1. How can your Club incorporate or enhance CQI?

The most recent initiative that the Site Director implemented was rotating staff to new assigned grades/zones to improve the overall teen group members' experience. By implementing more secure and fun technology activities for our teen and soon-to-be teen members. Enhancing the Club experience will also align with creating opportunities for learning about entrepreneurship, money management, communications, and developing strong organizational skills.

2. What opportunities are there to capture the youth voice and strengthen the Club experience?

The current opportunities that are in place are Community Yard Sales, volunteering at our fundraisers, and an opportunity to come on a weekend day and help organize classrooms with staff. The Club Director and Teen Staff are currently collaborating and outsourcing to local businesses/resources for opportunities for field trips such as Next Level Gaming (arcade), Mendocino Library, Mendocino College Arts, Drama, and Computer Science Programs/Workshops. A local bank, Redwood Credit Union, partnered with the Boys and Girls Club to provide Money management instruction to our teens to meet our National Programming criteria.

3. Will staff development/training be critical for your Club to deliver on a stronger Club experience?

Yes. Training Youth Development Professionals on working with diverse populations, addressing At-Risk behaviors, conflict resolution, and trauma-informed care. Internally, I would recommend these trainings to be completed every 6 months.

2. Objective 2: Bigger - Growing our reach to address unmet needs as we deepen our engagement with current Club members. Action steps to consider:

- 1. Is there an opportunity to explore new partnerships or strengthen existing relationships with schools, community organizations, and businesses?**

The Boys and Girls Club of Ukiah proactively addresses methods to deepen our engagement with our members by working with our local partners and incorporating the members into that mix. Teaching the members about the importance of "Community" and "Support" is something we strive for our members to practice outside of this organization. The Club Site Director has been working on developing a relationship with Mendocino Community College to encourage our members to continue their education. We expose our members to specific department of their liking and the Site Director connects with the college and coordinate field trips. Due to the fact that our Boys and Girls Club location is on the premises of a school that also has their own after-school program, we continue working at strengthening in our neighboring relationship with all school entities at Grace Hudson to ensure programmatic success for our members and theirs. We also work closely with businesses, for example, Plowshares is a community dinning resource that we often times collaborate with for days that there are no school (School doesn't provide snack for our members if school is not in session). Plowshares provides balanced hot meals for our youth. We are in the process of having some of our members volunteer at Plowshares to help serve food, assist with cleanup, etc. These are examples of how we are integrating our organization into our community and helping our members become future staff, L.I.T (Leaders In Training/Volunteer at BGCU), or pursue a career in the non-profit realm.

Clubs will need more qualified staff to serve more teens. How will you recruit, develop, and retain YDPs that work with teens?

- 2. Are there additional opportunities for health & well-being, character & leadership, academic success, and life & workforce readiness?**

Providing the staff as well a mentorship level of support. Site Director and CEO work hard to provide opportunities for our YDPs to expand their horizon by providing resources to trainings through local community agencies. We tailor specific trainings that come across the board to staff that seek to pursue careers working with youth such as future teachers, counselors, substitute teachers, afterschool staff, etc.

- 3. How will the Club address the need for additional funding to expand to serve more teens?**

Using the NYOI Survey information and creating our own internal resource that directly addresses our teens needs/interest, the Site Director and Teen Staff will directly work

together to reach out to schools and set up visits to schools to explain what our Boys and Girls Club offers.

3. Objective 3: Bolder - Expanding our influence to elevate opportunity for all young people in America. Action steps to consider:

1. How can the Club grow the evidence of your impact to share with key stakeholders?

Impact of success may be measured through teen based survey, community feedback, and requests for continued community partnerships. Implementing frequent updates on our social media outlets to promote impact and transparency to our community. Incorporating our teens in the social media support, it would provide an opportunity to our teens to become part of the positive impact and our club. Also, the Ukiah Daily Journal, is a resource that our teen members have an opportunity to assist in writing up for our annual spring campaign.

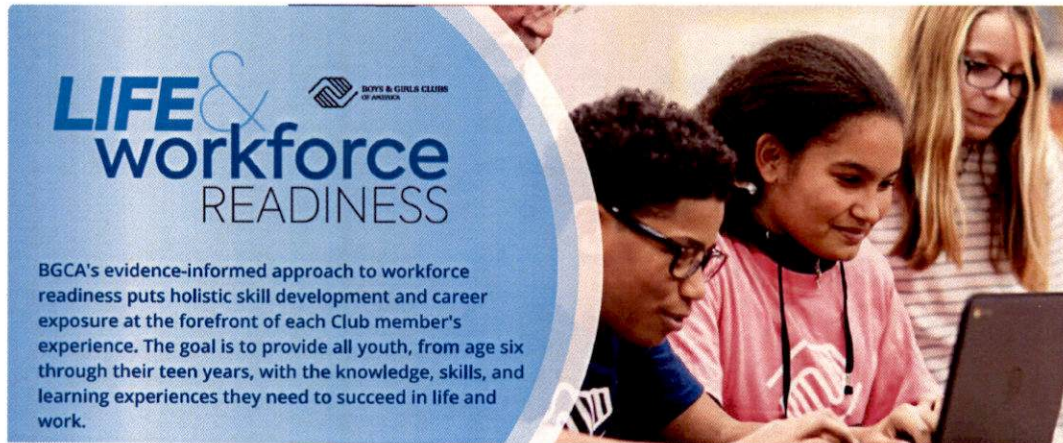
2. What role can teens and Board members play in advocating on behalf of the Club?

By continuing to incorporate our teens in annual fundraising events, community events, and participating as volunteers. Board members creating a pathway for our teens to get involved and learn about in other local area service clubs such as Rotary Interact, Plowshares (community dinning hall), Ukiah Senior Center, City of Ukiah Sponsored Events (Sunday's At the Park), ARRC, and Redwood Credit Union and Kiwanis. The Board members interact with teens through local community events and club meetings to role model and instill strong work ethics, social values, and the importance of giving back to ones community.

3. What new marketing strategies can elevate the awareness of the impact the Club has in the community?

Teens will design fliers as a weekly assignment with their teen staff and have them potentially be uploaded onto our existing social media outlets and businesses.

[You are here](#) [Home](#) [Our Movement](#) [Our Shared Priorities](#) [Life & Workforce Readiness](#)



Organizational Assessment

Why Life & Workforce Readiness?

Clubs teach young people creativity, decision-making, communication, and collaboration – all highly sought-after competencies by today's employers. Boys & Girls Clubs of America (BGCA) believes when every young person has access to quality out-of-school opportunities that intentionally support their workforce readiness journey they are well-positioned for Great Futures. BGCA's evidence-informed approach to workforce readiness puts holistic skill development and career exposure at the forefront of each Club member's experience. The goal is to provide all youth, from age six through their teen years, with the knowledge, skills, and learning experiences they need to succeed in life and work.

From BGCA's Building Economic Opportunity: Youth Workforce Readiness

The biggest challenge: More than half of U.S. employers say their greatest obstacle to growth is a lack of qualified candidates.

The most promising solution: Expand the reach and scope of the youth development programs that already are helping more than 10 million school-age children and teens develop essential life skills and support these programs in intentionally readying these



Assemble a Team+ Identify a Champion

Identify a champion (maybe that's you) or a small group of leaders to shape and support your Life

Take the Assessment

The LWR (Life and Workforce Readiness) Organizational Assessment will provide your organization with space to:

- review and refine policies

Identify Standards + Form an Action Plan

Review the LWR Standards of Practice to dig deeper into each development phase.

Decide which standards your

Schedule a Consult + Utilize Resources

Review resources aligned to the Standards and share them with your team
Schedule a consult with a LWR team member to get specialized support.
Have at least one person on your team

Club Experience Blog

A Youth Development Resource From Boys & Girls Clubs of America

What I Learned From Visiting 35 Boys & Girls Clubs in One Year

 35 Clubs. Countless lessons. A whole lot of hope.

Wednesday, June 4, 2025 10:24 AM

Summer Learning, Self-Expression, and the Courage to Be Different: Lessons from "Naked Mole Rat Gets Dressed"

Summer is for exploring identity and courage, inspired by Wilbur's quirky self-expression adventures.

Wednesday, May 21, 2025 11:30 AM

You Can't Pour From an Empty Cup (Even if It Was Full of Coffee): Self-Care Tips for Youth Development Professionals

You are vital and deserve joy, breaks, and care too.

Wednesday, May 14, 2025 8:45 AM

Where Do You Stand with Life & Workforce Readiness? A Call to Action for Clubs Ready to Elevate Teen Experiences

Resources

Work-based Learning
6 Tips for Creating a Culture of Workforce Readiness
Incorporating Workforce Readiness into Summer Programming
Exploring Career Opportunities Through Self-Discovery
5 Ways to Bring Workforce Readiness Online

You are here Home Services, Programs & Training Programs & Youth Development
Programming Teen Engagement *Teen Engagement Impact Toolkit*

0 6 1 Teen Engagement Impact Toolkit

This Programming Impact Toolkit outlines the key resources designed to help you engage and drive positive impact for teens

Teen Engagement Impact Toolkit



BGCA's vision is to provide customized and relevant opportunities to meet teens' distinct

The Vision

Teen members bring a different vibe to Boys & Girls Clubs and BGCA's vision is to provide customized and relevant opportunities to meet teens' distinct social, emotional, and physical needs. Top among these needs is a safe space to discuss mental health, self-care, and social acceptance. These discussions help teens develop healthy relationships and identities, and build skills they need to thrive, now and in the future.

Clubs running strong teen programs prioritize teen voice, and inclusivity, while providing opportunities for teens to explore their identity, and build skills through discussions and activities centered on social justice issues, mental health, jobs and internships, and college and post-secondary education. Strong Clubs also offer teens ample opportunities to complete homework, socialize and participate in recreational activities like Sports and E-Sports.



**Let's Connect
Today!**

[Book a Consultation](#)

**Please share your feedback on
this Impact Toolkit with this
short survey**

[Impact Toolkit Survey](#)

[What Works in Clubs](#)

What Works in Clubs

According to the [Wallace Foundation](#), five program characteristics are important to drive sustained teen participation.

1. Leadership opportunities including volunteer and community service and opportunities to design and lead programs
2. Staff who are and stay informed about teens' lives outside of programs including academic performance, relationships with families and caregivers, regular recognition for accomplishments outside of the Club
3. Being located in a community-based organization

4. Enrolling 100 or more youth per year
5. Holding regular staff meetings (twice a month for 30 minutes or longer)

Teen Programming at Boys & Girls Clubs

- Focuses on small group interactions where teens have opportunities to build strong healthy relationships with peers and staff
- Provides a variety of opportunities for teens to lead in informal and formal ways
- Centers teen choice and involves teens in programmatic decisions
- Incorporates College and Workforce Programming with an emphasis that moves beyond exploration and into planning for life beyond the Club
- Is strengths-based and trauma informed.

Your Club's Teen Data

Your Club's Teen Data

Review your Club's Social Emotional Development data from the National Youth Outcomes Initiative by:

1. Visiting
<https://mydata.bgca.net/Reports/MemberSurvey.asp>
x
2. Keep all data Categories and Measures
3. Selecting "Organization" as the Report Level
4. Entering your Organization's Global ID or Organization Name
5. Click "Select Demographic" to choose Teen Age Groups

The National Youth Outcomes Initiative is one helpful data set. Program Participation, Youth and Staff Surveys, School

Data, and Community Assets and Needs Mapping could also inform your plan.

Resources Supporting Teen Engagement

Resources Supporting Teen Engagement

Strategies and Structures

Professional Development

Programs and Activities

Club Spotlights

Fundraising

Content Listing

Niki Zaldivar · 1 month ago

**Life and
Workforce**

Anastacia Johnson · 4 months ago

**Recruiting &
Retaining**

BGCA · 2 months ago

**Youth & Teen
Impact**

**Intervention
plan
Foundational
for all teens**

Thank you for
completing the Life ...
0 0

**Teens
Discussion
Guide**

This discussion
guide is designed to...
0 0

At the heart of our
mission is the impa...
6 0

Niki Zaldivar · 2 months
ago

**Keystone
National
Project Guide -
Breaking Down
Bullying**

The National
Keystone Project...
0 0

London Reeves · 1 year
ago

**Tween & Teen
Engagement**

BGCA's commitment
to serving teens an...
0 0

Interact Admin · 2 years
ago

**Serving Teens
Effectively**

Serving Teens
Effectively
0 0

Does this page require a review? Click the link below to inform the author.

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1 Comment



Lucretia Robinson 9 months ago

Love these ideas. Very helpful for a fairly new clubhouse.

[See translation](#)

[Like](#) [Reply](#)

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Corporate Partnerships List

Corporate Partnerships List



7-Eleven Cares Foundation

Safe Places for Young People

[Funding](#)[Resource Development](#)[Partnerships Home](#)[Corporate Partnerships List](#)



Aaron's LLC

Aaron's LLC continued partnership supports recruitment and retention of teen members at Boys & Girls Clubs across the nation

[Aarons LLC](#)

[Sara Wilson](#)

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Academy Sports + Outdoors

Academy Sports + Outdoors and the Boys & Girls Clubs of America are launching their inaugural year of National Partnership in 2025.

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adidas

adidas has partnered with Boys & Girls Clubs of America to level the playing field by providing Boys & Girls Clubs youth opportunities to learn,...

[adidas](#)

[Anna Whaley](#)

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[Page](#)**ALDI**

Kohl's Grant Opportunity: National Giveback Initiative

[ALDI](#)

[Joanna Bossi](#)

[Gerilyn Flaxman](#)

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American Tower

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AmerisourceBergen Foundation

[AmerisourceBergen Foundation](#)

[Lisa McQuiston](#)

[Gerilyn Flaxman](#)

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Apple and Boys & Girls Clubs of America are partnering to advance learning opportunities and outcomes in STEAM for Club youth, with a...

[Apple](#)

[Elaine Hudson](#)

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[Page](#)**AshBritt**

AshBritt

[Tasia Limonius](#)

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AT&T

AT&T has collaborated with Boys & Girls Clubs of America to enrich the lives of kids and teens across the nation by increasing their access to...

[AT&T](#)

[Cassidy Richards](#)

[Nicole Fields](#)

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Authority Brands

The goal of the partnership between Boys & Girls Clubs of America and Authority Brands is to provide young people with exposure to a variety o...

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Ball Foundation

Ball Foundation

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Banfield Pet Hospital

Banfield Pet Hospital

[Banfield Pet Hospital](#)

[Anna Whaley](#)

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Bank of America

Bank of America currently supports Boys & Girls Clubs of America's workforce development initiatives both nationally and locally.

[Bank of America](#)

[Sara Wilson](#)
[Catherine Somuah](#)

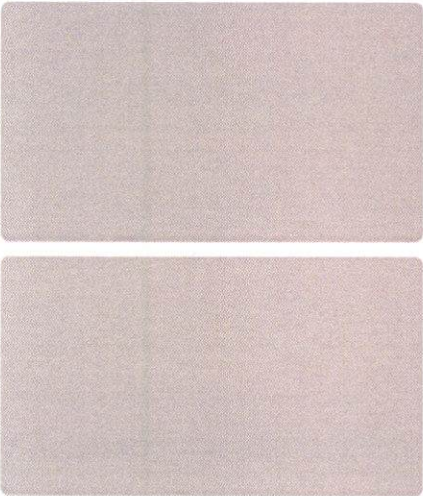
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Blue Cross Blue Shield

BGCA's national partnership with the Blue Cross Blue Shield Association supports trauma-informed training for Club professionals. What is...



BCBS Partnership FAQ 2 16 2024

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BMO

Supporting Communities Across North America

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Bridgestone

Bridgestone Helps Support Local Clubs

[Bridgestone](#)
[Steve Primiano](#)
[Tasia Limonius](#)

2024 BSRO Van Grant Instructions - Q A

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BSRO store list June 2024 1

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Buffalo Wild Wings

Buffalo Wild Wing believes there is a champion in every child and is committed to helping build communities where all kids can thrive,...

[Buffalo Wild Wings](#)

[Marc Seto](#)

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Caesars Foundation

Caesars Foundation

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Carter's

Carter's and Boys & Girls Clubs of America have teamed up to combat youth learning loss and enhance community impact.

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Cencora

Cencora Impact Foundation

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Charles Schwab Foundation

Since 2004, Boys & Girls Clubs of America and Charles Schwab Foundation have partnered to help teens gain critical financial literacy...

[Charles Schwab Foundation](#)

[Katie Walsh](#)

[Amanda Bisgaard](#)

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Chevron

Empowering Youth to Improve Their Lives

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Coca-Cola

The Coca-Cola Company is a longstanding partner of Boys & Girls Clubs of America spanning more than six decades.

[Coca-Cola](#)

[Natalie Giles-Klein](#)

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Comcast

The five-year, national partnership is valued at tens of millions of dollars in cash and in-kind support.

[Comcast NBCUniversal](#)

[Christopher Cox](#)

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Costco

Costco Partnership Overview

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Cox Communications

Cox Communications and the James M. Cox Foundation have been philanthropic partners of Boys & Girls Clubs of America since 1977.

[Cox Communications](#)

[Sara Wilson](#)

Rebekah Nelson

ADS22-312452 C2C Toolkit Flyer
Updates ENG_FNL

ADS22-312452 C2C Toolkit Flyer
Updates SP_FNL

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**Cricket Wireless**

Cricket Wireless is collaborating with Boys & Girls Clubs of America to provide safe spaces and resources for kids to learn and grow.

[Cricket Wireless](#)

[Sara Wilson](#)

[Tasia Limonius](#)

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**Dell Technologies**

As a partner since 2020, Dell's investment enhances career exploration, workforce readiness, and essential skill development through digital too...

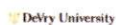
[Dell Technologies](#)

[Kelli Anne Louthan](#)

[Nicole Fields](#)

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**DeVry University**

DeVry University Boys & Girls Clubs of America (BGCA) and DeVry University share a commitment to empowering America's youth. Founde...

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**Dollar Tree**

Dollar Tree

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[Page](#)**ESPN**

Supports Multisport Play and Quality Coaching

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Family Dollar has been a national corporate partner since 2014

[Family Dollar](#)

[Lisa McQuiston](#)

[Catherine Slocum Somuah](#)



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[Page](#)**Fandango**

Fandango Fall Movies App

Fandango Fall Experience 8.5 x 11 in

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[Page](#)**Forever 21**

Forever 21 runs two in-store round up campaigns a year, (1) Back to School and (2) Holiday, where customers can round up to donate to...

[Forever 21](#)

[Alexandra Steinhaus](#)

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Fortive

Fortive has been a Boys and Girls Club of America national corporate partner since 2023 and a local partner to clubs in the communities...

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Hilton Grand Vacations

Hilton Grand Vacation

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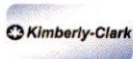


Jimmy John's Foundation

Jimmy John's Foundation The Jimmy John's Foundation joined Boys & Girls Clubs of America as a National Partner for Life & Workforce...

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Kimberly-Clark Foundation

Kimberly-Clark and its Charitable Foundation have supported BGCA since 1977, including its generous 2005 investment to develop Family PLUS

[Kimberly-Clark Foundation](#)

[Krissy Barker](#)

[Alexis Rainey](#)

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Kohls

Kohl's: Empowering Communities Through Partnership with BGCA

[Kohls](#)

[Gerilyn Flaxman](#)

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Krusteaz

Krusteaz is partnering with Boys & Girls Clubs of America to combat food insecurity

[Krusteaz](#)

[Anna Whaley](#)

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L.L.Bean

L.L.Bean

L.L.Bean has partnered with Boys & Girls Clubs of America to strengthen the social emotional skills of Club youth through outdoor recreation and...

[L.L.Bean](#)

[Jen Newberg](#)

[Sarah Brown](#)

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Lenovo Foundation

Lenovo's commitment to STEM education empowers Club's with the skills and technology to be future ready

[Lenovo Foundation](#)

[Susan LaClaire](#)

[Morgan Parker](#)

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Leslie's Pool Supplies

Leslie's Pool Supplies

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Maytag

Sharing a heritage of dependability dating back more than 100 years.

[Maytag](#)

[Keirston Stepp](#)

[Golda R. Steinberg](#)

2025 MAYTAG Dependable Leader
Award Instructions and Nomination

Nomination Form Preview_ Maytag
Dependable Leader Award 2025

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Microsoft

Microsoft has donated more than \$150 million in software, cloud services, cash grants and employee time to Boys & Girls Clubs of America

[Microsoft](#)

[Melody Jaramillo](#)

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Morgan Stanley

Supporting Healthy Futures

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Murphy USA Inc.

Murphy USA is dedicated to improving the quality of life where they live and work by supporting the causes that make these areas thrive.

[Murphy USA Inc.](#)

[Melanie Stevenson](#)

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NASCAR

As the Official Youth Community Partner of NASCAR, Boys & Girls Clubs of America works with NASCAR and industry stakeholders to enable an...

[NASCAR](#)

[Kathleen Palmentiero](#)

[Christopher Cox](#)

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NeimanMarcus

NeimanMarcus

[NeimanMarcus](#)

[Katie Walsh](#)

[Kelli Anne Louthan](#)

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Total Results: 84

1

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GOALS FOR GRADUATION

TEEN GUIDE

THE
CLUB

★ macy's

GOALS FOR GRADUATION

Teen Guide



BOYS & GIRLS CLUBS
OF AMERICA



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Boys & Girls Clubs of America
1275 Peachtree St. NE
Atlanta, GA 30309
404-487-5700
www.bgca.org

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The College Application Process

Preparing for College Testing

Funding Your College Education



STEP 1: UNDERSTAND GOAL SETTING

Getting Where You Want To Go

Goals are the roadmaps that help you get where you want to go. They provide direction for your life, motivation for working toward what you want and a way to measure how well you're doing.

Academic goals are especially important because they help you make choices that lead to success in school. With Teen Goals for Graduation, you'll learn how to set a long-term goal to graduate from high school, and you'll identify all the important steps to take along the way. Studies show that students who set effective goals do better in school than those who don't have goals – by setting clear academic goals, you'll benefit now and in the future.



My Goal for Graduation

I commit to set and work towards academic goals that will help me reach my ultimate target of high school graduation.

Signature

Date

STEP 1: UNDERSTAND GOAL SETTING

What Is A Goal?

A *wish*, *dream* or *vision* describes the way you would like your life to be in the future.

A *challenge* is a task or situation that is difficult or demands something from you.

A *goal* is something you intend to make happen in order to turn a wish, dream or vision into reality or to meet a specific challenge.

Why Are Goals Important?

What can goals help me do?

What could happen if I don't set goals?

Why should I set academic goals?

STEP 1: UNDERSTAND GOAL SETTING

SMART Goals

SPECIFIC

Goals are clearly defined

What, where, when and why do you want to accomplish this goal?

MEASUREABLE

Goals have benchmarks

How will you know when the goal is accomplished?

ACTION-ORIENTED

Goals require action

Are there action steps you can take to reach the goal?

REALISTIC

Goals are achievable

Do you have the skills, abilities and resources needed to reach the goal?

TIMELY

Goals have deadlines

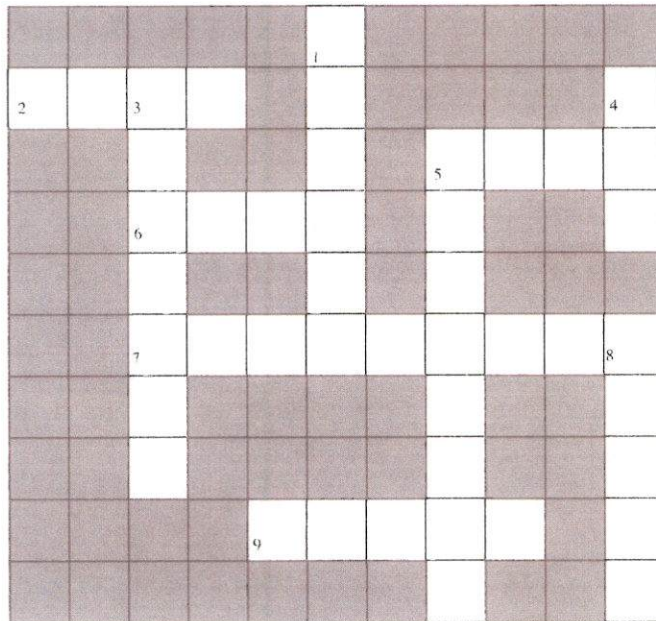
Do you have a deadline by which the goal will be accomplished?

**I have discovered in life that there are
ways of getting almost anywhere you
want to go. if you really want to go.
-HENRY FORD**

STEP 1: UNDERSTAND GOAL SETTING

Goals in Action

What do athletes and musicians do in order to reach their goals? They define the goal, make a plan, identify actions to get there, take small steps, work together as a team, practice skills and talents, visualize the end, commit to their dreams, overcome obstacles and reach their goals. Solve this puzzle to see goals in action. (Answers on page 37.)



Across

2. Define the _____.
5. Make a _____.
6. Work together as a _____.
7. Overcome _____.
9. _____ their goals.

Down

1. _____ to their dreams.
3. Identify _____ to get there.
4. Visualize the _____.
5. _____ skills and talents.
8. Take small _____.



STEP 1: UNDERSTAND GOAL SETTING

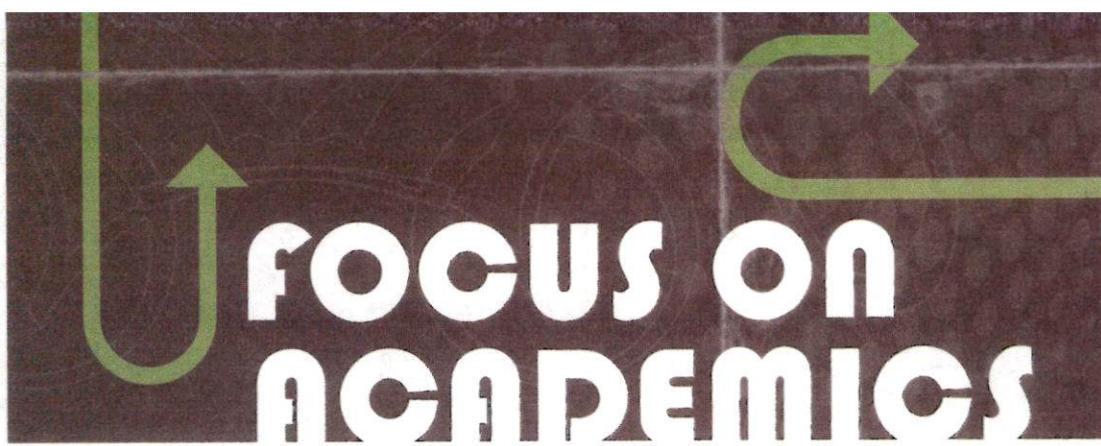


Guidelines for Setting Goals

- Put your goals in writing.
- Be sure your goals are clear and specific.
- Commit to your goals.
- Be sure your goals are realistic.
- Break goals into manageable tasks.
- Decide on timelines for your goals.
- Set deadlines for completing each goal.
- Keep a copy of your goals in sight.
- Review and revise goals periodically.
- Celebrate achievement of your goals.



**Goals determine what you're going to be.
-JULIUS ERYING**



Why Are Attendance and Punctuality Important?

Showing up and being on time to school and to class are essential to academic success. Being absent or tardy negatively affects your grades and achievement, your self-esteem and your potential for high school graduation.

Here are some good reasons to attend all your classes and show up on time:

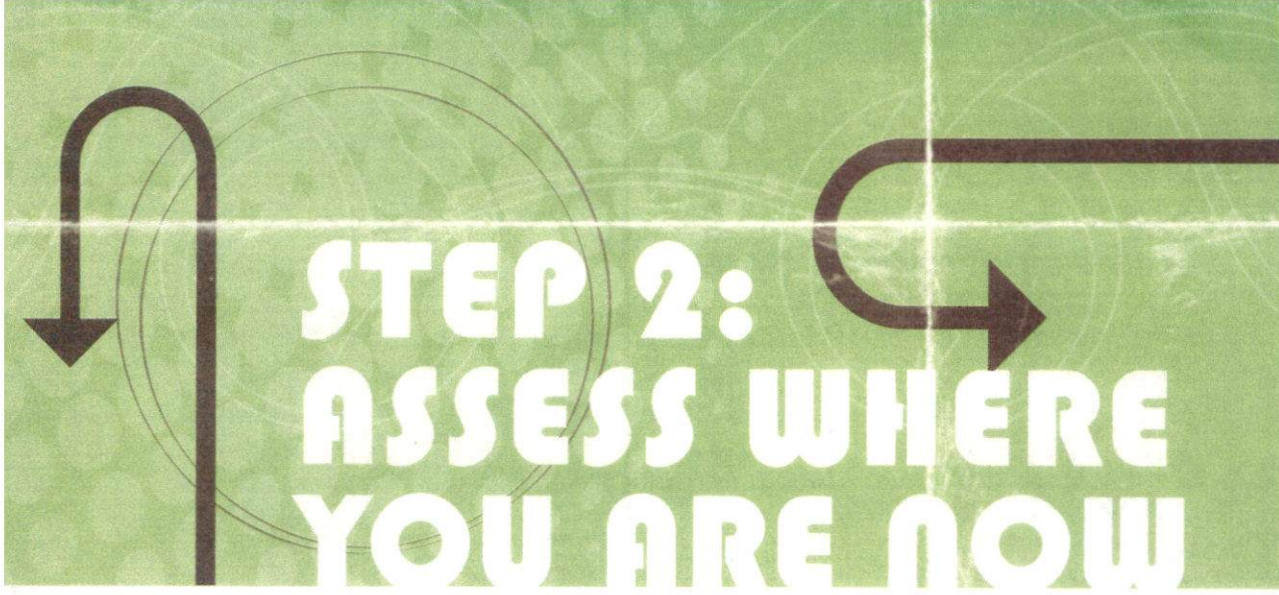
- Provides support for your reading assignments
- Allows you to keep current with homework
- Gives you the teacher's perspective on the subject
- Allows you to hear more current information than in textbooks
- Gives you a chance to hear questions and comments from other students
- Teaches you critical thinking skills
- Helps you make connections between important concepts
- Gives you the opportunity to ask questions
- Teaches discipline and time management

Short-term Goal: Attendance and Punctuality

My short-term goal for attendance and punctuality:

My action steps:

My target date for achieving this goal:



STEP 2: ASSESS WHERE YOU ARE NOW

What Kind of Student Am I?

Before you set academic goals, it's important to know where you're doing well in school and where you need to improve. You may think you have little or no control over your school performance, but poor habits and attitudes can be changed.

What kind of student am I now?

bored		disorganized	
lazy		hurried	
distracted		unprepared	
procrastinating		careless	
talkative		tuned out	
know-it-all		sloppy	
uninterested		unmotivated	
nervous		worried	
preoccupied		cheating	
sleepy		wasting time	

What is one specific thing I can do to improve one habit or attitude?

STEP 2: ASSESS WHERE YOU ARE NOW

What kind of student would I like to be?

attentive		efficient	
hard-working		organized	
eager to learn		good thinker	
enthusiastic		willing to ask for help	
good listener		uses time well	
curious		alert	
careful		good planner	
interested		participating	
committed to learning		motivated	
prepared		positive	

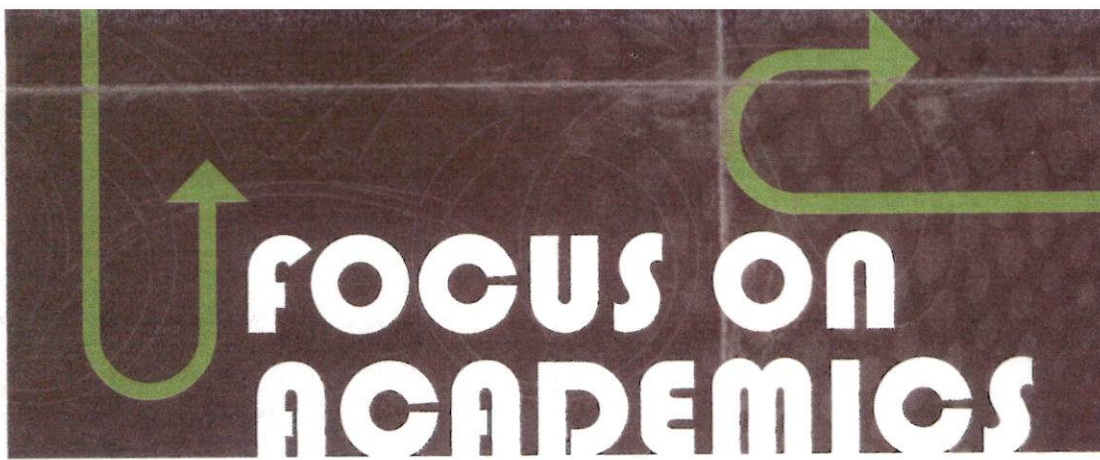
What is one specific thing I can do to make these qualities fit me?

STEP 2: ASSESS WHERE YOU ARE NOW

My Strengths

Rate yourself in terms of how strong your skills are in each of the following areas. Check off the rating that applies to your use of the particular skill.

Positive Skills	1 poor	2 fair	3 average	4 good	5 excellent
I organize my work.					
I write down my assignments correctly.					
I plan my assignments.					
I take responsibility for my schedule.					
I take notes in class.					
I discipline myself to complete the work.					
I complete homework on time.					
I pay attention to details.					
I follow directions.					
I get things done.					
I read carefully.					
I review the reading before it is discussed.					
I look up words I do not know.					
I ask questions if I do not understand something.					
I participate in class discussions.					
I listen in class.					
I review reading and notes before doing homework.					
I write neatly.					
I proofread and check my work before turning it in.					
Before a test, I spend extra time studying.					
I do projects for extra credit.					



Making the Most of Time at School

Making the Most of Class Time

- **Join in.** Get involved in class discussions.
- **Ask questions.** Ask for clarification, and ask for help when you need it.
- **Sit up front.** Sit close to the front whenever possible.
- **Keep up.** Keep on track with class assignments.
- **Take notes.** Learn to take careful notes that will help you in studying.
- **Listen.** Pay attention to the discussion.
- **Do extra.** Do a paper or project for extra credit.
- **Prepare.** Be prepared by looking over the chapter before it is discussed in class.

Making the Most of School Life

- **Join a club.** Get involved in extracurricular activities.
- **Participate.** Take part in competitions and fairs.
- **Lead.** Take advantage of leadership opportunities.
- **Work.** Work for the newspaper, yearbook or Web site.
- **Help out.** Volunteer to help with fundraisers, dances and other events.
- **Use your talents.** Join the band or choir or act in a school play.
- **Try sports.** Join a team sport or start a group to play sports on your own.
- **Get involved.** Run for student government or help on someone else's campaign.
- **Communicate.** Get to know your teachers and let them get to know you.
- **Plan.** Get together with the guidance counselor to plan your four-year schedule.

**Winners can tell you where they are going,
what they plan to do along the way, and who
will be sharing the adventure with them.**

-DENIS WATLEY

FOCUS ON ACADEMICS

Why Should I Complete My Homework Each Night?

On-time homework completion is a big part of school success. Students who complete their homework daily are better prepared for classes, ready to engage in learning and proud of their hard work and accomplishments.

Here's why it's a good idea to complete your homework every night:

- Prepares you to use class time more effectively
- Helps you review, reinforce and internalize new learning
- Helps you acquire and practice new skills
- Teaches you to use resources (library, reference materials)
- Instills a sense of responsibility and self-confidence
- Builds confidence and pride in a job well done
- Extends learning beyond school
- Allows you to explore new ideas in more depth
- Prepares you for more challenging concepts

Short-term Goal: Homework Completion

My short-term goal for homework completion:

My action steps:

My target date for achieving this goal:

STEP 3: THINK ABOUT WHAT YOU WANT

What Do I Value?

One of the first steps in setting goals for your future is to think about what you value. Read through the following work activities and make a check mark next to those you think you might like to do.

Work Activity		
working with my hands	doing creative work	
doing physical work	encouraging/motivating others	
performing	solving problems	
serving or healing	communicating with people	
developing ideas	organizing information	
leading or managing others	farming or gardening	
teaching	conducting research	
working with animals	cooking	
designing or building	playing or managing sports	
giving hospitality	defending the rights of others	
working with children	preaching or ministering	
enforcing the law	governing or making legislation	
working with machines/equipment	working with tools	
selling things	working with numbers	



Check out the Career Interest Survey on the CareerLaunch® Web site to explore careers that match your interests.

STEP 3: THINK ABOUT WHAT YOU WANT

Career Clusters

Look at the items you checked on the "What Do I Value?" worksheet and see which categories below match them. Circle those that you may want to check out in the future.

1. **Agribusiness:** Workers in this group remove and process natural resources. They use land to raise and protect animals and crops.
2. **Arts and humanities:** Workers in this group use their creativity to teach, write, perform and study the arts and humanities. This includes literature, dance, music, painting and historical subjects.
3. **Business and office:** Workers in this group usually work in office settings to record, store and distribute information.
4. **Communications and media:** Workers in this cluster use media to circulate information. They work with telephones, radio, television, books, magazines, film and computers.
5. **Construction:** Workers in this cluster are involved with designing, building, restoring and demolishing structures.
6. **Consumer and homemaking:** Workers in this group help improve and produce food, clothing, home furnishings and take care of family members.
7. **Environmental control:** Workers in this cluster help protect land and air. They encourage good relationships among all living things.
8. **Health and safety:** Workers in this group help care for and repair the body and mind. Some workers care for animals.
9. **Hospitality and recreation:** Workers in this cluster improve the quality of people's leisure activities. Their work often involves sports, resorts and amusements.
10. **Manufacturing:** Workers in this group design, assemble and produce processed goods that are not in their natural forms.
11. **Science:** Workers in this group study, grow, explore, harvest and care for life and minerals in and around bodies of water.
12. **Marketing and distribution:** Workers in this cluster package, advertise and transport goods and services to make them available to consumers.
13. **Personal services:** Workers in this cluster perform a variety of tasks, from dry cleaning to dog grooming, to make life more comfortable for individuals.
14. **Public services:** Workers in this cluster protect the rights, property and general well being of others.
15. **Transportation:** Workers in this group help to move people and goods from one place to another.

Source: CareerLaunch® - Career Exploration Quick Reference Guide

STEP 3: THINK ABOUT WHAT YOU WANT

My Talents and Interests

What are you good at? Is there something you love to do? Whether it's playing an instrument, building things, fixing computers or playing sports, your talents and interests offer clues to the type of work you might do in the future.

My favorite school subjects:

Sports or clubs I enjoy:

Volunteer activities:

Extracurricular activities:

Special talents I have:



Check out the Career Interest Survey on the CareerLaunch® Web site to explore careers that match your interests.

FOCUS ON ACADEMICS

Study Habits Word Search

Search for the positive study habits hidden in this word search puzzle. Words may be written horizontally, vertically, diagonally and backwards. (Answers on page 37.)

G	E	Z	I	R	A	M	M	U	S	F	V	X	Z	E
A	C	O	S	Y	M	J	R	M	B	F	E	D	D	Y
G	G	M	R	R	O	E	S	U	S	W	S	D	C	S
E	R	U	E	D	Y	P	O	E	E	R	A	I	K	A
M	I	E	T	I	O	D	M	I	E	H	Y	A	E	V
I	T	J	P	R	N	A	V	T	G	P	E	C	F	O
T	A	V	A	I	G	E	U	E	T	R	H	U	A	I
R	F	S	H	P	R	P	I	T	B	I	T	S	E	D
U	L	S	C	X	M	W	R	E	V	O	K	S	P	D
O	E	K	M	O	G	A	K	N	G	R	I	T	V	I
Y	S	Z	I	A	Y	A	P	U	O	I	G	V	K	S
N	R	U	K	J	T	A	O	O	M	T	K	B	I	T
A	U	N	S	E	T	R	O	U	T	I	N	E	A	R
L	O	M	K	J	E	R	N	C	Y	Z	U	I	A	A
P	Y	T	T	A	K	E	N	O	T	E	S	E	V	C
U	T	F	K	T	L	N	D	P	M	T	O	D	K	T
C	S	I	O	E	I	W	Q	V	A	A	W	C	Z	I
B	E	N	O	C	F	G	R	M	O	S	Q	U	I	O
N	T	Q	K	E	U	Y	T	E	S	K	F	R	N	N
Q	R	Z	A	K	S	S	E	V	B	S	W	O	E	S

SET ROUTINE
PRIORITIZE TASKS
REVIEW
TAKE NOTES

PLAN YOUR TIME
SKIM CHAPTERS
SUMMARIZE
TEST YOURSELF

TAKE BREAKS
AVOID DISTRACTIONS
FOCUS

FOCUS ON ACADEMICS

What Are Positive Study Habits?

Developing good study habits is a simple but important step you can take towards improving your school performance. With positive habits, you can make your study time more efficient, learn and retain more and be better prepared for class.

Studying

- Collect study materials
- Reserve a place for study
- Set a routine
- Avoid wasting time and procrastinating
- Study when you are at your best
- Divide work into manageable tasks
- Accomplish one task before going on to the next
- Focus
- Think about what you are writing and reading
- Test yourself
- Avoid distractions
- Take breaks
- Check your work

Reading

- Skim chapters
- Take notes
- Summarize
- Read for understanding
- Review

Organizing

- Make a to-do list
- Prioritize tasks
- Keep a daily schedule
- Plan your time
- Write down all assignments

Short-term Goal: Study Habits

My short-term goal for study habits:

My action steps:

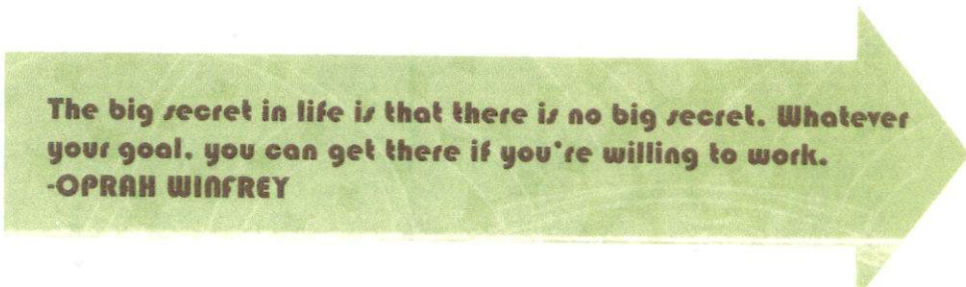
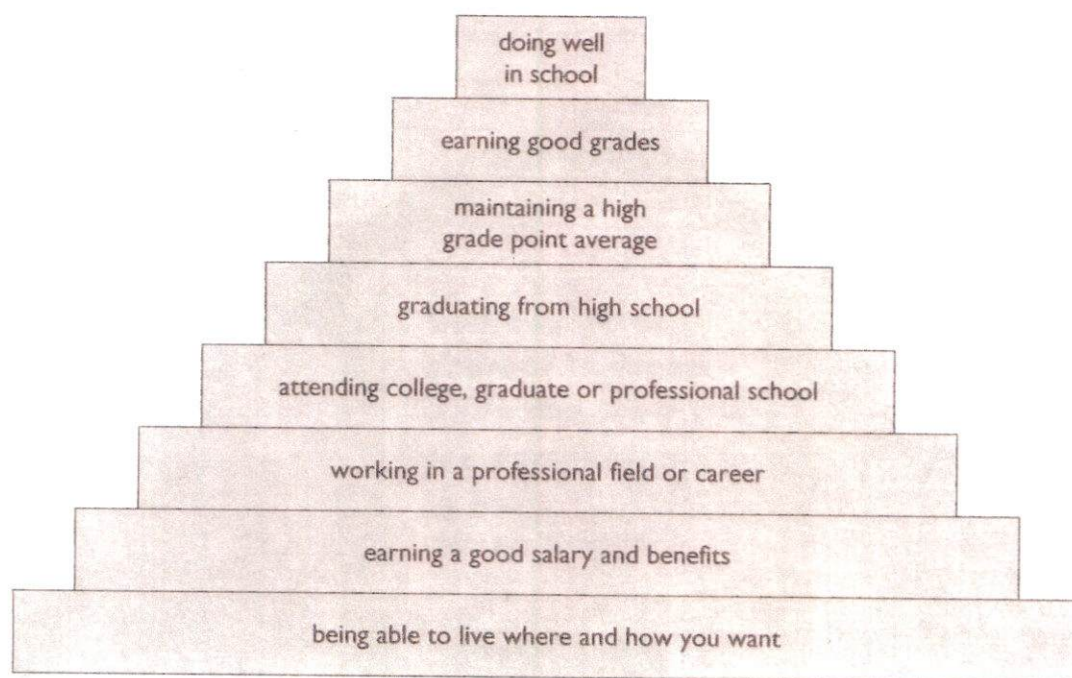
My target date for achieving this goal:



STEP 4: MAKE A PLAN TO GET THERE

How Important Is Education?

Education is critical for getting where you want in life. Think about how each of these accomplishments is an important building block that leads to the next:



The big secret in life is that there is no big secret. Whatever your goal, you can get there if you're willing to work.
-OPRAH WINFREY

STEP 4: MAKE A PLAN TO GET THERE

What Kinds of Jobs Can I Get With a College Education?

Two-year education (associate degree)	Four-year education (bachelor's degree)	More than four years (post-graduate degree)
Computer technician	Teacher	Lawyer
Surveyor	Accountant	Doctor
Registered nurse	FBI Agent	Architect
Dental hygienist	Engineer	Scientist
Medical laboratory technician	Journalist	University professor
Commercial artist	Insurance agent	Economist
Hotel/restaurant manager	Pharmacist	Psychologist
Engineering technician	Computer systems analyst	Clergy
Automotive mechanic	Public relations specialist	Dentist
Administrative assistant	Social worker	Veterinarian
Water treatment technician	Dietician	Public policy analyst
Plant operator	Insurance banker	Geologist
Heating/AC technician	Graphic designer	Zoologist
Court reporter	Writer	Management consultant



Log on to the CareerLaunch® Web site
to check out Career Connections or to participate in a live chat with a Career Expert.

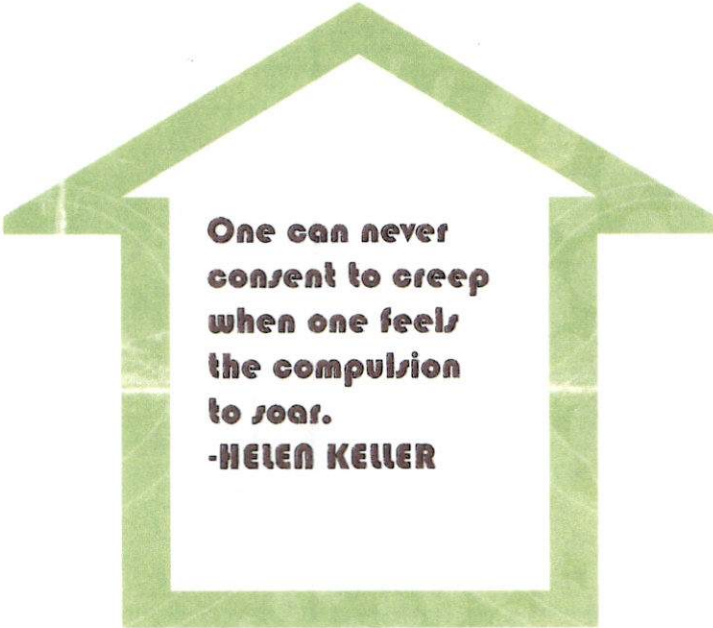
STEP 4: MAKE A PLAN TO GET THERE

Average Yearly Salary by Educational Attainment

How much education someone has is a key factor in determining how much money they earn. Here are the average annual salary levels by educational attainment:

• less than ninth grade	\$16,322
• high school dropout	\$19,095
• high school graduate	\$25,081
• some college	\$29,903
• associate's degree	\$31,358
• bachelor's degree	\$41,361
• master's degree	\$50,704
• doctorate degree	\$71,541
• professional degree	\$76,659

Source: Average Income in 2005 by Educational Attainment, U.S. Bureau of the Census, 2006



**One can never
consent to creep
when one feels
the compulsion
to soar.
-HELEN KELLER**

STEP 4: MAKE A PLAN TO GET THERE

Things To Do Right Now, Next and in the Future

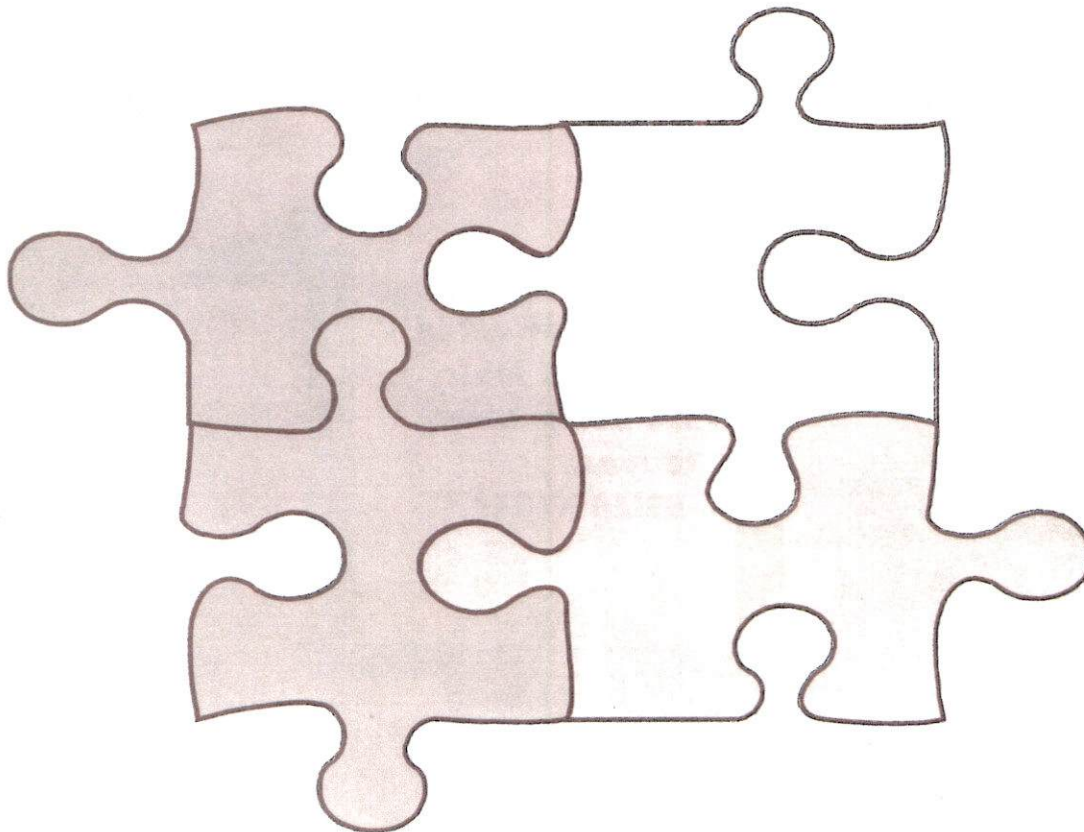
You can turn your long-term career dreams into reality by making a plan to get there. Your plan should include things to do now (short-term goals), things to do next (mid-term goals) and things to do in the future (long-term goals). These goals are important because they keep you on track to reaching your ultimate destination.

Think about a career that interests you and the education required for you to pursue that career.

My dream career is:

Educational requirements:

On each puzzle piece, write a short-term, mid-term or long-term goal that will help you reach for your dream career.





FOCUS ON ACADEMICS

How Should I Prepare for Tests?

Preparation

- Find out ahead of time the type of test, the date and the content it will cover.
- Highlight and outline the textbook chapters.
- Take notes in class every day to use for review.
- Read notes over weekly to keep the information fresh and test your understanding.
- Make a list of all the main topics covered in the course.
- Show your list of main topics to the teacher and ask if there is anything missing.
- Get help from your teacher with anything you do not understand.
- Ask questions in class.
- Break up study tasks into manageable chunks.
- Study the most difficult material when you are alert.
- Use past homework assignments, class notes and tests (when available).
- Avoid a last-minute cram session.
- Sleep at least eight hours the night before the test.
- Eat a good breakfast the morning of the exam.

Mid-term Goal: Test Scores

My mid-term goal for improving my test scores:

My action steps:

My target date for achieving this goal:

FOCUS ON ACADEMICS

Why Do I Have to Take Standardized Tests?

Students across the country have to take standardized tests at various grade levels. These tests help school districts decide how well students are learning and whether changes need to be made to the school curriculum.

Here's how you benefit from taking standardized tests:

- Helps you evaluate your reading and other basic skills
- Determines areas for further study and development
- Gives feedback on where you need to practice and build skills
- Determine readiness for learning new skills
- Prepares you to take tests needed for college entrance
- Tells you where your strengths are
- Monitors your mastery of certain subject areas
- Allows you to demonstrate your competency
- Helps schools see where they need to improve
- Allows schools to compare students to others nationwide



STEP 5: GO FOR IT!

My Commitment to Learning

What does learning mean to you? What would the world be like if people did not continue to learn? Why do you want to continue to learn? To make good grades? To get your parents' approval? To be a role model for other students? To be knowledgeable? To discover something new? Complete the Lifelong Learning Pledge by identifying the reasons you want to keep learning.

My Lifelong Learning Pledge

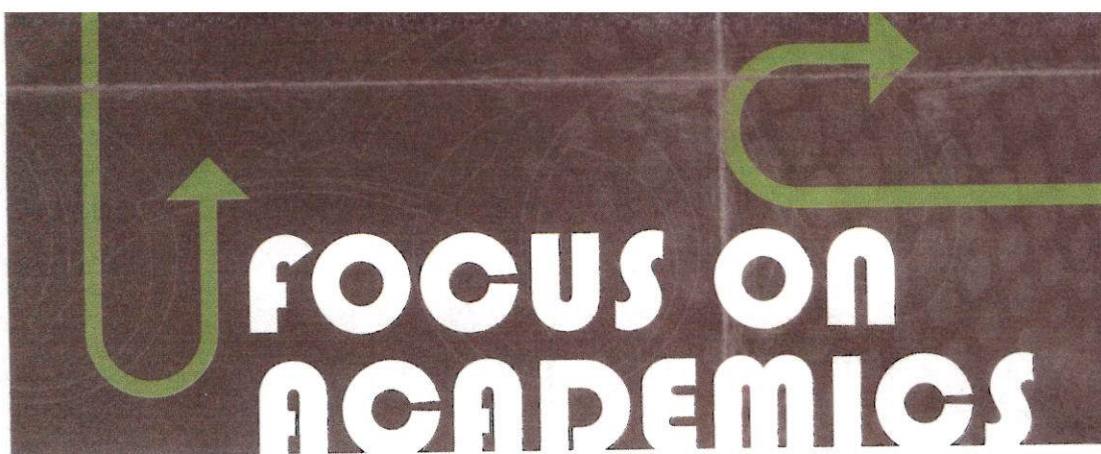
Name _____

Pledge: I make a personal commitment to continue to learn – both in school and outside of school – throughout my life.

Reasons I want to keep learning:

Signature _____ Date _____

**Education is the most powerful weapon
which you can use to change the world.
-NELSON MANDELA**



What Classes Do I Need To Graduate?

You'll need to take certain courses to graduate from high school. Since every state has different requirements, be sure to check with your guidance counselor to find out what courses to take. Here are the courses *generally* required for graduation:

English	Four years (grammar, composition, literature)
Mathematics	Three years (Algebra I, geometry)
Natural Sciences	Two to three years (Earth science, biology, chemistry, physics)
Social Sciences	Two to three years (U.S. history and geography, world history, culture and geography, U.S. government, civics and economics)
Other Courses	One or more years in foreign language, vocational education, performing fine arts, life management
Physical Education	One to two years
Electives	Eight courses in electives

FOCUS ON ACADEMICS

Course Requirements Word Scramble

Unscramble each of the words in the list below to see what classes you'll most likely need to take to graduate from high school. To decode the hidden words, copy the letters with numbers under them to the corresponding blanks at the bottom. (Answers on page 38.)

S G E N L H I R A M R G M A

- 2 - - - - - - - - 5 - - -

R E A B L A G

- - - 6 - - -

Y G O I O B L

- - 1 - - - -

S T I Y R H O

- - - 3 - - -

I G F R N E O N A A L G E G U

- - - - 4 - - - - - 7 - - - -

N E I F T A S R

- - - - - 8 - - -

H S P A C L Y I D E C O T U I A N

- - - - - 9 - - 10 11 - - - - -

Hidden Words:

1 2 3 4 5 6 7 8 9 10 11 9 3 4 1 2

FOCUS ON ACADEMICS

Why Are Grades Important?

The grades you earn in high school affect your overall grade point average (GPA), and a high GPA is important for getting into most colleges. But even if you're not college-bound, your grades can make the difference between moving up to the next grade or being held back a year.

Here are some good reasons to earn the best grades you can:

- Leads to a higher GPA
- Improves your chances of on-time graduation
- Enhances the possibility of college acceptance
- May make you eligible for scholarships
- Builds your self-confidence and self-esteem
- Promotes a sense of success
- Motivates you to keep learning

Mid-term Goal: Grades

My mid-term goal for improving my grades:

My action steps:

My target date for achieving this goal:



STEP 6: MEET THE CHALLENGE

What Motivates Me?

When you're working toward a long-term goal – such as high school graduation – it can seem very far in the future. It's easy to lose your momentum from time to time, so it's a good idea to think about why the goal is important to you and remember progress you've already made.

My long-term goal: high school graduation

Why this goal is important to me:

Benefits and rewards for achieving my goal:

Progress I've already made toward my goal:

Who can help me stay on track with my goal:

Overcoming Obstacles

Potential obstacles or stumbling blocks for me are:

Some ways to head off these obstacles are:



FOCUS ON ACADEMICS

What Happens If I Get Behind in My School Work?

Many students fall behind at times because of illness or difficulty with certain subjects. Here are some steps to take if you get behind in your school work:

- Ask your parents to help you make a plan to get back on track.
- Talk to your teacher about what you need to do to get up to speed.
- See if a friend can work with you on completing past assignments.
- Get help from a mentor or tutor in the Club's Power Hour program.
- Schedule a session with your teacher to help you with any areas of difficulty.
- Get copies of notes from classmates.
- Ask your teacher if there are extra-credit assignments you can do.

Tips for Talking With Teachers

- Build a relationship with your teachers by talking regularly with them.
- Use respectful language and behavior and be aware of your nonverbal actions.
- Listen carefully and pay attention.
- Ask questions.
- Answer questions courteously.
- Communicate what you think and what you want or need.
- Think about and plan what you want to say ahead of time.
- Pick a good time to talk.



**It takes as much energy to wish as it does to plan.
- ELEANOR ROOSEVELT**

STEP 7: REACH YOUR GOAL

Higher Education Options

There are a lot of options for continuing your education after high school, so be sure to talk with your parents, guidance counselor or Club staff for help in choosing the type of school that's right for you.

Educational Setting	Benefits
Four-year universities	<ul style="list-style-type: none"> • Undergraduate and graduate degrees • Large choice of majors
Four-year colleges	<ul style="list-style-type: none"> • Generalized (not career-specific) curriculum • Smaller classes • More faculty-student interaction
Professional and career colleges (including two- and four-year colleges)	<ul style="list-style-type: none"> • Specialize in particular career fields (such as fine arts, music, nursing, pharmacy, engineering, computer sciences, etc.)
Community and two-year colleges	<ul style="list-style-type: none"> • Open to everyone • May be a good choice if not sure of major • Economical way to take classes and build grade-point averages • Flexible hours so students can work • Career-oriented degrees not offered by four-year colleges (such as fashion design, computer repair, electronics, food service technology, paralegal studies, hotel management, etc.)
Technical training programs	<ul style="list-style-type: none"> • Certification in particular skill (such as cosmetology, nursing assistantship, computer repair, etc.)
Apprenticeships	<ul style="list-style-type: none"> • Combine on-the-job training and class instruction in specific skills (such as welding, carpentry, plumbing, etc.)
Online learning	<ul style="list-style-type: none"> • Delivered primarily by computer; classes may include e-mail, chats, face-to-face meetings • Requires self-discipline and motivation



Log on to the CareerLaunch® Web site to search colleges and universities.

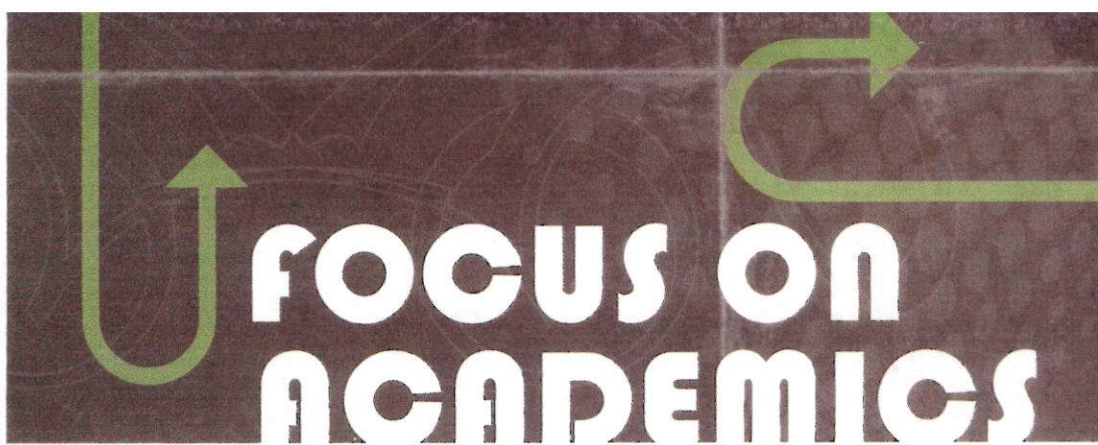
Other Alternatives After High School

If you're considering serving in the **military** after high school, you might want to:

- Visit with friends, neighbors and relatives who have served in various branches of the Armed Forces.
- Study the military literature available in your counseling office.
- Evaluate physical limitations that might prevent you from serving in the military.
- Compare military training opportunities with possible civilian occupations.
- Arrange with your counselor to visit with various military recruiters during your junior and senior years of high school. When meeting with recruiters, listen very carefully, ask lots of questions and ask to see the responses in writing.
- Compare benefits, tours of duty, training and promotion opportunities of various military programs.

If you're considering **direct employment** after high school, it's a good idea to:

- Explore your special abilities and interests with your school counselor.
- Collect and study materials about writing résumés and letters of application.
- Consider whether you want to move away from your home region after high school.
- Visit with individuals working in various occupations that may be of interest to you.
- Become familiar with major employers in the areas you're interested in working for.
- Be knowledgeable about the vocational/technical program offerings available in your high school.



FOCUS ON ACADEMICS

High School Graduation Quiz

Take this quiz to see if you know why high school graduation is so important. (Answers on page 38.)

1. Graduating from high school determines how well you live for the rest of your life.	True <input type="checkbox"/>	False <input type="checkbox"/>
2. High school graduates earn \$175 more per week than high school dropouts.	True <input type="checkbox"/>	False <input type="checkbox"/>
3. High school dropouts are almost twice as likely to be unemployed as high school graduates.	True <input type="checkbox"/>	False <input type="checkbox"/>
4. Over a lifetime, a high school graduate working full-time will earn \$300,000 more than a high school dropout.	True <input type="checkbox"/>	False <input type="checkbox"/>
5. High school graduates are more likely to need welfare and public assistance than high school dropouts.	True <input type="checkbox"/>	False <input type="checkbox"/>
6. High school dropouts are more likely to be able to rent an apartment and buy a car than high school graduates.	True <input type="checkbox"/>	False <input type="checkbox"/>
7. High school graduates are less likely to go to prison than high school dropouts.	True <input type="checkbox"/>	False <input type="checkbox"/>
8. Graduating from high school improves your career prospects, opening up more possibilities for different types of jobs.	True <input type="checkbox"/>	False <input type="checkbox"/>
9. High school dropouts are more competitive in the job market than high school graduates.	True <input type="checkbox"/>	False <input type="checkbox"/>
10. Graduating from high school prepares you for college and further study.	True <input type="checkbox"/>	False <input type="checkbox"/>

FOCUS ON ACADEMICS

Why Is High School Graduation Important?

Education is the single most important factor contributing to success – graduating from high school determines how well you live for the rest of your life. High-school graduates not only have much better career prospects than those who don't graduate, but they earn \$300,000 more over a lifetime than high school dropouts.

Here's how high school graduation contributes to your long-term success:

- Improves your career prospects
- Is key to greater salary
- Teaches you things you'll use over a lifetime
- Enhances your financial earning power
- Makes you more competitive in the job market
- Prepares you for college and further study

Long-term Goal: High School Graduation

My long-term goal for high school graduation:

My action steps:

My target date for achieving this goal:

FOCUS ON ACADEMICS

Putting It All Together

Keeping in mind your ultimate target of high school graduation, write down the goals you've set that will help you get there. Be sure to include short-term, mid-term and long-term goals, as well as action steps for each and target dates for completion.

Short-term goal:	Short-term goal:
Action steps:	Action steps:
Target date:	Target date:
Mid-term goal:	Mid-term goal:
Action steps:	Action steps:
Target date:	Target date:
Long-term goal:	Long-term goal:
Action steps:	Action steps:
Target date:	Target date:



10 Good Reasons to Go To College

1. You'll learn and practice the skills most needed for success in our complex world.
2. You'll gain valuable knowledge of important concepts that will make you a well-rounded and educated individual.
3. You'll expand your understanding of the world and the community in which you live.
4. You'll have a greater range and number of job opportunities to choose from than those who do not attend college.
5. You'll be more likely than non-college graduates to always find a job (by the year 2028, there will be 19 million more jobs for educated workers than there will be qualified people to fill them).
6. You'll be more marketable to potential employers looking for employees who know how to think critically, solve problems and express themselves clearly.
7. You'll expand your horizons by meeting new people, taking part in new opportunities, discovering new ideas and exploring new interests.
8. You'll earn more money – every bit of education you get after high school increases the chances you'll earn good pay (most college graduates earn a lot more money during their working years than those who don't go to college).
9. You'll learn valuable skills and knowledge that will help you gain employment in your intended career field.
10. You'll learn to manage your life and make decisions on your own.

Basics of College Search

1. **Assess** your skills, strengths, talents and interests, personal and career goals.
2. **Identify** what you want in a college or training program: type of program, location, size of school, type of students, costs and campus life.
3. **Match** your qualifications to program requirements, including GPA and class rank, test scores, courses you've taken, special achievements, talents and strengths, school and community involvement.
4. **List** the schools or programs that interest you, and gather information from online sources, directories, counselors, college fairs and current students.
5. **Narrow** your list to five or six schools that are a good match for you.
6. **Request** more information, visit the Web site, talk to current students and graduates and visit the school before making a final selection.

The College Application Process

- **Application Form.** Most schools allow prospective students to complete the application two ways: on paper or online.
- **High School Transcript.** Each college you apply to needs a copy of your high school transcript, showing classes completed and grades earned.
- **Standardized Test Scores.** Most colleges require that you submit SAT or ACT test scores, and these scores are used to determine how well you'll do in college.
- **Letters of Recommendation.** College application packets include forms for preparing letters from guidance counselors, teachers or other adults.
- **Personal Essay.** The goal of the essay is to help colleges get to know you and what's important to you.
- **Interviews.** Prepare by deciding what you want to say about yourself, how you'll describe your goals and what questions you want to ask about the college.



Preparing for College Testing

Most colleges require students to submit scores from standardized tests as part of their application packages. Here are the four main tests you'll have to take if you want to apply to most colleges:

- **PLAN.** The PLAN is a pre-ACT test can be taken in the 10th grade.
- **ACT.** The ACT consists of four multiple-choice tests in English, mathematics, reading and science, as well as an optional writing test.
- **PSAT.** The PSAT (Preliminary SAT) consists of two 25-minute verbal sections, two 25-minute math sections and one 30-minute writing skills section. This is an optional test that gives students practice prior to the SAT.
- **SAT.** The SAT is a three-hour exam that measures verbal and math reasoning skills used for admission. Scores on each section range from 200-800 points.

Talk to your guidance counselor about how, when and where to take these tests.

Funding Your College Education

The first step in applying for any type of financial assistance is to complete the FAFSA (Free Application for Federal Student Aid). You can submit the application through your high school guidance office or online at www.FAFSA.ed.gov.

- **Scholarships.** Organizations award scholarships to students based on grades, community service, extracurricular activities, athletics, arts or other achievements.
- **Grants.** Grants are awarded based on financial need and are available from the federal government, state governments, schools and private organizations.
- **Student Loans.** If scholarships and grants are not enough to pay for college, student loans can help fill the gap.
- **Work Study.** The Federal Work-Study Program offers part-time employment (either on- or off-campus) for eligible students who have financial need.



Log on to the CareerLaunch® Web site to find ACT/SAT schedules and to learn about scholarships and financial aid.

Puzzle/Quiz Answers

Answers to Goals in Action (p. 4)

					C					
G	O	A	L		O					E
		C			M		P	L	A	N
		T	E	A	M		R			D
		I			I		A			
		O	B	S	T	A	C	L	E	S
		N					T			T
		S					I			E
					R	E	A	C	H	P
							E			S

Answers to What are Positive Study Habits (p. 15)

G	E	Z	I	R	A	M	M	U	S	F	V	X	Z	E
A	C	O	S	Y	M	I	R	M	B	F	E	D	D	Y
G	G	M	R	R	O	E	S	U	S	W	S	D	C	S
E	R	U	E	D	Y	P	O	E	E	R	A	I	K	A
M	I	E	T	I	O	D	M	I	E	H	Y	A	E	V
I	T	I	P	R	N	A	V	T	G	P	E	C	F	O
T	A	V	A	I	G	E	U	E	T	R	H	U	A	I
R	F	S	H	P	R	P	I	T	B	I	T	S	E	D
U	L	S	C	X	M	W	R	E	V	O	K	S	P	D
O	E	K	M	O	G	A	K	N	G	R	I	T	V	I
Y	S	Z	I	A	Y	A	P	U	O	I	G	V	K	S
N	R	U	K	I	T	A	O	O	M	T	K	B	I	T
A	U	N	S	E	T	R	O	U	T	I	N	E	A	R
L	O	M	K	I	E	R	N	C	Y	Z	U	I	A	A
P	Y	T	T	A	K	E	N	O	T	E	S	E	V	C
U	T	F	K	T	L	N	D	P	M	T	O	D	K	T
C	S	I	O	E	I	W	Q	V	A	A	W	C	Z	I
B	E	N	O	C	F	G	R	M	O	S	Q	U	I	O
N	T	Q	K	E	U	Y	T	E	S	K	F	R	N	N
Q	R	Z	A	K	S	S	E	V	B	S	W	O	E	S

Answers to Course Requirements Word Scramble (p. 25)

S G E N L H I R A M R G M A
E N G L I S H G R A M M A R

R E A B L A G
A L G E B R A

Y G O I O B L
B I O L O G Y

S T I Y R H O
H I S T O R Y

I G F R N E O N A A L G E G U
F O R E I G N L A N G U A G E

N E I F T A S R
F I N E A R T S

H S P A C L Y I D E C O T U I A N
P H Y S I C A L E D U C A T I O N

Hidden Words

O N T I M E G R A D U A T I O N
1 2 3 4 5 6 7 8 9 10 11 9 3 4 1 2

Answers to High School Graduation Quiz (p. 31)

1. T
2. T
3. T
4. T
5. F
6. F
7. T
8. T
9. F
10. T



**BOYS & GIRLS CLUBS
OF AMERICA**

National Headquarters
1275 Peachtree St. NE • Atlanta, GA 30309
(404) 487-5700 • www.bgca.org

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Committed to Helping Every Young Person Reach Their Full Potential

Wherever young people can gather at a Boys & Girls Club, the programs there and the sense of belonging have a remarkable effect on their ability to realize their full potential, to later lead productive, happy lives:

- 52% of 12th-grade Club members express an interest in a STEM career, compared to 27% of 12th graders nationally.
- 97% of Club teens expect to graduate from high school.
- 76% of low-income Club members ages 12 to 18 who attend the Club regularly reported receiving mostly As and Bs, compared to 67% of their peers nationally.
- Boys & Girls Clubs of America recently reported that 80% of Club teens had applied to a post-secondary education program.

Who We Are

Boys & Girls Club of Ukiah is a non-profit organization that provides a safe, positive and enriching environment for youth between the ages of 5-18 years of age.

We provide a professionally trained staff to insure the development of positive self-esteem, proper values, and healthy life skills through constructive educational programs. We strive to encourage each child to reach their full potential.

Our Mission

To enable all young people, especially those who need us most, to reach their full potential as productive, caring and responsible citizens.

Our Vision

To provide a premier, safe Club experience within our communities that assures a future where every child is transformed through a healthy, caring and positive environment.

Our Location

1640 South State Street
Ukiah, California 95482
bgcu@ukiahbgc.org
(707) 467-4900

**Our Club is inside the
Alex Rorabaugh Recreation Center*

BOYS & GIRLS CLUB OF UKIAH



Building Great Futures.

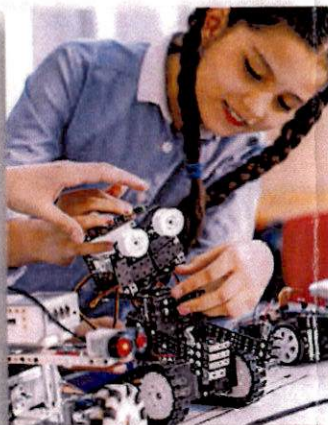
UKIAHBGC.ORG



Boys & Girls Club of Ukiah

The Need is Greater than Ever

- 1 in 5 American children live in poverty.
- 3 out of 10 children in our country are overweight or clinically obese.
- The US graduation rate is 22nd in the world, among 28 developed countries.
- 1 in 4 children in America have nowhere to go after school, before their parents get home from work.
- 43 million children in our country (3 out of 4) lack access to summer learning programs.



Where We Serve

Boys & Girls Club of Ukiah currently serves youth and their families in Ukiah and the greater surrounding areas. These communities are home to the next generation of leaders.

Program Fees & Times: Monday - Friday

Afterschool Program: \$3.00 per Day
School Release - 6:30pm

School Breaks & Summer Camp: \$25.00 per Day
7:45am - 5:30pm

\$50 Annual Membership Fees

*Scholarships Available. Contact us for details

Boys & Girls Club Programs

The Boys & Girls Club model prepares youth for future success through programs for youth between the ages of six and 18.

Sports & Recreation

A health and wellness program that strives to improve the overall health of Club members by increasing daily physical activity, teaching them about good nutrition and developing healthy relationships.

Education

Boys & Girls Club educational programs are designed to ensure that all Club members graduate from high school on time, ready for a post-secondary education and a 21st century career. Programs range from STEM education, to digital literacy, college readiness and more.

The Arts

Photography. Music. Fine Arts. Drama. Just some of the ways Boys & Girls Club programs in the arts encourage creativity and self-expression, and in the process improving academic achievement.

Health and Wellness

Boys & Girls Club Health & Wellness develop young people's capacity to engage in positive behaviors to nurture their well-being, set personal goals and grow into self-sufficient adults.

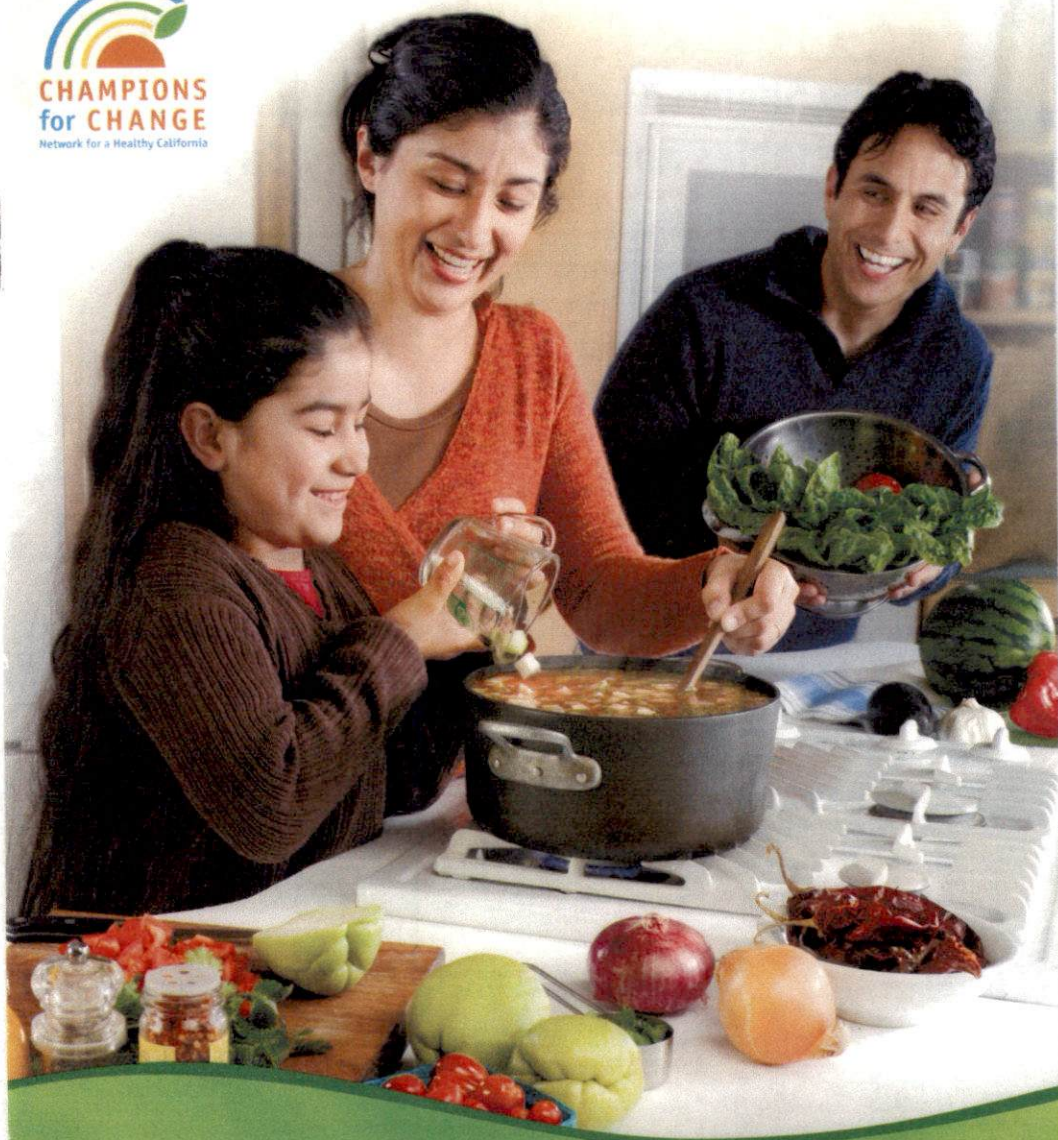


Workforce Readiness

Workforce Readiness programs at Boys & Girls Clubs help Club members explore their interests and passions, develop employable skills, and apply what they learn to real-world work experiences.

Character and Leadership

These programs help youth become responsible, caring citizens and acquire skills to participate in the democratic process. Participants develop leadership skills and gain opportunities for planning, decision-making and contributing to Club and community.



Healthy Kids

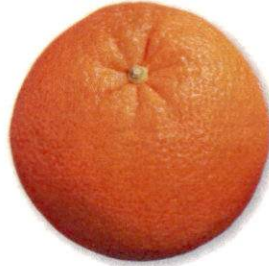
Help Your Kids Power Up With Fruits,
Vegetables, and Physical Activity



Why Should Kids Eat Fruits and Vegetables and Be Active Every Day?

Eating fruits and vegetables and being physically active are simple ways to make your family healthier. These healthy habits can help your kids:

- Concentrate and do better in school
- Feel good about themselves
- Grow and develop strong bodies
- Lower their future risk of diseases like obesity, type 2 diabetes, heart disease, and certain types of cancer

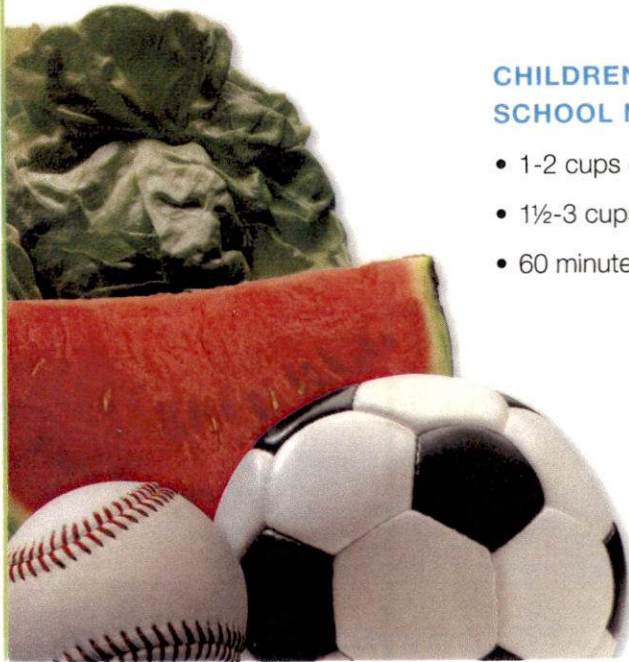


How Much Do My Kids Need Every Day?

The amount of fruits and vegetables you should eat every day depends on your age, gender, and physical activity level. Visit www.mypyramid.gov to help you choose the foods and amounts that are right for each person in your family.

CHILDREN IN ELEMENTARY SCHOOL NEED:

- 1-2 cups of fruits
- 1½-3 cups of vegetables
- 60 minutes of physical activity



Your Family Has the Power!

Empower your child to make healthy choices.

PARENTS CAN...	KIDS CAN...
Keep fruits and vegetables in easy-to-reach places at home.	Choose fruits and vegetables when they make their own meals and snacks.
Include fruits and/or vegetables with every meal and snack.	Ask for fruits and vegetables they like to eat.
Offer new fruits and vegetables several times. Prepare them in different ways (raw vs. cooked, chopped vs. whole) to find which way your child likes them best.	Try new foods and let their parents know what they like or do not like about them. Agree to try the same food several more times.
Limit TV and video games (screen time) to 2 hours or less a day. Do not put TVs in kids' bedrooms.	Choose to watch only their favorite TV shows and limit their video game time. Take activity breaks during screen time.



Help Your Kids Eat More Fruits and Vegetables

Be a role model. Set a good example by choosing more fruits and vegetables yourself.

Make mealtime family time. Make a routine of having one sit-down meal together each day.

Get cookin' with your kids! When kids help choose and cook food, they are more likely to eat it. Younger kids can tear lettuce for salads, rinse fruits and vegetables, or break broccoli into smaller parts. Older kids can learn to chop and help cook.

Mix it in. Put extra vegetables into soups, casseroles, and pasta sauce. Add sliced fruit to unsweetened cereal or peanut butter sandwiches.

Take advantage of school meals! Kids who eat school meals tend to eat more fruits and vegetables. Enroll your child in the free or reduced-price school meals program if your family qualifies.



Encourage kids to help choose fruits and vegetables for their meals and snacks.

Shop Right When Money's Tight!

Did you know? A single serving of a fruit or vegetable usually costs less than 25 cents. Even a small food budget can have big health benefits.

Give children a specific task to complete while grocery shopping.

For example, "pick out three pieces of fruit you will eat for snacks this week."



Buy fresh fruits and vegetables in season. They cost less and taste great! Visit a farmers' market for in-season, local produce.

Frozen and canned count! They are quick, easy, and still offer plenty of health benefits. Look for products without added fat, sugar, or salt.

Make the choice easy!

Avoid arguments—leave high-sugar and high-fat foods at the store.

Check the label. Fruit drinks and punches do not have much real fruit juice. The label will tell you the percentage of juice. Buy only 100% juice, and serve whole and cut-up fruits and vegetables more often.

Compare the value. For the price of a restaurant meal, your family can have an easy and healthy store-bought meal.

RESTAURANT MEAL (about \$14)	STORE-BOUGHT MEAL (about \$14)
4 burgers, 4 fries, and 4 sodas	Rotisserie chicken, bagged spinach salad with lowfat dressing, loaf of whole wheat French bread, and nonfat milk
830 calories, no fresh fruits, vegetables, or milk, and 34 grams of fat per serving	630 calories, 1½ cups of vegetables, and 10 grams of fat per serving

Power Up Your Kids' Play!

Physical Activity + Fun = Power Play

Anything that gets kids' hearts beating faster and makes them breathe harder counts as power play.

Lead by example. Stay active yourself and be active with your kids. Go for family walks, ride bikes together, or play at a local park.

Add it up. Your kids should be active throughout the day for a total of 60 minutes of power play every day.

Agree on safe indoor activities. Kids can dance, hula-hoop, or exercise with kid-friendly fitness videos or to their favorite music.

Find help in your community.

Many communities offer low-cost or free after-school and summer programs. Check with your local school, parks and recreation department, YMCA, Boys & Girls Club, church, or other community groups.

Team up with your neighbors.

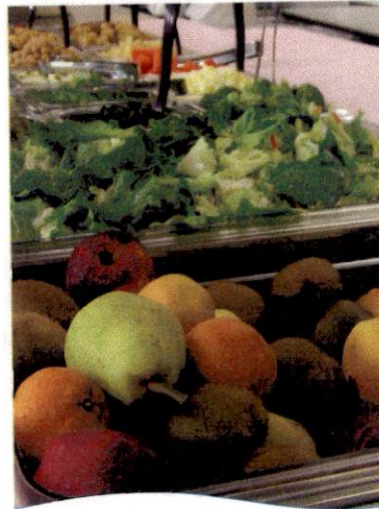
Take turns walking your kids to and from school and watching them when they play outside.



Take Action!

GET INVOLVED AT YOUR CHILD'S SCHOOL

- Encourage your school district's food service director to offer more fruit and vegetable choices at breakfast and lunch.
- Work with the school and other parents to plant a fruit and vegetable garden. For information on gardens in California schools, visit www.csgn.org.
- Talk with your child's teacher about nutrition and physical activity. Teachers can learn about free class materials at www.networkforahealthycalifornia.net/powerplay and www.harvestofthemonth.com.
- Work with the school's parent-teacher group to create a list of healthy fundraising, celebration, and snack ideas. To get started, visit www.networkforahealthycalifornia.net/powerplay.
- Ask the principal to open the playground before and after school for a safe place to be active.



CREATE HEALTHY COMMUNITIES

- Join friends and neighbors to talk to your local grocery and convenience store managers about the kinds of fruits and vegetables you would like to be able to buy at their stores.
- Work with local law enforcement to make your streets safer for walking and biking. For tools to help you, go to www.cawalktoschool.com.
- Ask your local farmers' market to accept Women, Infants, and Children (WIC) checks and EBT cards. If you do not have a farmers' market in your community, ask a nearby farmers' market manager about starting one. Visit www.cafarmersmarkets.com to find a market.
- For more ideas and tips, visit www.cachampionsforchange.net.



The *Network for a Healthy California—Children's Power Play! Campaign* (Campaign) is an initiative of the California Department of Public Health administered in part by the Public Health Institute.

The Campaign partners with the California Department of Education, the California Department of Agriculture, the American Cancer Society, and other agencies concerned with children's health.

For more consumer information, visit us at

www.cachampionsforchange.net

or call

1-888-328-3483

This material was produced by the California Department of Public Health, *Network for a Healthy California*, with funding from the USDA Supplemental Nutrition Assistance Program (formerly the Food Stamp Program). These institutions are equal opportunity providers and employers. In California, food stamps provide assistance to low-income households, and can help buy nutritious foods for better health. For food stamp information, call 877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.

Arnold Schwarzenegger, Governor
State of California



Kimberly Belshé, Secretary
California Health and Human Services Agency



Mark B Horton, MD, MSPH, Director
California Department of Public Health





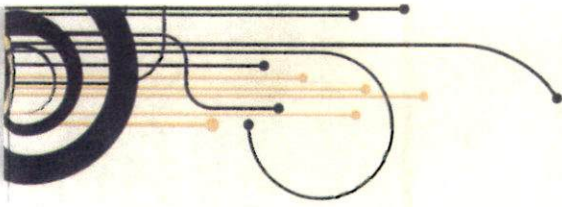
JUNIOR STAFF

Be the Difference

Tips and Tools for Boys & Girls Club Junior Staffers

**THE
CLUB**





BE THE DIFFERENCE

Tips and Tools for
Boys & Girls Club Junior Staffers

Sponsored By



at&t

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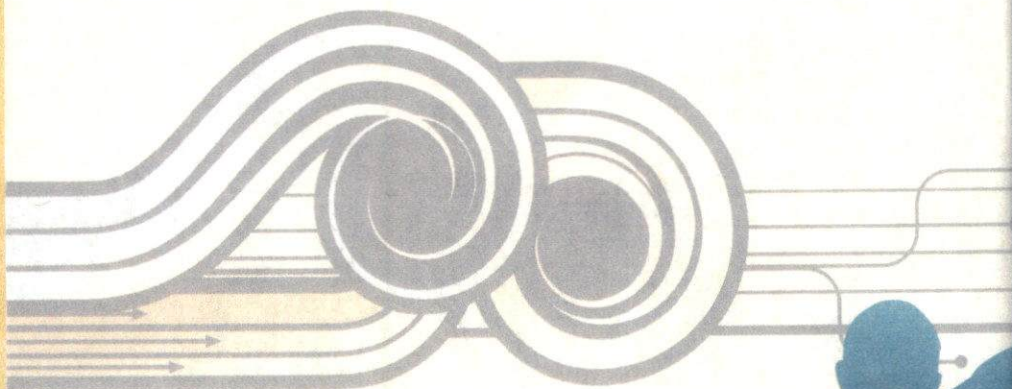
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Boys & Girls Clubs of America
1275 Peachtree St. NE
Atlanta, GA 30309
(404) 487-5700
www.bgca.org

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WHAT DOES YOUR FUTURE HOLD?

Take responsibility for your life.

Discover who you are and what interests you. Learn the importance of **goal-setting** and decision-making and the impact you can have on your own life and on others. Your actions lead to new learning and self-discovery. Decisions you make either lead you toward your goals or away from them. Basically, you play the greatest role in your own life experiences. Your choices, behavior, actions and the results that come from them have led you to where you are today.

Through your **apprenticeship** at the Boys & Girls Club and **community service** activities you will learn invaluable things about yourself. You will learn how to set goals, make choices and also what "makes you tick." You will also learn how to give outstanding **customer service** so Club members and their parents want to keep coming back.

This guide and the tips, hints and strategies it contains – combined with learning that will take place through your apprenticeship and community service projects – will help lead you to a career that meets your goals and **makes a difference.**



IS A HELPING PROFESSION FOR YOU?

CREATE YOUR OWN EXPERIENCE

A **goal** is something you want to **accomplish** or achieve. Why are goals worth having? Because goals:

- help you choose who you want to be (as a person and in a career)
- boost your **confidence**
- show what you value
- encourage making sound decisions
- improve your **outlook** on life
- help you achieve
- help you feel more **satisfied** with life

To reach a goal, you must be willing to not only make plans, but also take *action*.

Make a list of 10 actions you can take that will help create the **future you want** and a career that is meaningful to you:

1. Stay in school
2. Apprentice at the Boys & Girls Club
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

"SMART" GOAL SETTING

Goal-setting is one of the most important life skills you can have. As you think about goals, especially career goals, keep your goal-setting "SMART":

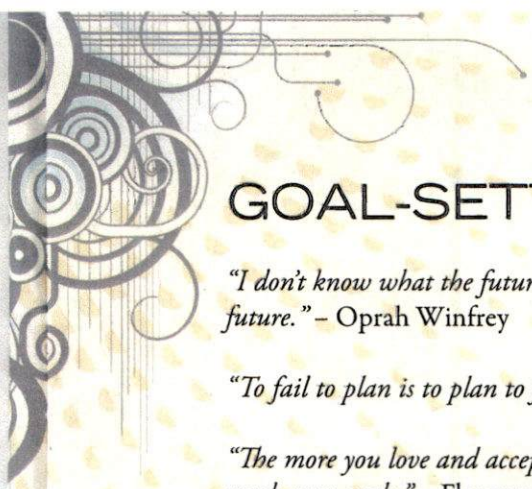
SPECIFIC: Identify the specific events and actions that will define your goal. Know the details!

MEASURABLE: How can you measure your goal? Know what you want to accomplish and when you have succeeded.

ATTAINABLE: A goal should be a challenge but also realistic and within your reach.

REWARDING: Your goal has to have meaning to you. It also has to be something you want. Otherwise it will be meaningless when you achieve it.

TIMED: When do you want what you want? With a timeline, you hold yourself to a schedule rather than just wishing something will happen.



GOAL-SETTING QUOTES

"I don't know what the future holds, but I do know who holds the future." – Oprah Winfrey

"To fail to plan is to plan to fail." – Benjamin Franklin

"The more you love and accept yourself, the sooner you'll be able to reach your goals." – Florence Griffith Joyner

"The purpose of life is a life of purpose." – Robert Byrne

"Circumstances may cause interruptions and delays, but never lose sight of your goal." – Mario Andretti

Choose your favorite quote about goal-setting. It can be one of these or another one you know. Write it down and describe how the quote speaks to you. Why did you choose it? How does it affect how you look at your own life?

WHAT MAKES ME TICK?

To get anywhere in life, you must understand what makes you do what you do. Is making straight As in school important to you? How about being a great basketball player? How does this information help you in defining your career goals and making decisions?

List 10 things that make you tick:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |



FINDING THE ACHIEVERS IN MY LIFE

Name three people you admire for their achievements.


People I admire	What I admire about them

What characteristics do I have that are similar?

What goals could I set to have some of the same achievements?

MY DECISION-MAKING STYLE

It is important to know your personal decision-making style. It helps you change behaviors so you can make more intelligent choices. Which style are you?

- ☐ **Delayer** – puts off making a decision
 - ☐ **Pushover** – relies on others' opinions to make a decision
 - ☐ **Toss-of-the-coiner** – someone who relies on fate when making decisions
 - ☐ **Easy-way-outer** – waits for things to happen when making decisions
 - ☐ **Planner** – considers all options, possible outcomes, advantages and disadvantages when making a decision
- 

Sometimes you may use a different style depending on what is going on in your life. Describe the decision-making style you use when:

Going out with friends: _____

Getting to work on time: _____

Trying something new: _____

Doing homework: _____

WHAT KIND OF CLUB JOB INTERESTS ME?

You've been exploring goal-setting and making decisions. Now is your opportunity to figure out different kinds of Boys & Girls Club jobs that would interest you. Walk around the Club and talk with staff, then list five jobs in the Club that would interest you.

Job	What interests me about this job
1.	
2.	
3.	
4.	
5.	


INFORMATION SCAVENGER HUNT

There are all kinds of different jobs and paths in **service careers**.
What kinds of scholarships and programs are available in **colleges
and universities** in your community?

Do some research on the colleges, universities or American Humanities
campuses in your area. Write, call or use the Internet to identify a contact
person at an institution and gather the following information:

- What kinds of **courses** would help prepare teens for a career in service?
- Does the school have brochures and program descriptions that outline information helpful to pursuing a career in service?
- What **scholarship** information is available?

Using the information you've gathered, create a motivating bulletin board display to share with other Club members that highlights a career in service.

Tip: Visit the CareerLaunch Web site at  to explore careers, search for colleges and build your job skills.

MAKE THE MOST OF YOUR CLUB WORK

GET READY FOR THE INTERVIEW

Before you can become a Junior Staffer, you will need to be interviewed by staff to make sure there's a good fit between you and the jobs available in the Junior Staff program. Read each question and write in your response. Review before your interview.

Question: Tell me a little bit about yourself.

My response: _____

Question: What do you do in your spare time?

My response: _____

Question: What are your future plans?

My response: _____

Question: What previous experience do you have at the Club?

My response: _____

Question: What previous jobs have you had outside the Club?

My response: _____

Question: What kinds of jobs appeal to you in the Club?

My response: _____

Question: What qualities do you have that would make you a great Junior Staffer?

My response: _____

MY SKILL SET

Many different kinds of jobs exist within each service career. Whether it is in a Boys & Girls Club or a Police Department, there are skills you have that will help you figure out the kind of job that best fits you.

Check off those skills you think you have:

Verbal:

- ☐ I can speak well.
- ☐ I understand what I read.
- ☐ I can follow directions.
- ☐ I can write clearly.

Numerical:

- ☐ I can work with numbers.
- ☐ I can add, subtract, multiply and divide quickly and accurately.
- ☐ I pay attention to details.

Visual:

- ☐ I can see details and how things fit together.
- ☐ I remember what I see.
- ☐ I can imagine how an object will look as a finished product when I see a diagram.

Coordination:

- ☐ I can work with my hands easily, quickly and well.
- ☐ I can move my hands, feet or body just where I want them to go.
- ☐ I am quick and accurate at sorting or operating things.

WHAT KIND OF LEADER AM I?

We all know that leadership is important. The ability to **influence, motivate and inspire positive actions** in others is a skill that is needed in the Club, community, school and workplace. Many teens use leadership experiences to enhance college applications or help fulfill high school and community service requirements.

Leadership types:

Autocratic leaders have all the power and make all the decisions.

- ⦿ Closely supervises.
- ⦿ Doesn't let others have any say in planning.
- ⦿ Style works well if team is unorganized.

Democratic leaders get every team member involved in decision-making.

- ⦿ Allows opinions to be expressed.
- ⦿ Listens to others.
- ⦿ Rewards team efforts.
- ⦿ Style works well with a cooperative team.

Laissez-faire leaders allow team members to do their own thing most of the time.

- ⦿ Uses very little control.
- ⦿ Style works well with team members who like to work and are responsible.
- ⦿ Does not work well if decisions are to be made in a short time.





A LEADER IN TRAINING

What leadership style seems to most fit with your own natural tendencies?

Describe your leadership strengths:

Describe how your leadership needs to improve:

MY COMMITMENT

In my commitment as a Junior Staffer and leader in training,

I, _____, will:
(your name)

- Learn to **express** myself. I will practice.
- Use my personality. I will **smile!** I will be pleasant.
- **Speak** with a voice of confidence. I will commit.
- Allow others to express themselves. I will **listen**.
- Show **understanding** and patience. I will respond.
- Accept differences of opinion without getting angry.
I will be **open**.
- Consider the group I am talking to – where its members are
and how they feel. I will **think of others**.

GOOD LEADERS HAVE GOOD CHARACTER

In daily life and at work, many situations come up that require us to use our judgment about what is the right thing to do and then make some tough decisions. You can influence others and become a powerful role model by showing these characteristics of good character* in your leadership style.

Trustworthiness – honesty, keeping promises, integrity, loyalty

Respect – courtesy, privacy, tolerance, acceptance of differences

Responsibility – accountability, self-restraint, excellence

Fairness – consistency, equality, impartiality

Caring – compassion, consideration, giving, sharing, kindness, loving

Citizenship – abiding by the law, serving the community, protecting the environment.

How do you show character on the job?

Trustworthiness: _____

Respect: _____

Responsibility: _____

Fairness: _____

Caring: _____

Citizenship: _____

* Based on the "Six Pillars of Character" of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics, www.charactercounts.org.

YOUR LIST FOR SUCCESS

Imagine what you must do to be a successful apprentice at your Club.
For example:

- ◎ **Stay** on task. Don't get distracted.
- ◎ **Organize** your time so the job gets done.
- ◎ Take a little time each week to **review** your **progress**.
- ◎ Set one **mini-goal** a week and make it happen.
- ◎ Set aside time to **have fun**.
- ◎ Be willing to **get help** when needed.

These are other items I want to add to my list for success:

WHAT STANDS IN THE WAY OF MY SUCCESS?

We all have behaviors that get in the way of being successful. List yours and changes you can make that will lead to success.

Behavior	Changes I can make
<i>Example:</i> I am usually late for appointments.	<i>Example:</i> Make sure I leave myself enough time to be where I need to be.

I TAKE COMMITMENT SERIOUSLY

Commitment plays an important role not only in achieving your goals but also in your work as an apprentice. Check off any of the commitment statements that describe you.

- ☐ I am a reliable person.
- ☐ I put other people's needs before my own.
- ☐ I am a hard worker.
- ☐ I help other people feel good about themselves.
- ☐ I am patient.
- ☐ People come to me when they need help.
- ☐ I am a generous person.
- ☐ I am a loyal friend.
- ☐ I am a loyal teammate.
- ☐ I am a loyal worker.
- ☐ I am trustworthy.
- ☐ I do what I tell people I am going to do. They can count on me.

Three reasons why a high level of commitment is important for a Junior Staffer:

1. _____

2. _____

3. _____

EIGHT WAYS TO GET CONTROL OF YOUR TIME

As a Junior Staffer, there are days when it may seem that there is just not enough time to do everything. And guess what? You're right! Here are some hints on how to get control of your time.

1. **Have a planner.** Buy or create a calendar that best helps you to organize your activities. Write down due dates for homework, work schedule at the Club, due dates for community service projects, birthdays, days off at school, etc.
2. **Make daily "to-do" lists.**
This should be part of your planner.
3. **Begin your day by reviewing what you have on your calendar.**
Make any adjustments. Take a look at the "must dos" and the "nice to dos." Prioritize.
4. **Be Flexible.** Some days "stuff happens."
5. **Try not to over-schedule.**
It makes it impossible to get everything done.
6. **Try not to procrastinate.**
Putting things off takes away time and adds stress.
7. **Figure out your time stealers.**
Is spending too much time on the phone or surfing the Web taking away from time you really need for other things?
8. **Plan time for fun.** Reward yourself!



HOW TO MAKE THE MOST OF YOUR APPRENTICESHIP

1. **Set goals.** Let your supervisor/mentor know what you hope to accomplish.
2. **Show up for meetings.** These are your opportunity to have a one-on-one mentoring moment with your supervisor. Not showing up is rude and disrespectful.
3. **Be assertive.** Supervisors aren't mind readers. Share your needs and wants.
4. **Practice your communication skills.** Use your listening skills and ask questions to better understand and communicate.
5. **Be flexible.** Your mentor may share other ways to handle situations. That does not mean you did something wrong. It is just another point of view. It helps you grow as a person.
6. **Be appreciative.** Let your supervisor know that the time spent with you is appreciated. Maybe even send a thank-you card!



IT'S ALL ABOUT THE CUSTOMER

WHAT IS CUSTOMER SERVICE?

Customer service is well done when customers want to come to your Boys & Girls Club. As an apprentice, it's about you helping to create the following:

- A safe, positive environment
- Fun
- Positive relationships with everyone
- Opportunities to try new things and striving to achieve one's best
- Opportunities to be recognized for talents and achievements

External customers are people who you deliver services to outside the Club:

- People you meet or work with while you are doing your community service projects
- General public
- Guests
- Parents

Internal customers are people who you deliver services to inside the Club:

- Club members
- Junior Staffers
- Professional staff
- Volunteers

HELPFUL COMMUNICATION HINTS

As a Junior Staffer, you are a customer service representative for your Boys & Girls Club. When communicating with your customers:

Don't say:	Instead say:
"I don't know."	"I'll find out."
"No."	"What I can do is..."
"That's not my job."	"Mr./Mrs./Ms. _____ can help you."
"You're right, that stinks."	"I understand your frustration."
"That's not my fault."	"Let's see what we can do about this."
"You need to talk to my manager."	"I can help you."
"You want it when?"	"I'll do my best."
"Calm down."	"I am sorry."
"I'm busy right now."	"I'll be with you in just a moment."
"Call me back."	"I will call you back."

WHAT'S THE DEAL WITH NONVERBAL COMMUNICATION?

Think about some ways people communicate without realizing it. Every nonverbal message **communicates** something important.

As a Junior Staffer, understanding the importance of nonverbal communication (**body language**) can help you in your interactions with customers. For example, what might a sigh mean? Complete the chart below to decipher some common nonverbal behavior you may encounter.

Nonverbal message	What it might mean
<i>Example: Sighing</i>	<i>Relief, exhaustion, frustration, boredom</i>
Turning red as a beet	
Avoiding eye contact	
Refusing to speak	
Stomping out of a room	
Laughing nervously	
Fidgeting	

Did you know that 55 percent of what you learn is from a person's body language?

Important expressions of body language:

- eye contact
- facial expressions
- posture and movement
- gestures
- touching
- physical distance



BE A GOOD COMMUNICATOR!

Accept

- ⦿ Be open (hear more than you want to hear).
- ⦿ Accept all messages (this doesn't mean that you agree).
- ⦿ Respect the person speaking.
- ⦿ Hear the other person completely before saying anything.

Respond

- ⦿ Maintain good eye contact.
- ⦿ Use gestures such as nodding.
- ⦿ Ask questions.

Empathize

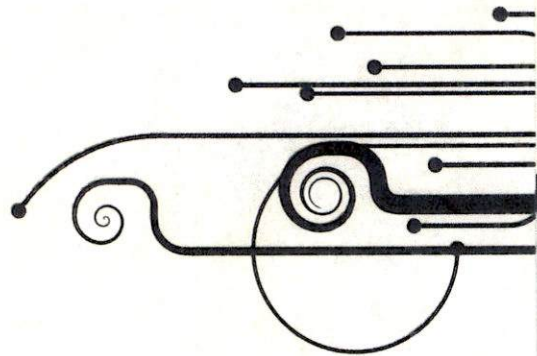
- ⦿ Put yourself in the other person's shoes.
- ⦿ Try to see what the other person is seeing.

HANDLING DIFFICULT CUSTOMERS

On occasion, some people might be aggressive in how they communicate with you. Maybe a youth has had a challenging day and is taking it out on whoever he comes in contact with. As good as your communication skills may be, you might find yourself feeling angry, intimidated or upset in response to how you are being spoken to.

Here are some hints for handling difficult customers:

- Stay calm. Don't visibly show your anger or how upset you are. If needed, repeat to yourself, "stay calm, stay calm."
- Keep in mind that most times the anger shown by the other person may not be directed toward you but instead at a situation that occurred.
- Call a staff person over to get help.
- Don't get into a yelling match. Yelling accomplishes nothing.





TELEPHONE TIP 1: ANSWERING THE PHONE

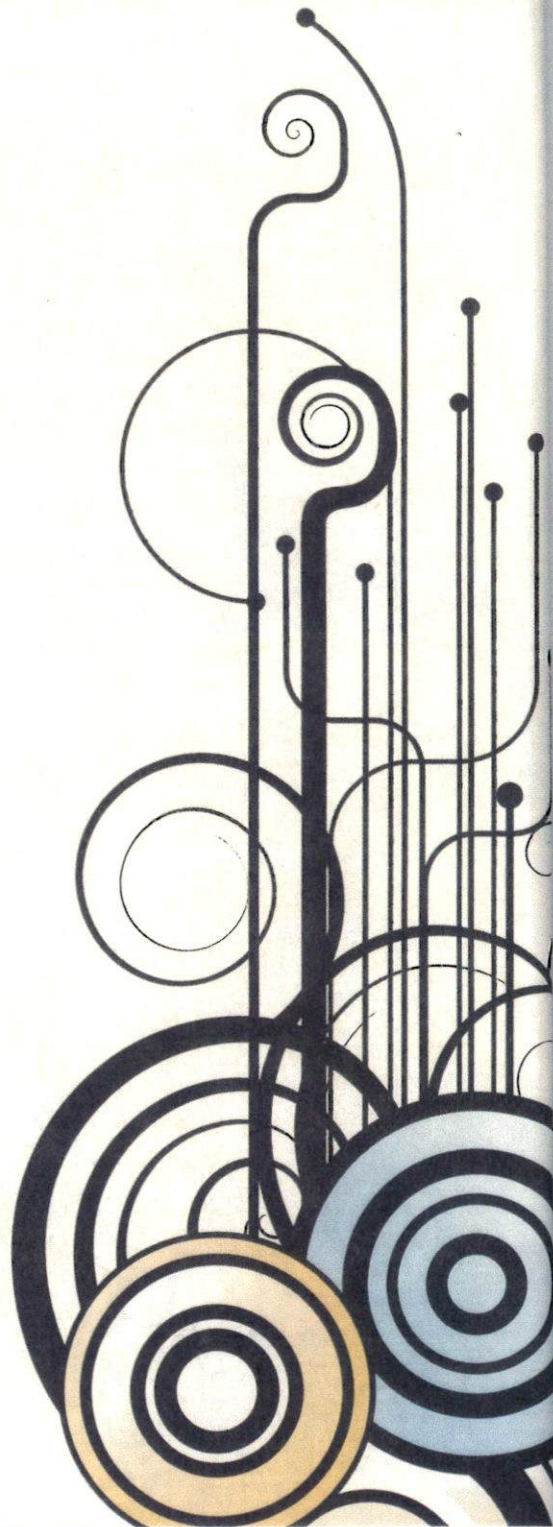
The telephone is an effective tool to link the Boys & Girls Club with customers. Rude phone representatives create bad impressions for the organization and send customers to other businesses. Here are some tips on how to answer the telephone effectively:

1. Answer before the third ring if possible.
2. Discontinue any other conversation or activity such as eating, chewing gum or background music that can be heard by the caller.
3. Speak clearly and in a pleasant tone of voice.
4. Use the "hold" button when leaving the line so the caller does not accidentally hear background conversations.
5. When transferring a call, be sure to explain to the caller that you are doing so and where you are transferring him or her.
6. If the caller has reached the wrong department, be courteous. If possible, transfer the call to the correct department.
7. When the called party is not in, simply ask if you can take a message.
8. Remember that you may be the first and only contact a person may have with your Club, and that first impression will stay with the caller long after the call is completed.

TELEPHONE TIP 2: TAKING A MESSAGE

1. Be prepared with pen and message slip when you answer the phone.
2. When taking messages be sure to ask for:
Caller's name (asking the caller for correct spelling)
Caller's phone number and/or extension (including area code)
3. Repeat the message to the caller.
4. Be sure to fill in the date, time and your initials.
5. Place the message slip in the called party's in-box or a conspicuous place in the office.
6. Don't forget that you can transfer callers to voicemail instead of taking a paper message, but don't forget to ask, "Would you like me to transfer you to _____'s voicemail?" Do not assume that the caller would rather go to voicemail. Always ask first.





TAKE ACTION TO HELP OTHERS

WHY COMMUNITY SERVICE?

You can **make** a direct and positive **difference** that can help your Club or community. What kinds of things would **you change** in your neighborhood that would positively affect others and make it a better place?

Career choices also affect communities. Many jobs, such as working in a Boys & Girls Club, help **improve** communities. Think about Club staff members you know. What kind of difference have they made **in your life** and the lives of other Club youth?

GREAT REASONS TO SERVE OTHERS*

When you serve others, you help yourself too. Youth who work with community organizations report many personal benefits. Some are listed below. Look at the list, and check off the items you would most like to have in your life.

- ☐ Be respected by others.
- ☐ Be helpful and kind.
- ☐ Get along with and relate to others.
- ☐ Experience satisfaction from helping others.
- ☐ Understand people who are different from me.
- ☐ Know how to relate to children.
- ☐ Be a better person.
- ☐ Develop leadership skills.
- ☐ Be more patient with others.
- ☐ Understand more about how voluntary organizations work.
- ☐ Understand more about good citizenship.
- ☐ Explore or learn more about career options.
- ☐ Do better in school/improve my grades.
- ☐ Develop new career goals.
- ☐ Become more aware of programs in my community.
- ☐ Learn how to help solve community problems.

* From *Volunteering and Giving Among American Teenagers 12 to 17 Years of Age*
(Washington, D.C.: Independent Sector, 1996).

MAKING MY COMMUNITY A BETTER PLACE

You can make your **community** a better place by being part of a community service project. A community service project is a task or plan for **helping** other people or **improving** the community.

Ways you can work to make a positive difference in the community:

- Develop a plan for baking, packing and delivering homemade cookies to a local nursing home.
- Participate in the local March of Dimes Walk-a-thon.
- Teach safe teenage driving at local schools, churches or other teen organizations.
- Recycle cans and compost grass cuttings.
- Adopt a "grandparent" at a local senior citizen center. Do errands for them and visit them once a week.
- Plant a community garden.
- Organize a street clean-up that includes other teens.
- Adopt a park or playground and remove debris to make it safe for younger children. Work together with your local parks and recreation department.
- Organize a litter patrol. Plan a neighborhood clean-up.

Two projects I would be interested in planning and volunteering for:

1. _____

2. _____

AGENCIES IN MY COMMUNITY

Every community has human service agencies. Using the Internet or local phone book, check off the agencies that are in your community:

- ☐ Boys & Girls Clubs
- ☐ YMCA/YWCA
- ☐ Parks and recreation department
- ☐ Police and fire departments
- ☐ Probation office
- ☐ United Way
- ☐ American Red Cross
- ☐ Hospitals
- ☐ Nursing homes
- ☐ Local Department of Human Services
- ☐ Local Department of Social Work

Select three agencies you would like to learn more about:

1. _____
2. _____
3. _____

Work with other Junior Staffers to select representatives from three agencies to visit your Club. Ask them to discuss their careers:

- ☉ Why did you choose this field?
- ☉ What does an average day on the job look like?
- ☉ What type of education is needed?

What other questions would you like to ask?

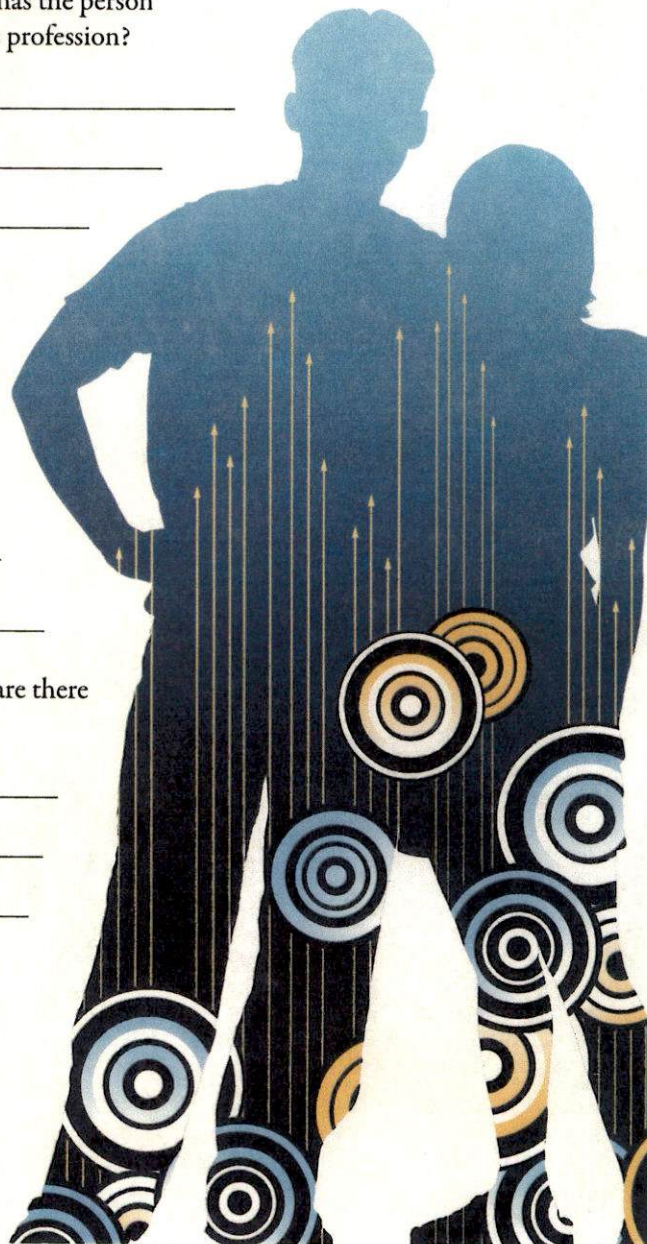
COMMUNITY SERVICE ROLE MODEL

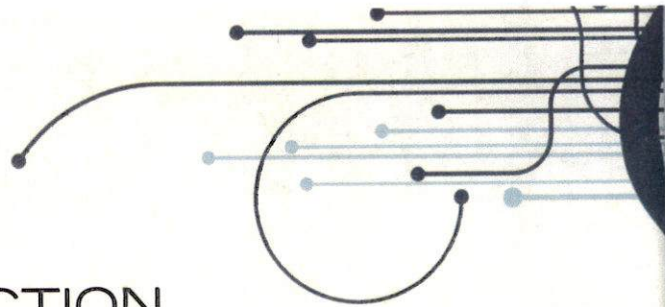
Interview a role model (someone you admire) who has a career in community service. Find out the kinds of community service they were involved in before choosing their career.

What positive benefits has the person discovered being in this profession?

What kinds of positive benefits are there for you in choosing a career in community service?

What positive benefits are there for your community?





TAKE ACTION

The following table identifies five areas of your life that influence your **future**. Write down the **action** you intend to take to **improve** that area of your life.

My personal life	
My current school life	
My future education	
My apprenticeship	
My service project	



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National Headquarters
1275 Peachtree St. NE • Atlanta, GA 30309
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EMPTY DESKS

How the District's failure to curb truancy in middle schools fueled the biggest youth crime surge in a generation.

(Illustration by Sally Deng for The Washington Post)

By ~~Robert Samuels~~, ~~Lauren Lumpkin~~ and ~~John D. Harden~~

Updated yesterday at 5:00 a.m. EDT

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As the first bell rang at Brookland Middle School on April 3, 2024, Irving LaBoard’s desk sat empty. An hour earlier, police had found his body in Fort Dupont Park. He had been shot and killed.

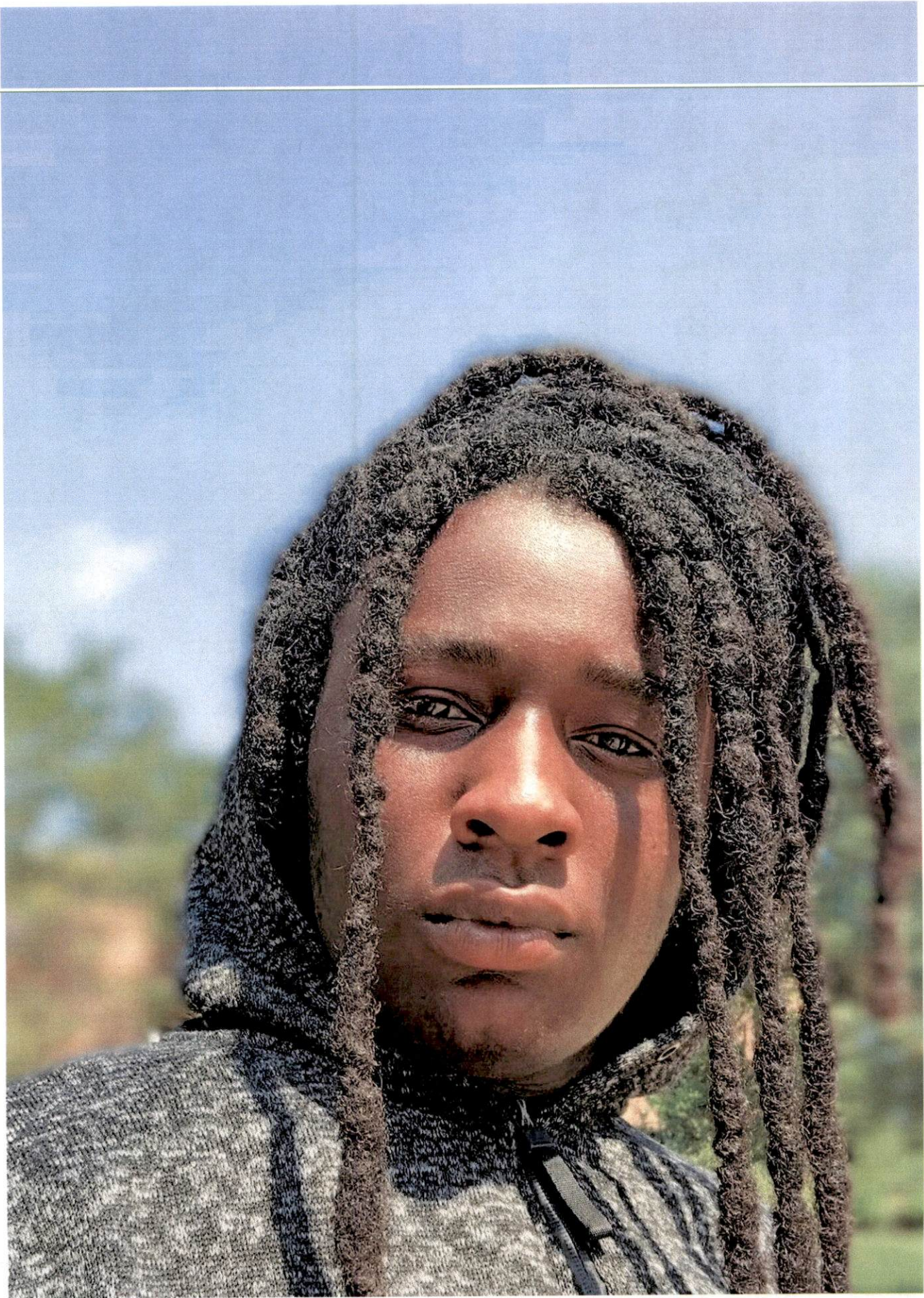
Irving was 14, an eighth-grader. Growing up, he was a strong reader who loved tossing footballs, playing the piano and analyzing the deeper meaning of Marvel movies. But in the last year of his life, Irving was detained in Maryland after being accused of stealing cars, then arrested and charged in the District with theft and unauthorized use of a vehicle.

Weeks before his death, Nadine Younger, Irving’s great-aunt, had been looking for any clue that could help explain what had gone wrong with him. She found a letter from his middle school, dated Feb. 1, that said Irving had missed 47 days of class — half the school year.

“How can you miss all those days?” she recalled thinking.

Irving was one of nearly 16,000 D.C. Public Schools students — one-third of its K-12 enrollment — who were truant that school year, meaning they missed at least two weeks of classes without an excuse. For more than a decade, District leaders have linked school attendance to youth crime, saying tackling one will curb the other.

But a Washington Post investigation found that the D.C. Council and Mayor Muriel E. Bowser (D) have failed to follow through on key initiatives that promised to keep students in class and out of trouble.





Irving LaBoard, 14, was found fatally shot on April 3, 2024, in Fort Dupont Park. (Family photo)



Nadine Younger, Irving's great-aunt, found a Feb. 1 letter from his middle school that said he had missed 47 days of class, or half the school year at that point. (Michael A. McCoy/For The Washington Post)

The District's child welfare agency has largely abandoned the early-warning system that city leaders set up more than a decade ago to find absent students and help return them to the classroom. More than 18,000 reports of truancy

went uninvestigated in the last three full school years, The Post found.

"We're just basically reporting into a vacuum," said Cory Chapman, a math and special education teacher at MacFarland Middle School. More than 40 percent of the approximately 570 students at the Petworth neighborhood school were truant in 2023-2024, the most recently completed school year. "We saw something, we said something."

Meanwhile, the number of DCPS students who missed at least two weeks of class in a school year increased 110 percent over the past decade, according to a Post analysis.

In the District and across the nation, high-schoolers have the highest rates of absenteeism. Still, a Post analysis found that D.C.'s truancy problem has been growing the fastest among middle school students, an age group that helped drive the city's spike in carjacking and other serious crimes in 2023. Last school year, 30 percent of middle-schoolers — or five times more students than a decade ago — were truant.

City leaders blamed the coronavirus pandemic for an uptick in unexcused absences, as well as the rise in youth crime. However, The Post found that the truancy rate began rising for DCPS middle-schoolers before the pandemic, from 10 percent in the 2014-2015 school year to more than 30 percent in 2018-2019 and one-third last year.

Truancy rates increased most drastically in the historically underserved, Black neighborhoods east of the Anacostia River. Last school year, more than 20 percent of Sousa Middle School's 268 students missed at least a month's worth of class.

“When you ask the child [why they missed school], the child will shrug their shoulders,” said a Sousa teacher, who spoke on the condition of anonymity for fear of retribution from the school district. “It continues to happen because there’s no consequences.”

The D.C. Council passed anti-truancy laws intended to address youth violence after a series of shootings in 2010 left five young people dead. The legislation established a process to identify at-risk students before they ended up in the court system, and directed the mayor to create a plan to staff schools with mental health specialists.

Additionally, DCPS leadership set goals to ensure every campus had enough extracurricular programs to keep students engaged.

The Post found that these initiatives fell apart in the years before the 2023 youth crime spike — the very scenario they were designed to prevent. That year, D.C. police made more than 500 arrests of people under age 18 on robbery charges, which include carjackings. This marked the highest one-year total for such arrests since the 1990s, according to police reports.

DCPS — which serves 52,000 students at 117 schools, including 24 with middle school students — answers directly to city leaders and, ultimately, Bowser. In 2007, amid scrutiny about test scores and graduation rates, the council and U.S. Congress both approved legislation that took control of the school system from the city's school board and gave it to the mayor.

Bowser, who was elected to the city's top post in 2014, declined multiple requests to be interviewed for this story. She did not respond to written questions from reporters.

Phil Mendelson (D), chairman of the D.C. Council since 2012 and a council member for nearly three decades, pinned the responsibility on government agencies. He said it was not the council's job to enforce the laws it passed.

“The laws that we have in place have the right framework — identify kids,

identify their needs and then address their needs,” Mendelson said in an interview. “It’s clear to me that the persistent problems with absenteeism are a result of poor-quality implementation, not of something missing in the law.”

Council member Zachary Parker (D-Ward 5), a former middle school teacher elected to office in 2022, criticized both his colleagues and Bowser for what he described as a bureaucratic blame game that too often leaves students behind.

“On this mayor’s side, there is low performance, and bad performance has been allowed for many years,” Parker said in an interview. “On the council side, there’s been not-so-great oversight, or at least not oversight that’s leading to change. And our schools and our young people are the ones that have paid the price here.”

In recent years, both the D.C. Council and the mayor’s office have taken steps to reduce chronic absenteeism. Last fall, education officials signed onto a national pledge to cut the school system’s 2022-2023 truancy rate in half over the next two years. The rate of truant DCPS students ticked down the next school year, from 35 to 33 percent.

The Bowser administration has spent more than \$30 million over the past five years on a safety program that stations adults around campuses in high-crime areas, and recently expanded the effort to include a bus service for about 300 students who would otherwise feel unsafe getting to school. Schools have introduced tutoring and vocational programs, as well as a messaging system that reminds at-risk students to come to class.

DCPS leadership also started a program called the Sixth Grade Academy, designed to ease the transition to middle school, which data showed decreased chronic absenteeism last year at nine of the 11 schools that participated.

“We have a plan and we’re working the plan,” said Paul Kihn, the deputy mayor for education. “It’s not the case that everything is broken in this system. It is the case we have to reinvent some of what we’re doing.”

The reasons for truancy are varied and complex, and the vast majority of students who miss school do not commit crimes. They help to raise young siblings at home or take care of sick parents. Some don’t have clean clothes.

Still, most young people who wind up in D.C.’s court system have a history of poor school attendance. A study by the District’s Criminal Justice Coordinating Council reported that children who were arrested between June 2019 and July 2020 had missed an average of 46 days, including 39 unexcused absences.

D.C.’s juvenile justice pipeline

This series examines the District’s juvenile justice system, a constellation of agencies tasked with preventing children and teens from becoming caught up in crime and rehabilitating those who have violated the law. Click on the tabs to learn more about key parts of the system, including public schools, the police and the youth detention facility, which are overseen by Mayor Muriel E. Bowser (D).

Schools

Police

Courts

Detention

Rehabilitation

Nearly 16,000 students truant in 2023-2024 school year

District leaders have found that juveniles who are arrested have a history of missing class. D.C. public schools, led by Chancellor Lewis D. Ferebee, are supposed to engage children with after-school programs, provide mental health specialists to students and investigate why youths are missing class. Truant students can be referred to child welfare or the courts.

Judge Darlene Soltys, who presides over the District’s family court division, told The Post that “almost all” young people who are brought before her on charges have a history of being truant.

The chief juvenile judge said some of the children fear for their safety, or are embarrassed by how far behind they have fallen in class. Some children give her

another reason, Soltys said: “They are aware that there’s a lack of enforcement of truancy issues with the school or in the city.”

Some youth advocates criticized District leadership for choosing to create new programs rather than address fundamental issues with existing truancy protocols. Others argued that the D.C. Council and mayor became invested in school attendance after headlines about youth violence — and worry they will lose that focus as crime rates fall from their 2023 peak. Last year, police arrested 80 juveniles suspected of carjacking, down from 110 the year before.

Katrina Owens, the executive director of DC SCORES, a soccer, poetry and community service program operating in 68 DCPS and charter schools, said she believes that the District’s leaders are at an inflection point: They can demonstrate their commitment to fixing long-standing issues with truancy before another violent cycle begins.

“We need to invest in our young people,” Owens said. “If we don’t, you will see an uptick in violence and kids getting involved in things.”

A decade of discord

In March 2010, a group of young people were gathering after a funeral in Southeast Washington when bullets flew out the windows of a passing vehicle. Three died and six were wounded in the drive-by, the culmination of a week of violence between two crews that became known as the South Capitol Street shootings.

The attacks largely involved teenagers. The youngest victim was 16; the oldest was 20. Of the five young men convicted in the case in 2012, three committed other crimes as juveniles. Four had histories of missing school, as did 18 percent

of DCPS students at the time.

The shootings highlighted for city leaders the link between absenteeism and crime.

“Had their truancy been used to identify them as being at risk and had they received services and interventions earlier on, their actions in March 2010 may have been avoided,” Mendelson wrote of the killers in a 2013 committee report.



Cathy L. Lanier, then the D.C. police chief, puts her hand on the back of Nardyne Jefferies, whose 16-year-old daughter, Brishell Jones, was killed in the South Capitol Street shootings in 2010. (Sarah L. Voisin/The Washington Post)

The D.C. Council passed the Attendance Accountability Amendment Act of 2013, which created a protocol to identify troubled students before they racked up a mountain of absences. The system, though, quickly began to collapse. Officials investigated just 5 percent of truancy referrals over the past three school years, according to data from the city's child welfare agency.

Here's how the law was supposed to work:

The District would address truancy among high school students separately from elementary and middle school students, recognizing that younger students more often rely on their parents to get to school.

High school staff were required to alert the courts when students missed 15 days of school without an excuse. Elementary and middle school staffers were told to call a hotline to report students younger than 14 who missed 10 days of school to the Child and Family Services Agency for possible "educational neglect" by their parents or guardians.

The agency would contact families, investigate why the child wasn't attending class and dispatch social workers to provide support that would help them get back on track. They might separate the student from a family if severe abuse was discovered.

At the time, leaders at the child welfare agency supported the law and thought it was worthwhile to try an approach that could help families avoid the judicial system, according to Brenda Donald, who was running the agency when the act was passed.

"We were eager to help the little ones," Donald told The Post.

Their willingness did not last long. When David Grosso (I-At Large) became head of the council's education committee in 2015, child welfare staff told him that parents were skeptical about cooperating with an agency that had the power to pry their children from them, he said in an interview with The Post.

"It's like the police showing up," Grosso, who left the council in 2021, recalled employees telling him.

In most cases, the child welfare workers said, they found that students were missing school for minor reasons, such as a parent forgetting to send a doctor's note or a student needing clean uniforms.

Tanya Torres Trice, a longtime child welfare staffer who is the agency's interim director, told The Post that the requirement to investigate every case spread the agency's staff thin.

"Doing that takes away from investigating actual abuse and allegations," she said. "The child welfare agency is not the answer."

By the end of the 2014-2015 school year, the agency was rejecting about three-quarters of educational neglect cases referred from the hotline.

As the agency accepted fewer cases, it shifted responsibility to investigate most truancy cases back to the schools.

Instead of contacting families for an investigation, child welfare workers began asking school staff to explore all potential reasons the student had missed class, according to Joseph Osiecki, supervisor of the agency's Educational Neglect Triage Unit. They would often tell school workers to connect families with neighborhood organizations — not the child welfare agency — if they needed help procuring uniforms and getting access to therapy, mentorship or parenting classes.

By 2023, when juvenile violence was at its peak, the agency was rejecting 95

percent of the educational neglect cases that came into the hotline.

In interviews with The Post, teachers and school staff said they found themselves overwhelmed by the additional tasks that came with the child welfare agency's new approach. They began taking longer to refer families.

By the 2023-2024 school year, The Post found, school staff was referring families after students had accumulated an average of 16 unexcused absences, not the required 10.

School leaders blamed the child welfare agency for the delays.

"If you're asked to run the first leg of the marathon in the relay race, and you run really hard and then there's nobody to pass the baton to, over time you're not going to run as fast or as hard," Lewis D. Ferebee, who became DCPS chancellor in 2019, said to The Post.

The D.C. Council opted not to amend the referral process, even as its flaws were made clear. In 2014, the child welfare agency was criticized for taking six days after a school staffer's referral to look into the case of Relisha Rudd, an 8-year-old girl who went missing from a D.C. homeless shelter. She has not been found.



Young people participate in a remembrance ceremony in February 2016 for Relisha Rudd, an 8-year-old who went missing from a D.C. homeless shelter two years earlier. (Marvin Joseph/The Washington Post)

In 2015, D.C. school officials submitted a report to the council explaining that staff felt “buried in paperwork” required by the attendance law.

By 2023, DCPS had hired full-time attendance counselors at 69 schools to assess more quickly why students were missing school, but it was “clearly not enough because of the volume,” Kihn, the deputy mayor for education, testified during a council hearing.

In her interview with The Post, Trice defended the child welfare agency’s approach as more precise than the original protocol and sensitive to families’ hesitance to work with the agency. She also said that truant students were often already being helped through other social service programs in the District.

That is not always the case, according to Marie Cohen, a former member of

D.C.'s Child Fatality Review Committee. Too often, Cohen said, children's issues were found too late.

"I saw example after example of young people who died, many of those of gun violence as teenagers, whose families had been the subject of multiple calls to the [child welfare] hotline over many years," Cohen said about her years reviewing reports of suspected neglect cases. "Many of those calls were screened out, especially about educational neglect.

"I think this is totally wrong."

After-school for some

In 2013, as the D.C. Council was rolling out the early-warning system, Kaya Henderson — then the DCPS chancellor — wanted to hear from the children themselves. She invited about a dozen District students to chat with her over breakfast at an IHOP.

"You are the most truant kids in the building," Henderson recalled saying in an interview with The Post. "What's up with that?"

The answer, she recalled, was "school was wack."

They attended public schools in Southeast Washington, predominantly Black campuses drawing from poor neighborhoods. At some of these schools, there were no art or music programs, no cheerleading, and no yearbook.

For decades, research from all corners of the country has consistently shown that quality after-school programs improve school attendance.

After hearing from the students, Henderson told her staff that she wanted all of

the school system’s campuses to have at least 30 quality extracurricular programs within three years. In 2014, she secured more than \$5 million from the council to put toward a “fun fund” for these programs.



Kaya Henderson, then the D.C. Public Schools chancellor, visits a sixth-grade class at Sousa Middle School in Southeast Washington on the first day of school in 2014. (Amanda Voisard/For The Washington Post)

Middle schools, which had the fewest activities, would be key to the success, she said.

When Henderson left the job in 2016, her post-breakfast goals for programming went with her. A Post analysis found that the council and school leaders have inconsistently funded after-school programming in District middle schools, furthering inequities they once tried to eliminate.

Today, Henderson’s goal of 30 programs has been realized at three middle schools — two campuses in the District’s wealthiest, Whitest neighborhoods and a third in a rapidly gentrifying area.

The median number of after-school programs available at DCPS's middle school campuses over the past school year was 23. And middle schools with fewer than 23 programs had average truancy rates that were twice as high as those with more programs, The Post found.

At Alice Deal Middle School, a campus in Tenleytown in Northwest, its 1,460 students can choose from 41 clubs, including screenwriting, Scrabble and Harry Potter. Last school year, Deal's truancy rate was 7 percent.

In the Lincoln Heights neighborhood of Northeast, Kelly Miller Middle School has nine programs for roughly 300 students, most of whom are Black. More than half the student body — 53 percent — was truant last school year.

Ferebee, the school system's current chancellor, has publicly acknowledged the lack of extracurricular programs in many of the system's middle schools. In 2023, Ferebee devised a plan of his own to expand access: He would double the number of spots available for students in those grades.

That year, Bowser pledged to build "the most robust free before- and after-school programs in the nation," and her administration touted a vision of providing "Afterschool for All."

Two years later, Ferebee said he is unsure if any middle schools have launched new programs. The work is "ongoing," he said, and schools are trying to "maximize participation" with the resources they already have.

Brookland Middle School

Brookland Middle School is an example of how enrollment can influence after-school programming and how that programming can help curb truancy.

By the end of the 2017-2018 school year, almost half of Brookland's 238 students were truant. Over the next seven years, the school's enrollment grew by 60 percent as officials recruited new families. Test scores improved. The school's budget nearly doubled to \$8 million. Brookland added seven afterschool programs, including archery and theater, making it one of three middle schools with 30 or more offerings.

It is now one of three middle schools to offer more than 30 after-school programs, including archery and podcasting. Last year its truancy rate was 4 percent — the lowest among middle schools.

But the story of Irving LaBoard, the Brookland eighth-grader who was killed last year, shows that even at schools with high attendance rates, students who miss weeks of class can still fall through the cracks.

In the meantime, the chancellor said, he is researching which kinds of new programs students would want. In December, he told The Post that he had held a focus group with middle-schoolers.

“Many of the students felt like, if you were an athlete, you had something to do,” he said about the current options — most of which are sports. “But what about all the other students who have different areas of interest?”

The disparities in extracurricular offerings stem from funding decisions by the D.C. Council and DCPS.

DCPS sets school budgets using a formula that relies heavily on student enrollment. Schools in affluent parts of the city typically attract more students, and more money as a result, meaning they can prioritize extracurricular programs. Schools with wealthier families also tend to have more active parent-teacher organizations that can organize fundraisers to support even more programming.

Thousands of children, especially in less affluent parts of D.C., rely on a separate bucket of funding the council provides for grants that are awarded by the deputy mayor for education, Kihn. He oversees the Office of Out of School Time Grants and Youth Outcomes, the city's largest source of public after-school and summer program grant funding. The office supports dozens of nonprofit organizations

that spread after-school activities more evenly across the city, including dance, theater, coding and robotics.



Paul Kihn, the deputy mayor for education, speaks during a D.C. Council hearing on chronic absenteeism in November. (Shedrick Pelt/For The Washington Post)

Kihn and his staff decide how to distribute those dollars across the nonprofits, which run after-school and summertime activities on or near school grounds. The grants office disbursed \$27 million last fiscal year, a figure that has increased since its founding in 2018.

But nonprofit leaders said they struggle with inconsistent funding from the deputy mayor’s office from one year to the next.

▮ A Post analysis of grants reported by the city office also found swings in the amount of money given to dozens of programs.

For example, of 128 programs that received funding from the office in fiscal 2023, 54 percent had their budgets cut in 2024. At least 30 programs lost their

funding completely. The previous year, 64 percent of those same programs had seen a budget increase.

This puts the nonprofit operators in an annual dilemma, as they regularly face the prospect of firing staff, eliminating spots for children or diluting their mission, a dozen providers said in interviews. They told The Post that the inconsistent funding makes it difficult to consider expanding programs into more schools and harder to craft activities that will continue to entice students.

The number of spots for students enrolled in these grant-funded programs fell from 34,753 in 2019 to 14,629 in 2023, according to data the office published in its annual reports.

Last fiscal year, the grants office started using a new system that requires providers to report enrollment and attendance on a weekly basis. Officials reported they had served 17,475 students.

“We anticipate when we do our yearly budget that we’ll at least be matched. [If not,] it throws a wrench in our budget,” said Audrey Walker, director of youth services at Jubilee Housing, an affordable housing nonprofit that hosts after-school programs for residents.

In fiscal 2023, Jubilee Housing’s grant grew 5 percent from the previous year. After dropping by 6 percent the next year, the nonprofit had to scrap plans to hire a sign language instructor. Now, it’s considering charging families for a summer field trip it usually offers free.

“It’s frustrating, not because we’re not grateful,” Walker said. “It’s frustrating because we are striving for high-quality programming and creating a love to learn for our youth. And that includes ramping up our efforts.”

“It’s on us to make sure schools are places

kids want to be. We clearly haven't done it."

— D.C. Council member Matthew Frumin (D-Ward 3)

Asked about the impact of funding fluctuations on programs and enrollment, Kihn told The Post that his office was making it a priority to give grants to a larger number of nonprofits.

In fiscal 2018, the office awarded grants to 89 nonprofits to run programs for District students. In 2024, it awarded grants to 150. That approach, he said, provides families with more options.

"You've got some individual providers that are suggesting they had their own individual budget cut and that that somehow is bad," Kihn said. "And I just, I would, in a very respectful way, encourage you to reframe that a little bit, because let's say you have two programs, and they each get \$100, versus five programs where they're each getting \$80. What's better for the city?"

Kihn's office disputed the enrollment data it published in its own annual reports. Pamela Goldsmith, a spokesperson for the deputy mayor, described the 2019 figure as an "estimate," acknowledging that some students were counted multiple times. Goldsmith could not say how program attendance had changed over time.

A year after the grants office began promoting Bowser's vision of delivering "Afterschool for All," its disbursements fell from \$28 million to \$27 million. Officials said the decision came as the deputy mayor's office ran out of federal aid it started receiving during the pandemic.

The D.C. Policy Center, a local think tank, estimates that about 3 in 5 children between prekindergarten and eighth grade do not have access to a spot in any afterschool program.

D.C. Council member Matthew Frumin (D-Ward 3) introduced a bill in

December 2023 that would increase the number of publicly funded after-school seats by 10 percent each year until every student has access to these programs.

The council has not yet scheduled a vote on Frumin's bill, which he reintroduced in January.

"It's on us to make sure schools are places kids want to be," he said in an interview. "We clearly haven't done it."

A promise unfulfilled

District leaders have pledged for years to put teams of mental health experts in schools to combat truancy, but The Post found that since 2020, an increasing number of those jobs have gone unfilled.

In 2012, the D.C. Council passed a law that gave the mayor one year to come up with a plan to expand behavioral health services to all students by 2017. The council, alluding to the shooting two years earlier on South Capitol Street, noted that the city's "deferred investment in youth behavioral health created the conditions that made [such] tragedies" possible.

Research backed up the effort: Making counselors, social workers and psychologists available to students has been found to help them overcome obstacles to attendance, according to experts at Attendance Works, a national nonprofit focused on reducing absenteeism.

In 2017, two years after Bowser became mayor — and four years after the council's original deadline — she unveiled a plan to expand these kinds of positions in District schools. At the time, only 47 DCPS campuses, or about 4 in 10, had partnerships with the Department of Behavioral Health to provide

mental health and early intervention services through behavioral technicians, council reports show.

Bowser’s plan called for putting a technician in every school, and having them work with social workers and psychologists already deployed at most schools. Officials at the schools would determine how many of each specialist they needed, based on enrollment, truancy rates and the number of economically disadvantaged students.

The District allocated funding for these positions, but keeping the jobs filled has been a growing challenge, The Post found. By the end of the 2023-2024 school year, 42 percent of DCPS campuses were not fully staffed with the mental health professionals that city leaders said they needed.

Help us report on D.C.’s response to youth crime

The Washington Post wants to hear from people affected by or with knowledge of the District’s juvenile justice system and the city’s efforts to prevent and address youth crime.

Have a tip? Reach our team using [this submission form](#).

The gaps have gotten worse over time, with more schools grappling with more openings each year. During the 2020-2021 school year, 22 campuses each had one vacant behavioral support position. By the 2023-2024 school year, 46 schools had 79 vacancies.

Some schools with significant truancy problems have struggled to recruit and retain these key staff members year after year. Every school year since 2017-2018, MacFarland Middle — the Petworth school where 4 in 10 students were truant last school year — has operated with at least one of the positions unfilled.

In 2018-2019, the school had no psychologist. In 2021-2022, it was short a

counselor. Over the past two school years, one of the two social worker positions at MacFarland was unfilled for a stretch of at least seven months — twice.

Chapman, the MacFarland math teacher, said having more staff focused on students' behavior would benefit the school.

"It would just allow them to help more students who have a need," he said. "That's the biggest thing right now: There's not enough to go around."

Kihn said part-time staffers sometimes fill in when behavioral health positions are left open. "The vacancy does not equal lack of service," he said.

The deputy mayor said there has been a shortage of qualified people applying for these roles. In 2023, the city offered hiring bonuses to attract stronger candidates, as well as retention bonuses to keep existing staff.

During budget hearings in 2024, mental health advocates unsuccessfully pushed the council to invest millions of additional dollars to boost recruitment efforts and raise salaries, which are well below what psychologists and other specialists can make outside the school district. Council member Christina Henderson (I-At Large) told The Post she was not convinced that she and her colleagues could solve the problem.

"I don't know if this is a particular phenomenon from the pandemic or just kind of where we are as a society in general, but if you are a mental health clinician, you can make more money in private practice working from your home office without ever taking insurance," said Henderson, who joined the council in 2021. "So where do we find the people?"

When the District has made mental health staffing at high-need schools a priority, data shows, students have benefited.

One example is Kramer Middle School in Anacostia. In the 2021-2022 school year, 93 percent of the 272 students missed at least two weeks of school — the

highest truancy rate among middle schools in the District.

The next school year, officials added three more social workers from the Department of Human Services to assist the behavioral health experts working there. Absenteeism declined. By the 2023-2024 school year, the truancy rate at Kramer had dropped to 56 percent.



A mural hangs in the entrance of Kramer Middle School in Southeast Washington in November. (Shedrick Pelt/For The Washington Post)



Students are served lunch during a Thanksgiving event last year at Kramer Middle School, where the truancy rate has fallen by roughly half in recent years. (Shedrick Pelt/For The Washington Post)

The school still has one of the District’s highest rates of students missing class. Gerice Williams, the lead case manager from the Department of Human Services, said she is certain that attendance will continue to improve as her team works to make Kramer as inviting to students as possible. She decorated Room 17, the team’s home base, with cobwebs on Halloween and pink ribbons for Breast Cancer Awareness Month.

She visited parents and provided clothes and hygiene products for students in a pinch. Because students often skipped classes on Fridays, Williams had fancy breakfasts catered at the school at the end of the week.

“Hi, Miss Williams,” said Ayden, a soft-spoken eighth-grade boy with tiny braids, one recent Friday as he arrived early for a plate of fluffy waffles.



Gerice Williams, the lead case manager from the Department of Human Services. (Shedrick Pelt/For The Washington Post)

When he was in the seventh grade, Ayden missed more than 30 percent of the school year because “school is boring,” he recalled. Williams and her team told him he could set an example for his classmates through his dedication and improvement.

“They helped me with my self-esteem and believed I could be a leader,” Ayden said. As an eighth-grader in the 2024-2025 school year, Ayden boasted a 90 percent attendance rate and was class president. The social workers helped him draw “Ayden for President” signs for his campaign.

As the students ate breakfast, Williams watched for small indicators among children who might need the encouragement that Ayden once received. She brought those observations to a weekly attendance meeting with the social workers, an assistant principal, an attendance counselor, a school psychologist and others to discuss ways to get more help to struggling students.

Williams noted that a student who usually smiles was not smiling. She picked up that another student’s behavior worsens whenever their hair is untidy, which made her suspect there might be difficulty at home.

One morning before Thanksgiving, Williams handed out construction paper and asked the students to write down something that made them grateful. Some children said they were thankful for their parents, or their school, but several raised their hands to say they could not think of anything to write. Williams encouraged them to dig deeper.

A few of the students wrote: “I’m thankful to be alive.”

The truancy-crime pipeline

Without a functional early-warning system, sufficient after-school programs and adequate mental health staffing, the District's public school system was ill-prepared to keep young teens in school as carjackings and other violent crime spiked across the city in 2023.

The vast majority of students who missed class were struggling to readjust to in-person learning after the pandemic or get their basic needs met at home. But some of those children started getting into trouble.

Karon Blake had started leaving Brookland Middle School early to take care of his younger siblings, his friends previously told The Post. The 13-year-old had become more isolated during the pandemic, especially after a community football program was shut down.



Karon Blake's mother, Londen Blake, wears a necklace with a portrait of her son. (John McDonnell/The Washington Post)

About 4 a.m. on Jan. 7, 2023, a Brookland resident said he saw Karon and his friends breaking into cars. The man retrieved a handgun and began shooting, fatally wounding Karon.

"I'm just a kid," Karon pleaded in the final moments of his life, according to home surveillance footage captured the night he was killed. Jason Lewis, 42, was later convicted on manslaughter charges.

In October 2023, five girls jumped Reginald "Reggie" Brown, a 110-pound man with lupus, in an alleyway near Georgia Avenue. Brown was 64. The girls, ages 12 to 15, beat him to death.

During her trial, one of the girls told the judge that they had all skipped school — they attended several across the city — the previous day. She and her friends attacked the man because they were "bored." All five girls were convicted in the fatal attack and sentenced to rehabilitation with the District's Department of Youth Rehabilitation Services.

"We know that there's a high correlation between juveniles who are getting into trouble — I'll say delinquency — a high correlation between that and absenteeism," Mendelson said at a December 2023 council hearing, echoing remarks he made a decade ago.

Under public pressure to address the youth crime crisis, the mayor put forward legislation in 2024 that would change the way schools dealt with truancy. It instructed elementary and middle schools to refer children with 10 unexcused absences to the Department of Human Services — not child welfare.

Education advocates embraced the proposal to involve the human services agency, which has a less punitive reputation than child welfare. District leadership finally seemed poised to correct a fundamental and well-known issue in the city's response to truancy and crime among its younger students,

particularly those in middle schools.

But much of the proposal fell apart, again. The council didn't vote on the mayor's bill and instead proposed testing the new truancy referral system at nine schools, including some that served middle school students. When the pilot program got off the ground in October, it debuted at five campuses — all high schools. The decision was made because high schools have the highest rates of absenteeism, Kihn said.

By then, truancy rates at high schools had already returned to pre-pandemic levels, a Post analysis found. The proportion of children missing class in middle schools, though declining, remains higher than before 2020.

It has been more than a year since Irving LaBoard was killed. Police have made no arrests in his death, which is still under investigation as a homicide.

One day after Irving was found dead in Fort Dupont Park, the DC SCORES soccer team at Brookland was practicing at a nearby recreation center. Nathaniel Kundrat, a Brookland science teacher and soccer coach, received a call from a co-worker who told him to get his students inside.

Avion Evans, 14, was dead. A student at Ida B. Wells Middle School in the Takoma neighborhood of Northwest Washington, Avion had previously attended Brookland.

Police said he had gotten into a fight at the Brookland-CUA Metro station when a 16-year-old drew a gun and fired into Avion's chest. The older teen was later charged with second-degree murder.



Science teacher Nathaniel Kundrat helps the DC SCORES soccer team at Brookland Middle prepare for a match with John Francis Middle this year. After the killing of a former Brookland student, the team drew on lessons from its after-school program to deal with the violence, including hosting a town hall last month. (Jahi

Chikwendiu/The Washington Post)

Kundrat's students cried, hugged and promised one another it would be okay

They wrote poetry to process their feelings and tried to use the lessons they had learned from their after-school program to cope with the violence.

“Everything in soccer can help me in life,” Lyam, an eighth-grader, told The Post. “Because when there’s an obstacle in life, it is kind of like dealing with defenders on the field. You have to get past it.”

The children told their coach they wanted to do more to help the community. So Kundrat and the students organized a day to pick up trash around the Metro station. Last month, the team hosted an evening town hall at their middle school focused on reducing gun violence.

The group of middle school students concluded they could not wait for city leaders to address their concerns. They wanted to find their own solutions before there was another empty seat at Brookland Middle School.

Methodology

The Washington Post investigated DCPS's efforts to address truancy by analyzing decades' of data about student attendance and vacancies in employee support roles. The Post cleaned the data using R, a statistical programming language used for data cleaning and computations. The data was collected from D.C. agencies via the Freedom of Information Act. Data from DCPS, the Office of the State Superintendent of Education and the city's Every Day Counts! Taskforce was collected to calculate the rates of truancy in elementary, middle and high schools.

The city categorizes a student as truant if they accumulate 10 or more unexcused absences, including partial days. The analysis found that truancy among middle school students was increasing each year long before the pandemic.

The school system also provided a dataset of vacancies, which The Post used to calculate vacancies each year, highlighting the shortages that schools often face. A vacancy is defined as a position that was left empty for seven months or more. An analysis of after-school program grants was analyzed using reports obtained from the

city's Office of Out of School Time Grants and Youth Outcomes. The analysis of its annual reports, which were converted into spreadsheets, found that program funding varies by year and that many programs often receive less grant funding despite higher demands for enrollment.

About this story

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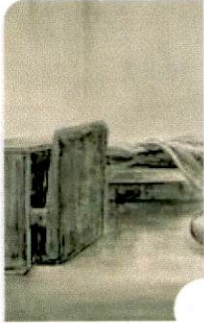
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Robert Samuels

Robert Samuels is a national enterprise reporter at The Washington Post. He is also co-author of the book, "His Name is George Floyd: One Man's Life and the Struggle for Racial Justice," winner of 2023 Pulitzer Prize in General Nonfiction. X @newsbysamuels

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Kim Weston

From: Kate C Gaston <kagegaston@gmail.com>
Sent: Thursday, June 12, 2025 12:47 PM
To: nhernandez2423@gmail.com; jwhalen@ukiahbgc.org; nhernandez@ukiahbgc.org
Subject: June 13 noon presentation to JJDPC 2023

Hello!

So very happy you will be joining us. Our Commission meets at the Courthouse on Perkins Street, enter across from Schat's; lower level, Jury room.

A brief note on purpose: the Commission is focused this year on truancy: how it affects students, families, schools and community, AND what resources, efforts, including programming, are working towards effectively changing truancy trends and outcomes. How are schools and agencies, organizations, working together?

Currently, we have been focusing on understanding organizational efforts to support school attendance and success, K-12, trying to establish a baseline.

While the Juvenile Justice Delinquency Prevention Commission is not tasked specifically to address truancy, we are tasked in California legislation to focus on delinquency prevention. Our County's Chief Probation Officer, Izen Locatelli, has expressed strong concern on how the community addresses this as a primary effort, to keep kids in school successfully as a deterrent to delinquent behavior, and increase successful transition to adulthood.

We share his frustration that we haven't yet established this as a community goal. The Commission has chosen to seek a clear understanding of just what is being done and by whom prior to next steps; but intent is to move to next steps.

Most of the Commission are new members but are invested and working with the community. They are new to JJDPC but not new to Ukiah and Mendocino.

For tomorrow, we meet in the Courthouse at tables set in a square. It will not be a panel, just you presenting and we all sharing dialogue.

If you have handouts, that would be fine, not too many, because you will orally be sharing a lot. There will be Zoom attendees. After the meeting we will scan any materials you share, and you can email any further info, which will be emailed to all members.

PRESENTATION

We would appreciate learning from you the following, in the order you choose:

1. Introduction on the focus of BGC local, state, national; what resources and support do you receive from these associations? Is truancy addressed by state/national associations? Is your programming developed by your other BGC levels?

2. A brief narrative on local BCG, programs, staffing, youth served, your board and volunteer involvement; what do your volunteers contribute? How are your board members recruited?
3. A brief narrative from each of you on your professional/personal background prior to the BCG.
4. With what organizations are you currently working, including inter agencies teams, committees. How could these be used to increase outcomes?
5. Deeper dive into two areas: programming and its purpose delivered to children and families; how do the work of your days deliver toward short and long term outcomes?
6. Roles of parents and family members?
7. Suggestions on how to to move forward with a greater community focus on lowering truancy and increasing student success.

Thank you for agreeing to share with us.

Kate Gaston
JJDPCommissioner
336-430-7632
kagegaston@gmail.com

Murders are down nationwide. Researchers point to a key reason

<https://www.npr.org/2025/06/30/nx-s1-5448852/murders-down-nationwide-covid>

AILSA CHANG, HOST:

Murder numbers are falling dramatically in the U.S. after a surge in 2020 and 2021. City officials often point to policing as a key reason, and that can play an important role, but crime analysts say there's more to it. NPR criminal justice reporter Meg Anderson reports.

MEG ANDERSON, BYLINE: When murders decrease, the police are often the first to take note. In Detroit, city officials say homicides are the lowest they've been since 1965. Police Chief Todd Bettison says he's seen a huge difference in officer wellbeing.

TODD BETTISON: They're not drinking from a fire hose - if you can imagine trying to get a drink of water from a fire hose, with all that water coming in.

ANDERSON: Detroit is not alone. The number of murders is plummeting nationwide. In 2024, murders fell at least 14% across the country. That's according to the data firm AH Datalytics and other think tanks. Official FBI data only goes through 2023, but shows similar drops. And early data from AH Datalytics suggests the drop could be even bigger in 2025.

JEFF ASHER: We're seeing really not just declines, but large declines and large across-the-board declines. I mean, it's everywhere.

ANDERSON: Jeff Asher is co-founder of AH Datalytics. Generally, he says, crime goes up and down by only a few percentage points each year.

ASHER: You think about a really large ship - it doesn't turn fast. These things don't change fast.

ANDERSON: And yet, they have. Asher and other analysts have zeroed in on an explanation - COVID. All of a sudden, you had a lot of young people, who are

more likely to commit crimes than older people, at home with nothing to do. And a vital support system got ripped away - public services. Between March and May of 2020, the country's local government workforce shrank by nearly 10%.

JOHN ROMAN: They're the biggest employer of teachers. They employ coaches and counselors and aides and all the people that young people connect with.

ANDERSON: John Roman is with NORC, a research group at the University of Chicago.

ROMAN: They employ physical health, mental health, behavioral health providers. And they fund all the local programming in the area.

ANDERSON: Five years later, local government employment is finally back at pre-pandemic levels. Municipalities are bringing in more money, and their spending has gone up, too. That means many services are coming back, and with them, places where young people can find support. In Detroit, Police Chief Bettison credits some of the city's murder decline to changes in policing techniques and higher officer staffing levels. But he also sees it as a citywide team effort.

BETTISON: It's not one thing that drives violence, and so we are always consistently looking for the root causes.

ANDERSON: Two years ago, the city invested \$10 million in six community organizations. Each group was assigned a section of the city. Their goal was to reduce violence in that area. Negus Vu leads one of those groups. He says their staff focuses on building relationships with young people.

NEGUS VU: And because these relationships are genuine and sincere, they're able to refer them to get wraparound services such as substance abuse, job referrals, therapy.

ANDERSON: If you meet people's needs, he says, they're less likely to turn to violence. A year after the initiative started, all six groups had seen fewer shootings and homicides in their regions than the citywide average.

VU: We've shown collectively that what we're doing is impactful, effective and is saving lives.

ANDERSON: But their funding came from the American Rescue Plan Act - the stimulus bill passed in 2021. That money will go away at the end of this summer.

The city is funding the program through next summer and pushing the state to enact a public safety trust fund to fully fund the work.

Meg Anderson, NPR News.