



# Winning the Future with Young Americans

*An E-Book Summarizing 100+ Youth Roundtables*

2011

*Whitehouse.gov/YoungAmericans*

"Regardless of your political affiliation, you've got to be involved, especially the young people here, your generation. If you don't give us a shove, if you don't give the system a push, it's just not going to change. And you're going to be the ones who end up suffering the consequences. But if you are behind it, if you put the same energy and imagination that you put into Facebook into the political process, I guarantee you there's nothing we can't solve."

- President Barack Obama

*April 20, 2011*

*Palo Alto, California*

*Facebook Town Hall*

# Table of Contents

Introduction .....	1
A Note About the Numbers: .....	3
Your Most Important Issue .....	4
Overall Issues Discussed + Breakdown.....	5
5 Ways to Take Action .....	9
Roundtable Locations .....	9
Campus of the Commonwealth Student Governments (March 19 <sup>th</sup> , 2011).....	15
GenerationOn (March 21 <sup>st</sup> , 2011) .....	16
Youth Service America (March 22 <sup>nd</sup> , 2011).....	17
Colin Powell Middle School/Rich South High School (March 23 <sup>rd</sup> , 2011).....	18
Young People from Phoenix Arizona (March 25 <sup>th</sup> , 2011).....	19
Pi Sigma Alpha, Sigma Phi Chapter (March 25 <sup>th</sup> , 2011) .....	20
Cleveland Young Professional Senate (March 28 <sup>th</sup> , 2011).....	21
ACT Missouri (March 30 <sup>th</sup> , 2011) .....	22
Local Investment Commission (LINC) (April 1 <sup>st</sup> , 2011) .....	23
MN Alliance With Youth (April 2 <sup>nd</sup> , 2011) .....	24
Mary Nelson's Youth Day Foundation (April 2 <sup>nd</sup> , 2011).....	25
California Coalition for Youth (April 5 <sup>th</sup> , 2011).....	26
Association of Big Ten Schools (April 6 <sup>th</sup> , 2011) .....	27
Association of Big Ten Schools (April 6 <sup>th</sup> , 2011) .....	28
Association of Big Ten Schools (April 6 <sup>th</sup> , 2011) .....	29
Young Arab & Muslim Americans from Arizona State University (April 7 <sup>th</sup> , 2011).....	30
College of Wooster Student Government Association (April 7 <sup>th</sup> , 2011).....	31
Youth Development Institute (April 8 <sup>th</sup> , 2011).....	32
Miami Dade College (April 8 <sup>th</sup> , 2011) .....	33
ASU College Republicans (April 8 <sup>th</sup> , 2011) .....	34
ND Department of Human Services (April 9 <sup>th</sup> , 2011) .....	35
Millennium Campus Network Chicago District (April 9 <sup>th</sup> , 2011).....	36
Georgetown University (April 12 <sup>th</sup> , 2011) .....	37
Georgetown University (April 12 <sup>th</sup> , 2011) .....	38
West Virginia Chafee Foster Care Independence Program (April 12 <sup>th</sup> , 2011).....	39

Texas Tech Student Democrats (April 13 <sup>th</sup> , 2011) .....	40
Ilisagvik College (April 13 <sup>th</sup> , 2011).....	41
American High Speed Rail Alliance (April 14 <sup>th</sup> , 2011) .....	42
PRIDE Youth Programs (April 14 <sup>th</sup> , 2011).....	43
Macon PALS (Peers Advocating Leadership & Service) (April 14 <sup>th</sup> , 2011) .....	44
The College of Wooster Student Government (April 14 <sup>th</sup> , 2011) .....	45
Harvard Institute of Politics (April 14 <sup>th</sup> , 2011) .....	46
Millennium Campus Network (April 14 <sup>th</sup> , 2011) .....	47
Miners Without Borders (April 15 <sup>th</sup> , 2011) .....	48
Millennium Campus Network (April 16 <sup>th</sup> , 2011) .....	49
Ivy League Project (April 17 <sup>th</sup> , 2011) .....	50
Feminist Unmodified (April 17 <sup>th</sup> , 2011) .....	51
Kent County-Michigan State University Extension 4-H Youth Development (April 17 <sup>th</sup> , 2011) .....	52
Cardinal Stritch University (April 18 <sup>th</sup> , 2011) .....	53
American Geological Institute (April 18 <sup>th</sup> , 2011) .....	54
University of St. Thomas (April 19 <sup>th</sup> , 2011).....	55
University of Florida Graham Center for Public Service (April 20 <sup>th</sup> , 2011) .....	56
Delta Phi Epsilon-Pi Chapter-American University (April 20 <sup>th</sup> , 2011) .....	57
American High Speed Rail Alliance (April 20 <sup>th</sup> , 2011) .....	58
Florida A&M University (April 21 <sup>st</sup> , 2011) .....	59
Edward Waters College (April 21 <sup>st</sup> , 2011) .....	60
Florida State University (April 21 <sup>st</sup> , 2011).....	61
Wharton Energy Club (April 21 <sup>st</sup> , 2011).....	62
Santa Cruz Energy & Resource Collaborative (April 21 <sup>st</sup> , 2011).....	63
Sierra Club Global Population and Environment Program (April 22 <sup>nd</sup> , 2011) .....	64
Brookdale Community College (April 22 <sup>nd</sup> , 2011).....	65
Kent State University (April 22 <sup>nd</sup> , 2011).....	66
Net Generation of Entrepreneurs (April 23 <sup>rd</sup> , 2011).....	67
Tufts University Engineers Without Borders (April 25 <sup>th</sup> , 2011) .....	68
School District of Palm Beach County (April 26 <sup>th</sup> , 2011) .....	69
Illinois Institute of Technology Office of Spiritual Life and Service Learning (April 27 <sup>th</sup> , 2011).....	70
Georgetown Energy and Cleantech Club (April 28 <sup>th</sup> , 2011) .....	71
University of California Haiti Initiative (April 28 <sup>th</sup> , 2011) .....	72

Young Americans from New Orleans and Jon Bon Jovi (April 29 <sup>th</sup> , 2011).....	73
Baruch College High School Campus (April 29 <sup>th</sup> , 2011).....	74
YWCA YouthBuild Springfield (April 29 <sup>th</sup> , 2011).....	75
University of Maryland, College Park (April 29 <sup>th</sup> , 2011).....	76
CHEFs for Schools, Inc.-NYU Chapter (April 30 <sup>th</sup> , 2011).....	77
Youth Leadership Institute - Building Healthy Communities Fresno (May 1 <sup>st</sup> , 2011) .....	78
Positive Foundations, Brandeis University (May 2 <sup>nd</sup> , 2011) .....	79
Georgetown Energy and Cleantech Club (May 2 <sup>nd</sup> , 2011).....	80
YouthBuild and Young Adult Training Program (May 3 <sup>rd</sup> , 2011) .....	81
University of Alaska Anchorage (May 3 <sup>rd</sup> , 2011).....	82
Berkeley Repertory Theatre's Teen Council (May 4 <sup>th</sup> , 2011) .....	83
University of Texas at Dallas (May 4 <sup>th</sup> , 2011).....	84
Ft. Bragg Area Alumnae Chapter of Delta Sigma Theta, Inc., Social Action Committee (May 4 <sup>th</sup> , 2011) .....	85
YouthBuild Long Island (May 4 <sup>th</sup> , 2011) .....	86
Communities in Schools (May 4 <sup>th</sup> , 2011).....	87
Big Brothers Big Sisters Career Navigators Group (May 5 <sup>th</sup> , 2011) .....	88
The U.S. Fund for UNICEF Campus Initiative National Council (May 5 <sup>th</sup> , 2011).....	89
United Student Government of Fordham College (May 5 <sup>th</sup> , 2011) .....	90
BYU Kennedy Center for International Studies (May 5 <sup>th</sup> , 2011) .....	91
White House Council on Community Solutions (May 5 <sup>th</sup> , 2011).....	92
Roosevelt House Public Policy Institute at Hunter College (May 6 <sup>th</sup> , 2011).....	93
Century Center for Economic Opportunity YouthBuild (May 6 <sup>th</sup> , 2011) .....	94
Mon Youthbuild (May 6 <sup>th</sup> , 2011) .....	95
OIC of America (May 7 <sup>th</sup> , 2011).....	96
Oakwood Friends School (May 7 <sup>th</sup> , 2011) .....	97
Rocky Mountain Youth Corps (May 9 <sup>th</sup> , 2011) .....	100
Georgetown Energy and Cleantech Club – Law School Roundtable (May 10 <sup>th</sup> , 2011).....	101
SAY – Social Advocates for Youth (May 11 <sup>th</sup> , 2011).....	102
YouthBuild Kingsport (May 11 <sup>th</sup> , 2011).....	103
4-H Junior Leaders (May 11 <sup>th</sup> , 2011).....	104
Chicago Hope Academy (May 12 <sup>th</sup> , 2011) .....	105
University of Wisconsin River Falls/St. Croix Institute for Sustainable Community Development (May 12 <sup>th</sup> , 2011)...	106
University of Notre Dame (May 12 <sup>th</sup> , 2011) .....	107

American YouthWorks (May 12 <sup>th</sup> , 2011) .....	108
4-H (May 12 <sup>th</sup> , 2011) .....	109
ADC YouthBuild (May 12 <sup>th</sup> , 2011) .....	110
River City YouthBuild (May 12 <sup>th</sup> , 2011) .....	111
Community Development Corporation of Brownsville's YouthBuild Program, Texas (May 13 <sup>th</sup> , 2011).....	112
YouthBuild of Northern Kentucky through the Northern Kentucky Community Action Commission (May 13 <sup>th</sup> , 2011)	113
Mile High Youth Corps (May 13 <sup>th</sup> , 2011) .....	114
YouthBuild McLean County (May 13 <sup>th</sup> , 2011).....	115
Metro Atlanta YouthBuild (May 13 <sup>th</sup> , 2011) .....	116
Gay Straight Alliance Network (May 14 <sup>th</sup> , 2011) .....	117
Students Against Violence Everywhere (SAVE) and <i>YouthBuild Lake County</i> (May 14 <sup>th</sup> , 2011) .....	118
Marion County Commission on Youth, Inc. (MCCOY) (May 14 <sup>th</sup> , 2011) .....	119
Stop The Violence-AC and LPPI (May 14 <sup>th</sup> , 2011).....	120
Youth Action Program & Homes Inc. (May 16 <sup>th</sup> , 2011) .....	121
Operation Fresh Start (May 16 <sup>th</sup> , 2011).....	122
Mormon Youth (May 16 <sup>th</sup> , 2011) .....	123
Vanderbilt University (May 16 <sup>th</sup> , 2011) .....	124
New Era Colorado (May 16 <sup>th</sup> , 2011).....	125
White House Council on Community Solutions (May 16 <sup>th</sup> , 2011).....	126
Schenectady YouthBuild Program (May 17 <sup>th</sup> , 2011) .....	127
Asian and Pacific Islander American Health Forum (May 17 <sup>th</sup> , 2011).....	128
Youth Conservation Corps (May 17 <sup>th</sup> , 2011).....	129
The Connecticut YOUTH Forum (May 17 <sup>th</sup> , 2011) .....	130
King's Schools (May 18 <sup>th</sup> , 2011).....	131
Project WISE (Watersheds Inspiring Student Education) (May 18 <sup>th</sup> , 2011) .....	132
White House Council for Community Solutions 1 (May 18 <sup>th</sup> , 2011).....	133
White House Council for Community Solutions 2 (May 18 <sup>th</sup> , 2011).....	134
White House Council for Community Solutions 3 (May 18 <sup>th</sup> , 2011).....	135
White House Council for Community Solutions 4 (May 18 <sup>th</sup> , 2011).....	136
Pathways' Youth Build (May 18 <sup>th</sup> , 2011) .....	137
Project REBUILD, Inc. (May 19 <sup>th</sup> , 2011).....	138
Young Americans from Wisconsin (May 19 <sup>th</sup> , 2011) .....	139
Young Detroit Builders (May 19 <sup>th</sup> , 2011) .....	140

Our Future Our Choices: Making a Difference (May 19 <sup>th</sup> , 2011).....	141
Project WISE (Watersheds Inspiring Student Education) (May 19 <sup>th</sup> , 2011) .....	142
University of Guam (May 20 <sup>th</sup> , 2011).....	143
Detroit Community Health Connection Healthy Teens Community Care Center (May 20 <sup>th</sup> , 2011) .....	144
Prevention Plus Youth Build Alumni (May 20 <sup>th</sup> , 2011).....	145
STEP Inc, YouthBuild (May 20 <sup>th</sup> , 2011).....	146
Georgia 4-H (May 20 <sup>th</sup> , 2011) .....	147
Venice YouthBuild (May 20 <sup>th</sup> , 2011).....	148
Americorps VISTA (May 20 <sup>th</sup> , 2011).....	149
City of Billings Montana (May 20 <sup>th</sup> , 2011).....	150
The X-Change – Newark (May 21 <sup>st</sup> , 2011).....	151
Goodwill Ind. of Kansas-GoodGuides Youth Mentoring Program (May 21 <sup>st</sup> , 2011) .....	152
The New York Public Library 1 (May 21 <sup>st</sup> , 2011).....	153
The New York Public Library 2 (May 21 <sup>st</sup> , 2011).....	154
The New York Public Library 3 (May 21 <sup>st</sup> , 2011).....	155
Zeta Phi Beta Sorority, Inc. (May 21 <sup>st</sup> , 2011) .....	156
Men of Standards (May 21 <sup>st</sup> , 2011).....	157
Repyourcity.com (May 21 <sup>st</sup> , 2011) .....	158
Girl Scouts of Eastern Oklahoma (May 22 <sup>nd</sup> , 2011) .....	159
Forum of Youth Investment (May 22 <sup>nd</sup> , 2011) .....	160
Young People of Neuqua Valley, IL (May 22 <sup>nd</sup> , 2011).....	161
Goodwill SWPA (May 23 <sup>rd</sup> , 2011).....	162
Missoula Forum for Children & Youth (May 23 <sup>rd</sup> , 2011) .....	163
ADVOCAP Fresh Start (May 23 <sup>rd</sup> , 2011).....	164
YouthBuild Louisville (May 23 <sup>rd</sup> , 2011).....	165
Village of Hope Academies at Vista Maria (May 23 <sup>rd</sup> , 2011) .....	166
Young Americans From Public And Private Middle Schools Across Oahu Hawaii (May 23 <sup>rd</sup> , 2011) .....	167
GLBT Partnership/ Harmony Café (May 23 <sup>rd</sup> , 2011) .....	168
Rogue Valley YouthBuild (May 24 <sup>th</sup> , 2011) .....	169
Concord Carlisle High School (May 24 <sup>th</sup> , 2011) .....	170
WV Chafee Foster Care Independence Program (May 24 <sup>th</sup> , 2011) .....	171
Young Invincibles (May 24 <sup>th</sup> , 2011).....	172
Mayors Youth Council of Boston (May 24 <sup>th</sup> , 2011).....	173

The Ohio State University (May 24 <sup>th</sup> , 2011) .....	174
Boulder County Youth Corps (May 24 <sup>th</sup> , 2011) .....	175
YouthBuild Houston (May 24 <sup>th</sup> , 2011) .....	176
YouthBuild Charter School – Figueroa (May 25 <sup>th</sup> , 2011).....	177
Goodwill Industries of North Louisiana and the Shreveport/Bossier City Community (May 25 <sup>th</sup> , 2011) .....	178
Brookdale Community College (May 25 <sup>th</sup> , 2011)) .....	179
The Vera Project/All Ages Movement (May 25 <sup>th</sup> , 2011) .....	180
CTI YouthBuild Lowell (May 25 <sup>th</sup> , 2011).....	181
Multnomah County Commissioner (May 25 <sup>th</sup> , 2011) .....	182
Couer D’Alene Tribal Youth Council (May 25 <sup>th</sup> , 2011) .....	183
Young Detroiters Task Force (May 26 <sup>th</sup> , 2011) .....	184
Philadelphia Public Schools City-Wide Student Government (May 26 <sup>th</sup> , 2011) .....	185
Warren County Junior Leaders (May 26 <sup>th</sup> , 2011) .....	186
Neighborhood Vision Project (May 26 <sup>th</sup> , 2011).....	187
Garfield High School (May 26 <sup>th</sup> , 2011) .....	188
Morgan Memorial Goodwill Industries (May 26 <sup>th</sup> , 2011) .....	189
Youth Build Fall River (May 26 <sup>th</sup> , 2011).....	190
Job Point (May 27 <sup>th</sup> , 2011) .....	191
Goodwill Goodguides Youth Mentoring Program (May 27 <sup>th</sup> , 2011) .....	192
The Baltimore City Youth Residency Institute (May 28 <sup>th</sup> , 2011) .....	193
View Park Prep High School and BuildOn Club at Beverly Hills High School (May 31 <sup>st</sup> , 2011) .....	194
Talented American Indian Leaders’ Student UNITY Council (May 31 <sup>st</sup> , 2011).....	195
San Francisco State University (May 31 <sup>st</sup> , 2011) .....	196
DC Youth (May 31 <sup>st</sup> , 2011).....	197
University of Connecticut (June 15 <sup>th</sup> , 2011).....	198



## Introduction

Welcome to the “Your Future, Your Solutions” E-Book.

Between February and May of 2011, the White House launched the “Your Future, Your Solutions: 100 Youth Strategies for Winning the Future” Roundtable Initiative for Young Americans, in which young people across the country could register on the White House website to build a roundtable in their communities and directly communicate with us about the issues that matter most to them. President Obama made a commitment that at least 100 of these youth roundtables would receive participation from a member of his Administration.

In all, 384 roundtables in 46 states, the District of Columbia, and Guam were registered by young Americans as part of President Obama’s “100 Roundtables” Initiative. Of those, 183 roundtables shared feedback from their conversations with us, and that information is contained in this E-Book. Obama Administration officials participated in 105 roundtables organized by young leaders; 70 of those roundtables have shared their feedback in this E-Book.



President Barack Obama drops by a meeting with young leaders in the Roosevelt Room of the White House, June 6, 2011.  
(Official White House Photo by Pete Souza)

As Young Americans, you shared your thoughts on some very pressing issues: everything from the cost of education and foreign aid, to the youth employment situation and the national debt. Conversations were both specific and broad. They covered local, regional, national, and international issues. Many of you asked

thoughtful questions and sought clarity on issues of advocacy and policy. Some of you wondered how legislation is written, how the Executive branch interacts with the Legislative branch, and most importantly - what you can do to reach out to others in your community and work towards making change happen together.

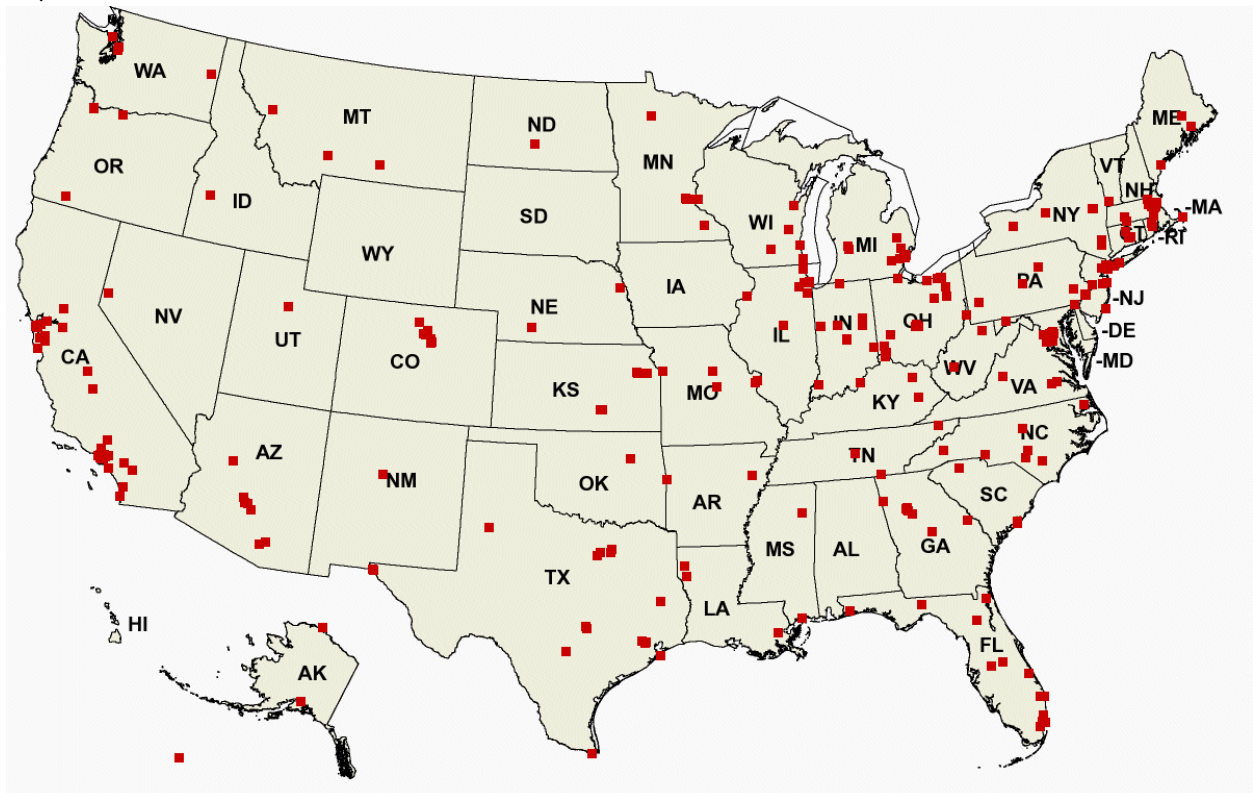
This E-Book begins with a run-down of some numbers we ran, based upon the information you shared with us. It's not a scientific poll, but it gives us all a sense of the most important issues that you and your peers discussed and acted on. The book then goes on to share feedback directly from you, so that young people across the country can learn from each others' conversations and successes.

Over the next few months, here at the White House and across the country, we'll follow up with you through a series called, "How to Make Change", where you'll have a chance to interact directly with policymakers, elected officials, and representatives across the federal government on the issues you raised.

## A Note About the Numbers:

This Initiative was designed as an opportunity to facilitate a candid and direct conversation between young Americans and the Administration. Not all of the 105 young leaders who had an Obama Administration official participate in their roundtable decided to submit their feedback for use in this E-Book. The numbers presented here are all self-reported by participants and are not designed to reflect a scientific survey or poll. The numbers we have compiled and the editing down of the feedback sheets for space are not designed to be entirely reflective of all Young Americans – just the ones who participated in this Initiative and chose to share their views. The Feedback Sheets sent to us from each roundtable have been edited only for space – not for content, grammar, or spelling. While all feedback received was compiled at the White House and reviewed, feedback longer than the 1-page E-book sheet was condensed for space in this book. The views represented by young Americans are theirs alone and do not constitute an endorsement by the President, the White House or the Administration.

Map of the 384 Roundtable Locations

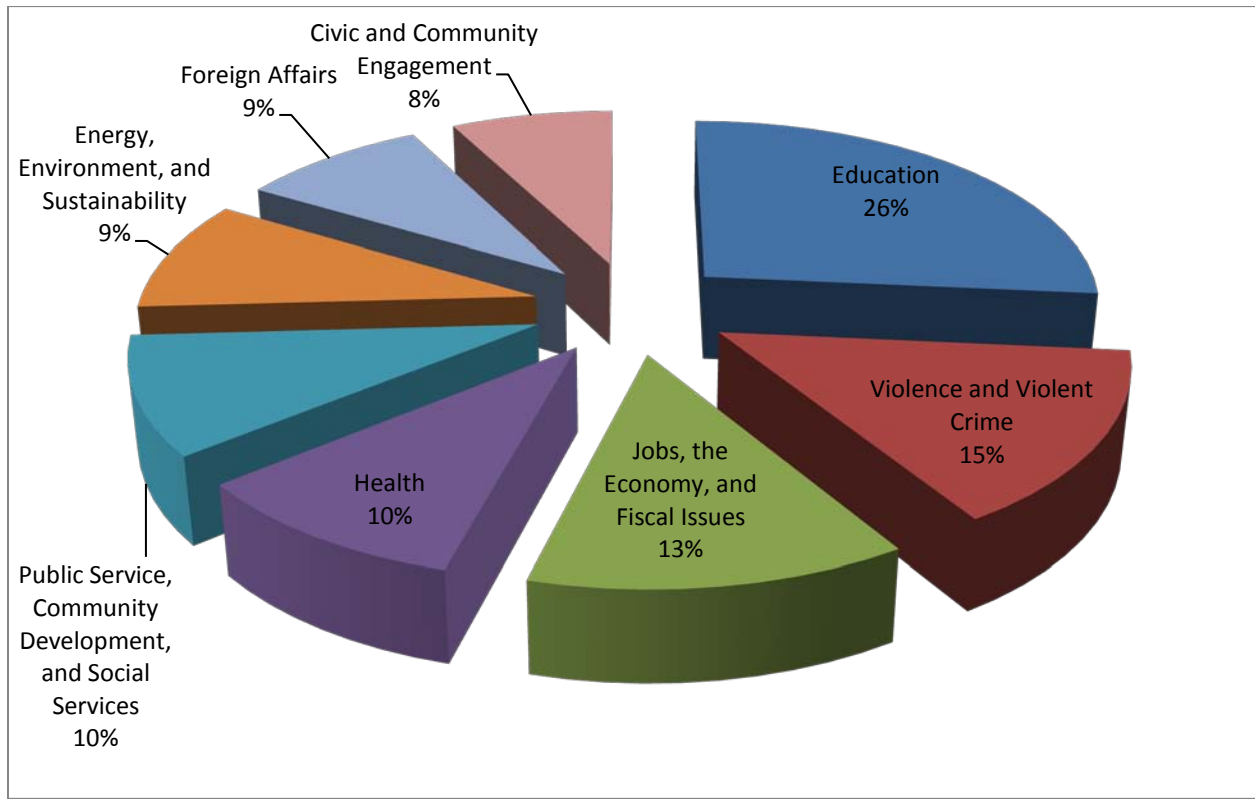


**384 Roundtables were registered in 46 States, plus the District of Columbia and Guam.**

## Your Most Important Issue

This is a breakdown of what you told us was the issue that most needs to be addressed in your community.

1. Education
2. Violence and Crime
3. Jobs, Economy, and Fiscal Issues
4. Health
5. Public Service, Community Development, and Social Services
6. Energy, the Environment, and Sustainability
7. Foreign Affairs
8. Civic and Community Engagement



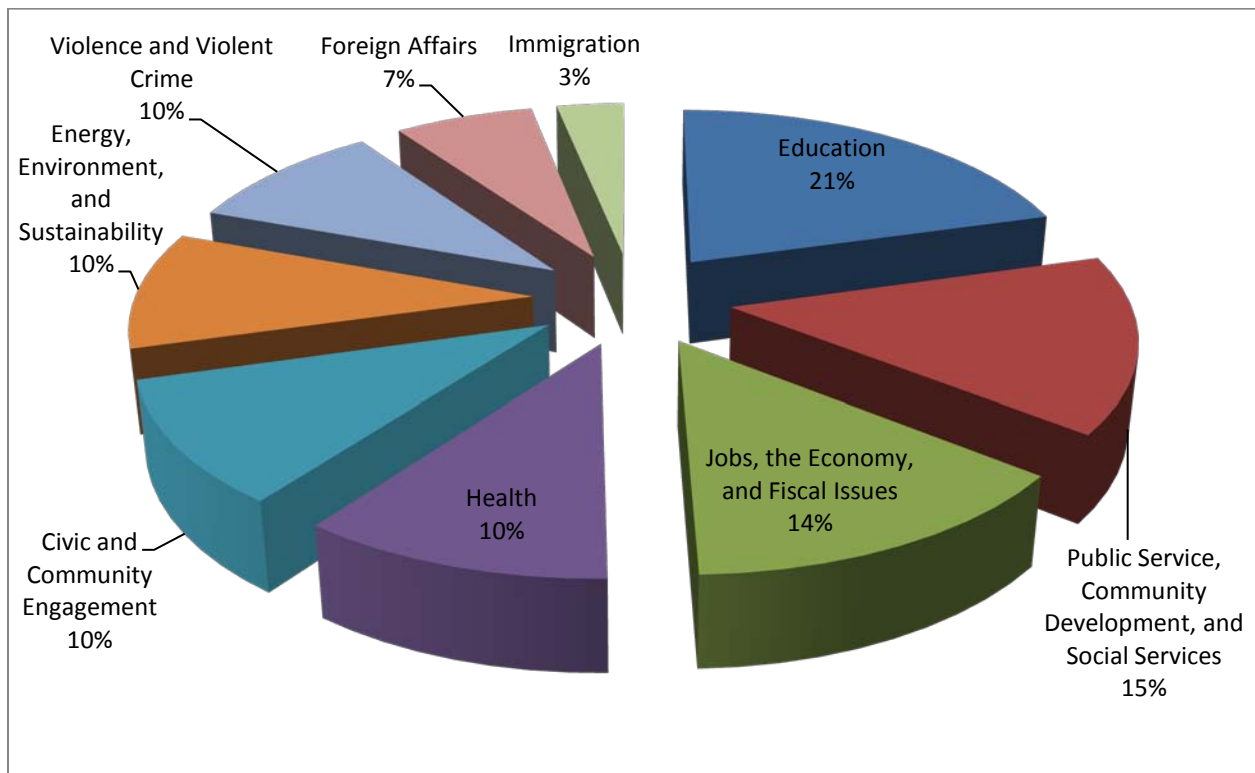
### Additional High-Trending Conversation Topics:

Drugs and Alcohol, Bullying, Disconnected Youth, Family Structure and Family Involvement, Infrastructure, Rehabilitation of Youth with Criminal/Felony Records, Transportation, Youth Homelessness, and Immigration

## Overall Issues Discussed + Breakdown

This is a breakdown of all the issues you listed as the top three that need to be addressed, or which you are already addressing.

1. Education
2. Public Service, Community Development, and Social Services
3. Jobs, Economy, and Fiscal Issues
4. Health
5. Civic and Community Engagement
6. Energy, Environment, and Sustainability
7. Violence and Crime
8. Foreign Affairs
9. Immigration



Below is a list of the top issues you identified, with specific examples

**Education.** *Cost of Higher Education/College Affordability and Access. Education Reform. Designated Funding and Equal Access for Arts Education in the Reauthorization of the Elementary and Secondary Education Act. Community College Investments. The “STEM” to “STEAM” Movement and the Importance of the Arts in STEM Based Education. Barriers for Minority Youth. Student Debt. Adequately Preparing Students For a Technological Future. Programs/Activities Inside the School and Out to Help Keep Kids off the Streets. After School Programs. Students Living in Poverty. Changing Learning Environments to Have Smaller Classes, Free Periods in School for Tutoring, Better Teachers, Adding Teacher Assistants. Consistency in Curriculum Standards for Military Children, Scholarships, Unfair State Graduation Requirements. Access to Research Opportunities and Grants, & Public Use of Research Findings. Pell Grants. Achievement Gap. Lack of Knowledge on Entrepreneurship. Value of the Arts in our Country and our Culture, and the Invaluable Skills that are Gained from Arts Participation and Learning. HS Graduation Rates and Retention. Gainful Employment. Encouraging Youth to Become Teachers and Stay in Teaching Positions Longer Than Two Years. Leveling the Playing Field for Urban Primary Schools. Role of Community and Parents in K-12. Merit Pay for Teachers. Wasteful School District Budgets. Engaging Young Adults at the Community College Level to Feed into Universities or Give Them Professional Training. Accessibility and Adequacy. Increasing/Creating Outlets for Positive Youth Development. The Loss of Existing Programs and Extracurricular Activities. Public Education. Educational Inequality Locally. Sex Education. Historically Black Colleges and Universities. Removing Barriers to Education for Kids in Foster Programs who Must Bounce Between Schools. The Need to Drive Academics, both Professors and Students, in the Direction of Energy Sector Research. Entrepreneurship: The Role of Private Enterprise in Making Energy Efficiency Profitable for Schools, Universities, and Corporations.*

**Public Service, Community Development and Social Services.** *Community Service and Teachers. After School Programs. Law Enforcement. Community Service and the Need to Develop a Culture of Service. Public Transportation. Campus Service. Encouraging Youth to go into Public Service. Being Peer Pressured to be an Underachiever. Parenting/Personal Responsibility. Poverty. Americorps Funding. HUD projects and Housing. Affordable Housing. Youth Housing in Urban Areas. Disconnected Youth. Underprivileged Populations. Abuse of Welfare. Homelessness.*

*Mentoring. Youth Homelessness.* **Jobs, Economy, and Fiscal**

**Issues.** *Labor: collective bargaining reform/elimination for teachers. Youth Summer Jobs. Youth Employment. State Budget Cuts. Gainful Employment. Deficit. Entitlement Spending. Financial Assistance. Funding for AmeriCorps. Funding for the Arts. Budgets (local/state/federal). Entrepreneurship: Promoting Amongst Young People and Education Around It. Tax Increment Financing (TIF) Neighborhood Programs in Chicago. Resources and Budget for Innovation. Transportation and Gas Prices. Student/Young Americans Debt. Access to Capital. Employment for Youth with Felony/Criminal Backgrounds. Fostering an Environment for Young Entrepreneurs.*

*Promoting and Developing College Entrepreneurship Programs. Tax Reform. Government Shutdown. Social Entrepreneurship. Finding Jobs After Graduation. Budget Deficit. Job Market . Growing Gap Between the Rich and Poor. Oil and Gas Prices. Non-Military Government Contracting and Government Jobs. High Speed Rail Financing. High Unemployment for Minority*

*Youth. Trade/Fair Trade. Reduce Defense Spending.* **Health: Public Health, Dating, Sexual Health, and Health Care.**

*Suicide. Teen Pregnancy and Public Health. Healthy Eating. Healthy Food in Schools. How to Influence Health Behaviors Among Commuter Students and the Larger Student Population. GAVI, Vaccinations. Dating and Healthy Relationships. Preventable Diseases and Health Education. Communicating Healthy Eating to the Community. Teen Sex. Healthcare Reform. Cost of Insurance. Obesity. Uninsured. Youth Health. Accessibility of Health Care for Homeless Youth. Ways to Reduce*

*STD/STI and HIV Rates Amongst Teens in Philadelphia.* **Civic and Community**

**Engagement.** *How to get Engaged in the Advocacy Process. How to Convey the Interests of Various Communities to Create One Cohesive Movement. Using Technology to Organize and Bring Together Communities. Education, Business and Community Involvement. Accountability and Transparency. Communicating with and Integrating Young Adults into the Community Whether They Are Immigrants or Returning Home From College. Muslim American Community. How the Administration is integrating Arab-Americans and Muslims into all Aspects of its Outreach and Policies. Parental Engagement Both at Home and in School. Role of Government. Youth Issues in General. Politics and Election/Campaign Finance Reform. Domestic Policy: Top Down, Bottom Up, How to Achieve Both, Community Inclusions. Inclusion in the Creation of Public Policy. Political Civility. What Can Students do to Contribute to the Development of Their Local Community and Creating Connections Between Government, Academia, and Industry. Government's Responsibility Versus the People's Responsibility to Deal with These Issues. Effective Activism and How to Get the Attention of Legislators. Transparency and Accountability In*

*New Orleans.* **Energy, Environment, and Sustainability.**

*Environmental Issues as a Culture Change. Litter, Pollution, Dirty Playgrounds, Vandalism. High Speed Rail and Clean Energy. Creating a Small, Indoor Garden at the College so Students Can Grow Their Own Vegetables and Showing Community Members That Their Own Foods Can be Grown Even Above the Arctic Circle. Water Bottling. Global Water Issues, Privatization of Water Resources. Tax Credits Do Not Do Enough to Encourage Home Renewable Energy Installations. Energy Tax Credits Don't Influence Lower Wage Energy Consumers. Most Energy Tax Credits Still Require Large Initial Capital. Ability to Work Outside, Learn About Conservation and Get Paid. Passage of Texas Bottle Bill Mandating Refundable Deposit on Beverage Containers. The Need to Inspire Business & Engineering Students to Invest Time into the Energy Sector. Using Technology to Lower Carbon Footprint and Cut Energy Costs at UCSC. Intersection Between Reproductive Health, Conservation, and Consumption. Government's Responsibility Versus the People's Responsibility to Deal with Environmental Issues. Moving the Country off of the Dirty Coal Generation. Lack of Incentives for Residential Energy-Efficient Appliances, HVAC Systems. The*

*Need for Alternative Fuel Vehicles. Environmental Justice. **Violence and Crime.** School Violence. Guns. Gangs & Gang Activity. Bullying. Fights. Child Abuse. Domestic Violence. Sexual Harassment. Student Safety. Cyber Bullying. Drunk Driving. Texting While Driving. Drug Prevention. Incarcerated Youth. Second Chance for Juvenile Offenders. Public Safety. Black on Black Violence. Connection Between Music and Violent Behavior. Community Activities Versus Gang Violence. Educating Teachers on Dealing with Bullying Against LGBT Students. Hate*

*Crimes. **Foreign Affairs.** Foreign Policy. USAID. Peace. Refugees. Global Poverty. Sudan/Darfur. Accountability and Participation Within FTF, USDA, Rural Development Internationally. Connections Between Domestic Agriculture, Rural Development, and International Development. How Students Can Influence Policy in the Middle East. Poor Infrastructure and Regulations for Infrastructure in Developing Countries. Global Food Insecurity. Violence in Ciudad Juarez. Middle East Situation and the Arab Spring, Including President Obama's Suggested Plan for the Middle East. Militarization of the El Paso/Ciudad Juarez Border. Death of Osama bin Laden. Service Budget on International Issues. US Development Policy. Haiti. Importance of an Increased Amount and More Effective US Foreign Development Assistance. Global Trade Laws as Barriers, Corruption, and Lack of Monetary Resources as Barriers. Preventing People From Lifting Themselves Out of Extreme Poverty. Coordination Between Non-Profit Organizations and*

*Government Agencies Providing Foreign Aid. **Immigration.** DREAM Act. Family*

*Separation/Deportations. SB1070. Language Issues. Refugees. **Additional Issues.** Constituency and Community Conversations. African American Issues. Asian Americans & Pacific Islanders. Latino & Hispanic American Community. Rural American Youth. Lesbian, Gay, Bisexual, & Transgender Americans. Young Women's Issues. Native American Issues. Mormon Community. Muslim and Arab American Community. Faith Communities. Urban Youth. Summer Camps. Discrimination. Veterans Issues. Military Families Residence During Deployments, Healthcare, Intrinsic and Extrinsic Motivation. Suicide. Alcohol and Tobacco. Legalization of Marijuana. Gang Injunctions, Police/Community Relations, Job Training, Current Unemployment in Local Communities Youth Services. Marriage Equality. Prisoner Rehabilitation. National Youth Council. The Prison System. National Security. Civil Rights.*



## 5 Ways to Take Action

To stay engaged in civic life and the work of our country, here are some suggestions:

1. Write Letters to the Editor
  - Write an op/ed in your local or regional paper, on a blog, or in a campus or community publication and get the conversation going more broadly in your community.
2. Host a Roundtable or House Party
  - The President's Youth Roundtables Initiative is complete, but roundtables and house parties can continue on their own! Gather a group of people together to discuss specifics of the issues you care about, and make a plan on how you'll take this on the local, state, and national level.
3. Talk to Folks Who Disagree With You
  - We have more in common with each other than we think. And we won't get past our differences just by talking with people that share our opinions. Turn off the tv, and turn on a great conversation. Work through differences and build consensus in the community.
4. Mobilize Your Networks
  - Reach out to the organizations or clubs that you are already a part of.
5. Build Coalitions
  - Other young leaders in your community and across the country may have relationships and resources that can be partnered with yours. Reach out to other groups, clubs, and leaders to build some bridges and combine your efforts.

Stay in touch with us and let us know how you're doing and what you're up to!

[www.whitehouse.gov/YoungAmericans](http://www.whitehouse.gov/YoungAmericans)

# Roundtable Locations

## Alaska

*Anchorage*  
*Barrow*

## Arizona

*Chandler*  
*Glendale*  
*Phoenix*  
*Prescott*  
*Tempe*  
*Tucson*

## Arkansas

*Cherry Valley*  
*Fort Smith*

## California

*Berkeley*  
*Beverly Hills*  
*Concord*  
*Costa Mesa*  
*Daly City*  
*El Monte*  
*Fremont*  
*Fresno*  
*Lennox*  
*Los Angeles*  
*Pacioma*  
*Palmdale*  
*Riverside*  
*Sacramento*  
*San Diego*  
*San Francisco*  
*San Jacinto*  
*San Jose*  
*San Marcos*  
*Santa Cruz*  
*Stanford*  
*Stockton*  
*Tulare*  
*Venice*

## Colorado

*Boulder*  
*Denver*  
*Estes Park*

## Colorado (continued)

*Longmont*  
*Westminster*

## Connecticut

*East Hampton*  
*Hartford*  
*Middletown*

## Delaware

*Newark*

## District of Columbia

*Washington*

## Florida

*Davie*  
*Gainesville*  
*Jacksonville*  
*Miami*  
*Poinciana*  
*Tallahassee*  
*Vero Beach*  
*West Palm Beach*

## Georgia

*Atlanta*  
*Eatonton*  
*Forest Park*  
*Macon*  
*Stockbridge*  
*Waynesboro*

## Guam

*Mangilao*

## Hawaii

*Honolulu*

## Idaho

*Boise*  
*Plummer*

## Illinois

*Chicago*  
*Matteson*

**Illinois (continued)**

*Maywood*  
*Naperville*  
*Normal*  
*North Chicago*  
*Waukegan*

**Indiana**

*Brookville*  
*Frankfort*  
*Hartford City*  
*Indianapolis*  
*Muncie*  
*Notre Dame*  
*Princeton*  
*Williamsport*

**Iowa**

*Davenport*

**Kansas**

*Lawrence*  
*Topeka*  
*Wichita*

**Kentucky**

*Covington*  
*Jackson*  
*Louisville*  
*Morehead*

**Louisiana**

*Mansfield*  
*New Orleans*  
*Shreveport*

**Maine**

*Ellsworth*  
*Orono*  
*Portland*

**Maryland**

*Accokeek*  
*Baltimore*  
*College Park*  
*Frostburg*

**Massachusetts**

*Boston*  
*Brockton*  
*Cambridge*  
*Concord*  
*Foxboro*  
*Lowell*  
*Medford*  
*Roxbury*  
*South Hadley*  
*Springfield*  
*Lynn*  
*Waltham*

**Michigan**

*Ann Arbor*  
*Dearborn Heights*  
*Detroit*  
*Grand Rapids*  
*Lapeer*  
*Rochester*

**Minnesota**

*Maple Grove*  
*Minneapolis*  
*Redby*  
*Rochester*  
*St. Paul*

**Mississippi**

*Gulfport*  
*Okolona*

**Missouri**

*Clayton*  
*Columbia*  
*Jefferson City*  
*Kansas City*  
*St Louis*

**Montana**

*Billings*  
*Bozeman*  
*Missoula*

**Nebraska**

*Curtis*  
*Lyons*

**Nevada**

*Reno*

**New Jersey**

*Atlantic City*

*Ewing*

*Freehold*

*Neptune*

**New Jersey continued**

*Newark*

**New Mexico**

*Albuquerque*

**New York**

*Astoria*

*Beacon*

*Brooklyn*

*Deer Park*

*Geneseo*

*New York*

*Poughkeepsie*

*Schenectady*

*Syracuse*

*Uniondale*

**North Carolina**

*Asheville*

*Chapel Hill*

*Charlotte*

*Elizabeth City*

*Elizabethtown*

*Fort Bragg*

*Shannon*

*Wilmington*

**North Dakota**

*Bismarck*

**Ohio**

*Canton*

*Cincinnati*

*Cleveland*

*Columbus*

*Dayton*

*Hamilton*

*Kent*

*Lorain*

*Shaker Heights*

**Ohio (continued)**

*Toledo*

*Wooster*

**Oklahoma**

*Tulsa*

**Oregon**

*Medford*

*Portland*

*The Dalles*

**Pennsylvania**

*Philadelphia*

*Pittsburgh*

*Pottstown*

*State College*

*Williamsport*

**Rhode Island**

*Providence*

*Warwick*

**South Carolina**

*Charleston*

*Myrtle Beach*

*Spartanburg*

**Tennessee**

*Chattanooga*

*Kingsport*

*Murfreesboro*

**Texas**

*Austin*

*Brownsville*

*Dallas*

*Diboll*

*El Paso*

*Fort Worth*

*Galveston*

*Houston*

*Hurst*

*Lubbock*

*Richardson*

*San Antonip*

**Utah**

*Provo*

**Vermont**

*Bennington*

**Virginia**

*Alexandria*

*Arlington*

*Hopewell*

*Lexington*

*Petersburg*

*Woodbridge*

**Washington**

*Port Hadlock*

*Seattle*

*Spokane*

**West Virginia**

*Charleston*

*Fairmont*

*Wheeling*

**Wisconsin**

*Fond du Lac*

*Green Bay*

*Madison*

*Milwaukee*

*Racine*

*River Falls*



President Barack Obama drops by the Youth Engagement Roundtable at the Winning the Future Forum on Small Business at Cleveland State University in Cleveland, Ohio, Feb. 22, 2011. (Official White House Photo by Pete Souza)

**Campus of the Commonwealth Student Governments  
Penn State University  
State College, Pennsylvania  
March 19<sup>th</sup>, 2011**

The DREAM ACT is the issue I feel needs to be addressed the most. We had several Nationalized citizens that participated in our round table session and they were all very angry about this Act. After speaking with you on the phone they began to see both sides of the issue but they still didn't not like wither side of the argument.

The DREAM ACT was a topic that was discussed at great length; In fact it ended up dominating most conversation. The issues was not successfully tackled but a lot of good ideas were tossed around. They brought up stronger border patrol instead of allowing more leniency. Also making it a little harder maybe for them to receive citizenship because the Nationalized citizen students don't felt it is fair since they as Alien minors themselves had to go through a lot more challenges to gain their citizenships.

Location:

The Pennsylvania State University

Obama Administration Participant:

Kalpen Modi

The White House



Key Issues:

Economy

Higher Education

The DREAM Act

Location:  
Points of Light Institute

Obama Administration Participant:  
Seth London  
The White House



Key Issues:  
Getting youth civically engaged

Technology as a means to engaging youth in service and volunteerism

How to promote youth service in local communities and how to get the word out to more youth

**GenerationOn**  
**Washington, D.C.**  
**March 21<sup>st</sup>, 2011**

Inspiring youth of all ages to make their mark on the world through service and volunteerism.

Engaging youth to effect change in their communities. The generationOn Youth Advisory Council is going to hold 5 service projects in their communities to increase student engagement in service. They are also going to act as national spokespeople for generationOn and service. See an example of their work here: *GenerationOn chooses Point teen for National Youth Advisory Council | Stevens Point Journal | steven* [www.stevenspointjournal.com](http://www.stevenspointjournal.com) or here: <http://pointsoflightblog.org/2011/04/15/rachel-ley-volunteers-on-global-youth-service-day/>



Youth Service America  
Washington, D.C.  
March 22<sup>nd</sup>, 2011

The Youth Service America National Youth Council is concerned with the state of our education system. Our 15 members from across the United States all reported problems in their communities with the education system that range from no encouragement for students to succeed to lacking good quality teachers. The Council also noted that in many schools there are other factors that are affecting student's education. For example, in Appalachia, students were faced with such extreme poverty that finding jobs came before attending school while in D.C. child hunger and healthy lunches prevented an adequate education. Members also reported that Border States faced problems with immigrants and many schools had gang violence problems which reduced the effectiveness of the education system. With education so important to all fields of our economy and our future, the Youth Council found it the number one issue.

Within the education system, The Council has personally experienced many peers who feel unmotivated and disengaged both inside and outside of classroom. With more and more classrooms becoming over crowded and students less engaged in school, there is an increase in negative behaviors like drugs, alcohol, and violence among youth that members see in their own communities. The Council has been working to reverse this trend by using service learning to engage students in their schools and communities both during and after school. The Council works with Youth Service America to both plan, implement, and promote Global Youth Service Day and Youth Service America's Semester of Service which help to facilitate and institutionalize service into organizations and schools. Council members have seen first hand the positive impact that community service and in particular service learning have had on their communities and in their own lives. Students inspired to learn and engaged both inside and outside classroom are more likely to graduate and ensure that the United States "wins the future."

Location:  
Conference Call

Obama Administration Participant:  
Kyle Lierman  
The White House



Key Issues:  
Education Accessibility and Adequacy

Increasing/Creating Outlets for Positive Youth Development

The Loss of Existing Programs and Extra Curricular Activities

Location:  
General Colin Powell Middle School

Key Issues:  
Foreign Policy

School Violence/Educational System

Social Networking

**Colin Powell Middle School/Rich South High School  
Matteson, Illinois  
March 23<sup>rd</sup>, 2011**

School Violence /Educational System

The students gave this response to the question above:

The youth of America, as cliché as it sounds, are the future. If children are failing, not understanding the materials being taught, and not able to have the concepts be applicable, they will not only not be able to compete in the global market, but also never have the ability to experience the immense joy that comes from learning and being a thinking person. If students, who are constantly exposed to violence, engage in violent behaviors and murder one another, there will be no future. Thousands of children are dying because of wanton and senseless violence. If our children do not live, how will they be able to make a difference?

We discussed Facebook and Twitter and the other social networking websites. We spoke of their prevalence, the positives, such as fostering greater relationships and connections, and the negatives, like bullying and cases of pedophilia. Our plan was to discuss cautioning our friends to be selective on what we put on social networking websites and possibly creating groups to be practical with social networking.

Young People from Phoenix Arizona  
Phoenix, Arizona  
March 25<sup>th</sup>, 2011

It is not about one single issue. It would be simple to try and pinpoint a single issue to address and identify as a priority, however people's interests are all different.

The strongest sentiment was in the education field. From the DREAM Act to cutting the red tape of federal funding, better education is needed to be able to compete in a more global society. Education then feeds other sectors, such as business and non-profit to better our communities and enhance our quality of life. To us, this type of trickle-down economics makes sense and works.

Given the recent Census numbers for Arizona, Latino children and their education are the priority. We need to equip and prepare our future.

Each of the issues that we discussed, we continue to tackle. These issues are not close to being completed; however most of the people in our meeting played a huge role in helping stop a multitude of anti-immigrant bills from passing our state's Senate floor. These bills were intended to damage our state's quality of life, and by coming together we were able to advocate as loud as we could to our senators.

There is no specific formula on how to tackle these issues, however motivation is key. Having leaders that people identify with and can work with will help motivate people to put aside their fears and excuses and express their opinions and ideas. Having educated, young Latinos like the ones at our roundtable makes anyone feel protected and motivated to strive for more. This is what we need more of each day.

We will continue to fight for our issues instead of playing a defensive role and fighting against them. That is our intention.

Location:

Arizona Latin@ Arts and Cultural Center

Obama Administration Official:

Julie Rodriguez

Department of the Interior



Key Issues:

DREAM Act

Education, Business and Community  
Involvement

Historical Impact of Latinos in US

Pi Sigma Alpha, Sigma Phi Chapter  
Riverside, California  
March 25<sup>th</sup>, 2011

Location:  
University of California, Riverside

Key Issues:  
Osama Bin Laden's Death

Planned Parenthood

Education

"Economy & jobs: it stems and starts all the problems in this nation.

Education: starting with elementary and middle schools; there should be a national scale guideline on what needs to be taught per year; state testing doesn't do much... unless you put more money and emphasis on it. teachers are raising our kids; there need to be tools to encourage creativity and learning in preparation for higher education; some children are burned out by learning the basics; some teachers are not as encouraging and do not spur on learning as much."

Not having students educated is a national security issue; education is the bottom line; we should send teachers or groups over to look at other countries to learn from them; part of our culture for us to be a hegemony; we need to be the "best" by starting as the "best"; teachers make the difference in making education interesting and children having a desire to learn and be educated; our Culture has to change—the US is going to get left behind if we don't change right now; emphasize that we affect the economy and how the country will run in the future; standards are getting lower and lower for it to be ok to be mediocre; Obama's race to the Top program was good: good for competition—in the nation; elect state officials who have education as a higher priority—those who will follow through with it

Cleveland Young Professional Senate  
Cleveland, Ohio  
March 28<sup>th</sup>, 2011

The issue that needs the most addressing is Communication. All three of these issues reflect a breakdown in communication between civic leadership and policy makers, and the young Americans that comprise such a major part of their community. The needs and concerns of young people are not being taken into account in decision-making and/or young Americans are not aware of opportunities available to make their lives better.

Young Professional organizations need as much help as they can get. None of the Young Professional Organizations (YPO's) in Cleveland have paid staff, so any community resources are certainly appreciated. To that end, there are several community organizations that have stepped forward and allowed for YPO's to meet, for free, in their space. Additionally, there have been several instances of private sector organizations that have stepped forward to financially support various groups and their missions. This financial and logistical support system makes their mission much more achievable.

Location:

Alcohol, Drug Addiction and Mental Health  
Services Board (ADAMHS)

Key Issues:

Integration

Education

Employment

ACT Missouri  
Jefferson City, Missouri  
March 30<sup>th</sup>, 2011

Location:  
Truman Building

Key Issues:  
Easy Access to Alcohol and Cultural  
Acceptance of Underage Drinking

Lack of leadership or student to leader  
connections

Early sexual interaction, teen pregnancy and  
STDs

Overall, the students discussed how easy it is for them obtain alcohol, especially those living near college campuses, rural areas, and the Lake of the Ozarks. Underage drinking is widely accepted as a rite of passage and if youth are not getting alcohol from their peers or college students, then they may be receiving alcohol from parents. All the students stated they knew someone who had come to school drunk and/or high or has used a substance before and/or after school. All the students discussed the prevalence of these substances being brought into their schools and exchanged in their hallways. While they stated that prescription drugs were the easiest to “deal” at school, they felt more students were using marijuana. While this cannot in any way fall completely on the shoulders of our academia, the youth stated they need more supervision and consequences from their teachers as well as their parents to help solve the issues of easy access to alcohol or drugs.

Many of the youth discussed providing alternative events to students, but getting the students who are usually the ones engaging in underage drinking and having them help work on alternative events they would actually attend. School of the Osage, *Together In Every Situation* students discussed their summer concert series to gain awareness.

The youth were in agreement that public service announcements are a great way to get out the message that a majority of teens choose not to drink on the weekend. Kids also want parents to know that it is not safe to provide alcohol to your child.

Also, more positive media coverage of youth and prevention activities that promote a safe and ATOD free environment to help change the perception of parents as well as students.

**Local Investment Commission (LINC)  
Kansas City, Missouri  
April 1<sup>st</sup>, 2011**

Violence in the Community and the effect on youth. We believed that violence in our communities creates a negative impact on urban teens and exposed them to unproductive life styles. When violence happen in our communities it shows a negative stereotype that all urban teens are in gangs, during drugs, having sex, smoking and skipping school. Some of us are doing things to change our communities to make it better place to live. We need more preventive programs or activities that works and we can see change.

We have discussed ways to get more youth engaged in after-school programs. We believe that, after school activities provides opportunity for youth to be in a safe place. Through the after school program we have developed a youth council that meet monthly to discuss ways for youth to be engaged in service learning activities. Our plan started two years ago and has grown with more students involved in the planning process. The youth council gives youth an opportunity to become leaders in their community and to be a part of the solution not part of problem.

Location:

Wayne Miner Community Center

Key Issues:

Bullying in schools

Teen pregnancy

Violence in the Community and the effect on youth

Key Issues:

What factors contribute to youth not graduating high school?

How do we best promote and advocate for drop-out prevention in Minnesota?

What is the relationship between Minnesota's growing achievement gap related to the drop out rate in our state?

**MN Alliance With Youth  
Maple Grove, Minnesota  
April 2<sup>nd</sup>, 2011**

The Minnesota Youth Council, a group made up of 20 youth from across the state, discussed the ways in which Minnesota's achievement gap impacts and contributes to youth not graduating from high school. The Council believes our state's achievement gap is of utmost importance because it will continue to grow if not confronted by all its citizens. The achievement gap we see every day in and out of school strongly correlates to the drop-out rate in our state. The Youth Council is working to find ways to make this gap shrink, and see more students of color and those from underprivileged areas of our state graduate and lead successful lives.

Drop-out rates have been decreasing across the nation but still remain too high for too many in Minnesota. Our discussion was about what we can do to confront and mitigate the drop-out rate in Minnesota. We talked a lot about how well students respond to hearing stories about what it took for other youth to stay in school or go back if they had dropped out. An AmeriCorps member and staff member from the MN Department of Education participated in our roundtable discussion as well. They shared about the We Want You Back Campaign in Minneapolis Public Schools. We highlighted the 26 Second Campaign created by America's Promise Alliance (our host organization, the MN Alliance With Youth is a state affiliate of APA) with support from State Farm Insurance. The campaign was developed by Minnesota's own High School of the Recording Arts (located in Saint Paul) and features a website, videos, and music along with information about the dropout statistics. It provides students with a chance to share their own experiences and encourage others to stay in school as well.

In both of these examples, what really seemed to work is their unique method of transmitting their message: through music and stories. Not only do young people respond well to music, but it also allows the youth involved in the project to make steps toward reaching their goals.



**Mary Nelson's Youth Day Foundation**  
**Syracuse, New York**  
**April 2<sup>nd</sup>, 2011**

Violence amongst our youths, our community needs to come together and become unified and fight this most recently rash of violence amongst our youths.

Gun Violence, we will continue have our monthly meetings.

Location:  
Fowler High School

Key Issues:  
Employment (Summer)

Camps for Summer

Violence Among our Youths

Location:  
Sacramento, California

Key Issues:  
Youth Homelessness

Youth Employment

Education

**California Coalition for Youth  
Sacramento, California  
April 5<sup>th</sup>, 2011**

With this group of young people, we were focused significantly on issues related to homelessness and child welfare. Many of the young people present had been homeless at some point in their young lives due to family neglect or family violence they were fleeing. In the state of California, there is no plan and there are few services specifically designed with these young people in mind.

This group of young people was geared up to support two pieces of state legislations designed to serve homeless youth – SB 119 and SB 123. At the time of our forum, both bills were set to be heard in policy committee and since then, both bills have passed out of committee and are scheduled to be heard in Appropriations.

Association of Big Ten Schools  
Washington, D.C.  
April 6<sup>th</sup>, 2011

Research grants and the federal research public access act

Advocacy around student loans and research grants

1. Credit Card Reform/CFPB

2. Student Loans

Location:

The White House

Obama Administration Participant:

Kalpen Modi

The White House



Key Issues:

Public Access to research; graduate and federal research

Pell grants

State funding cuts, tuition hikes, local and state budget issues and tenure track grants

Location:  
The White House

Obama Administration Participant:  
Kalpen Modi  
The White House



Key Issues:  
Pell Grants

Accountability and transparency

Research grants (also unpaid internships,  
gainful employment, proprietary institutions  
and loan default)

Association of Big Ten Schools  
Washington, D.C.  
April 6<sup>th</sup>, 2011

Financial aid/educational access and cost.

N/A but interested in youth entrepreneurship and jobs.

Association of Big Ten Schools  
Washington, DC  
April 6<sup>th</sup>, 2011

Research grants (increases in funding)

Ongoing: advocacy around the federal research public access act.  
Succeeded at replacing earmarks with competitive grants on the non-federal level.

Location:  
White House

Obama Administration Official:  
Kalpen Modi  
The White House



Key Issues:  
Research grants

Service and teachers

For profit colleges and gainful employment

Location:

Arizona State University

Key Issues:

Engaging the Muslim community

How students can influence policy in the Middle East

How the Administration is integrating Arab-Americans and Muslims into all aspects of its outreach and policies

**Young Arab & Muslim Americans from Arizona State University  
Phoenix, Arizona  
April 7<sup>th</sup>, 2011**

The issue that most needs to be addressed is discrimination and misconceptions about Muslims and Arab-Americans, because it is necessary in order to create social equality and to ensure that all Americans are treated equally.

An issue that the Arab and Muslim students have worked on is fighting stereotypes. They have already begun addressing this issue by creating organizations on campus and through service in the community in order to educate others about Arab culture and Islam, and countering stereotypes through achievement. Succeeding in education and business in the future will be the most successful way to fight stereotypes and work toward complete equality.

**College of Wooster Student Government Association  
Wooster, Ohio  
April 7<sup>th</sup>, 2011**

We definitely discussed Social Entrepreneurship (SE) the most at this Roundtable. It needs to be addressed because of the importance it can hold in rebuilding our county's economic status (long term sustainability) as well as enriching citizens' lives. Because of its value, we believe that SE needs to be a national requirement for all university and colleges across the U.S. Since this would be a very large task, the first way that the government could help without mandating it would be to match grants that colleges invest in their SE programs. SE teaches both the importance of people and our planet in the things do and the importance of innovation and an assertive "can do" attitude to make change. SE encourages the quote "Be the change." We need to start doing something not for ourselves, but for the people and planet around us.

SE has been one of the newest and biggest programs on our campus started within the last decade. We now have programs with local social entrepreneurship in which students work with local non profits to solve issues as well as an idea competition. In the idea competition, the sky is the limit. Any student can create his or her own idea and sell it to the SE program. We have enough funding to fund one student's idea. This has been a great way to show how much change we can make even in Wooster, OH.

Location:  
College of Wooster

Organized by:  
Hannah Haas

Key Issues:  
Price of a College Education

Social Entrepreneurship

Finding Jobs after Graduation

Youth Development Institute  
Denver, Colorado  
April 8<sup>th</sup>, 2011

Location:

Beacons National Youth Conference

Key Issues:

Violence (included gangs, bullying, fights, child abuse, sexual harassment)

Environmental (included litter, pollution, dirty playgrounds, vandalism)

Drugs (a lot of this data related to smoking, but also included harder core drug abuse)

The issue of violence against young people was mentioned the most. This wasn't however just young people against young people. It included child abuse and gender or sexual violence. Young people seemed to feeling unsafe even in neighborhoods with a lot of police presence.

Violence: The young people suggested raising awareness, supporting conflict resolution/peer mediation strategies, supporting programs for young people and community discussions.

Environment: More recycle bins in parks and schools, organize clean ups, get businesses to help, local campaigns and partnerships.

Drugs: Stop selling cigarettes, raise awareness.



**Miami Dade College  
Miami, Florida  
April 8<sup>th</sup>, 2011**

Employment opportunities coupled with immigration were the most important issues raised by students at Miami-Dade College because students are anxious about the state of the economy and whether or not they will have a bite at the American dream.

One issue was transportation to engage more students and youth in environmental service projects in the community. A possible solution is to indentify a local bus company that would be willing to sponsor a monthly trip for students.

Location:  
Miami Dade College

Obama Administration Participant:  
Julie Rodriguez  
Department of Interior



Key Issues:  
Employment Opportunities

DREAM Act

Resources for youth/campus programs

**ASU College Republicans  
Glendale, Arizona  
April 8<sup>th</sup>, 2011**

Location:  
Arizona State University West

Obama Administration Participant:  
Kyle Lierman  
The White House



Key Issues:  
Budget

Immigration

Healthcare

The issue that most needs to be addressed is balancing the budget because it is essential that it gets done before anything else can get done. It is important to eliminate the deficit, because companies cannot run on a deficit every year and corporations cannot run businesses not knowing how the government will treat them from one day to the next.

An issue that the College Republicans would like to tackle is balancing the budget. The plan to tackle it involves social security reform that would provide an option to opt out wholly or to privately invest a certain percentage, reform medicare & medicade by providing a block grant for medicade in all states so that each state can decide how to spend it, reforming taxes, eliminating earmarks permanately, cutting defense spending by \$100 billion, and creating an accountability system for entitlements by reforming the welfare accountability standards of the 1990s.

ND Department of Human Services  
Bismark, ND  
April 9<sup>th</sup>, 2011

The ND Youth Leadership Board is made up of twenty youth members ages 15-24 who are either in foster care or who have aged out of foster care. This group of youth feels it is important for the future of foster care youth to have access to and benefit from the Chafee Foster Care Independence Program. All of the members are involved with their local Chafee programs and fear access to resources once they reach the age of 21. Resources are limited for young people, and the Chafee program allows guidance, support, education, and financial assistance for youth participants until he/she is ready to live independently or reaches their 21<sup>st</sup> Birthday. This young age requirement is a barrier for youth who age out of foster care and have no other avenues for support. The age restriction is a federal requirement and this group brainstormed the potential of having the age increased to age 26 to be more consistent with other programs nationwide, as well as research that indicates an individual's brains does not stop developing until the age of 26.

The ND Youth Leadership Board felt it was important to provide insight to youth in our state on various topics with a wide range of resource tools. The ND Youth Leadership Board created a website [www.nd.gov/ndyouth](http://www.nd.gov/ndyouth) with the financial support of the Annie E. Casey Foundation. The youth members brainstormed and created a list of subjects (Education, Employment, Crisis Intervention, Health, Housing, Addiction Recovery, etc, etc) and then researched local agencies and resource tools that would benefit North Dakota youth. The website went live in September 2010 and has been viewed frequently. In addition, the ND Youth Leadership Board felt it was important to create a Question & Answer document for the Foster Care and Child Welfare System in North Dakota. This project is still under development with the Q & A being established from a youth's perspective. Many youth who enter foster care have questions that they may be afraid to ask; here are some examples of the working document:

- 1) Can we call our friends or see them while in foster care?
- 2) If approved by the foster parent and case worker/referral.
- 3) Can I be in extracurricular activities?

Talk to your case worker. It will depend on the activities one would like to participate in. You must have approval from, but not limited to foster parents, case worker, and/or biological parent.

Location:  
Comfort Suites and Inn

Key Issues:  
Limited Chafee Independent Living resources for foster care youth after age 21

Financial barriers for youth who age out of the foster care system

Standards of care in the foster care system

Millennium Campus Network Chicago District  
Chicago, Illinois  
April 9<sup>th</sup>, 2011

Location:

Loyola University Chicago: Terry Student Center

Key Issues:

Preventable diseases and education

Poor infrastructure in developing countries i.e. lack of protocol on building codes; disaster-relief and rebuilding revert back to the same problems of poor architecture regulations

Global food insecurity – crops that are used to consumption are being used for biofuel and the interconnected global forces are pushing prices up to cause difficulties on food purchase in certain parts of the developing world

Issue #1: Proper education acts as a preventative measure to combat other issues that can arise.

Engineers without Borders at Illinois Institute of Technology – make it a point to incorporate educational component, implanting projects and talk about why it is important

Partners in Health – preventable disease menus

Invisible Conflicts at Loyola University (Chicago) – work in Northern Uganda, education of adolescence and young children in Africa, provide funding for sanitations (mosquito nets, water) and also education on their importance

Georgetown University  
Washington, D.C.  
April 12<sup>th</sup>, 2011

Lack of a “culture of service” on campus and amongst young people

Starting campus-wide initiative to create and spread a culture of service;  
combine the disparate service initiatives

Location:

Georgetown University – Philodemic Room in  
Healy Hall

Obama Administration Participant:

Kalpen Modi  
The White House



Key Issues:

Educational Inequality Locally

Service Requirement

Campus Service Coalition (community service)

Georgetown University  
Washington, DC  
April 12<sup>th</sup>, 2011

Location:

Georgetown University- Philodemic Room in Healy Hall

Obama Administration Official:

Kyle Lierman  
The White House



Key Issues:

Encouraging students to become entrepreneurs: minimizing risk, maximizing guidance

Increasing the odds of students becoming teachers and remaining in teaching positions for more than two years

Creating a culture in which students are more likely to pursue careers in public service

Given the role of small businesses in driving the American economy, encouraging students to take nonconventional jobs and pursue their entrepreneurial ambitions is one of the most critical elements of building the next-generation workforce. From bakeries and online t-shirt stores to starting the next Facebook, Americans of all ages, but especially college students, have utilized their ingenuity and persistence time and time again in such entrepreneurial pursuits. Harnessing their creativity and passion can help revitalize our economy and bring America back to the forefront of global innovation.

Our roundtable identified two main areas of focus to encourage more students to become entrepreneurs: decreasing the amount of risk (financial, career, etc.) and increasing the amount of guidance. Starting a business sounds very intimidating to the average college student, but by creating the right environment with technology, mentorship, and programs, students with ideas should be encouraged to take the "leap."

In the Parkside neighborhood of Ward 7, Washington, D.C., Georgetown University has partnered with other community entities to create the Promise Neighborhood Initiative. One initiative the university has launched is starting a localized version of Teach for America in which Georgetown students would teach at a local school and live in the neighborhood, instead of commuting to and from the university. Unlike other mentoring or teaching programs, students would have first-hand experience teaching full-time, be able to contribute to their surrounding community, and have the opportunity to build relationships with their students, in a full immersion program.

West Virginia Chafee Foster Care Independence Program  
Charleston, WV  
April 12<sup>th</sup>, 2011

The youth want to tell President Obama:

Smaller classes with more one-on-one attention.

Lower prices for college, and books.

Better teachers, especially in High School.

Easier ways to qualify for College.

ACT and SAT needs to be easier, or at least more accessible, for students with special education needs.

Every High School should adopt the free period to study with tutors and computers available to students.

Not just smaller classes, but also more teacher assistants.

More field trips and experiential learning

Support for youth/less pressure from the Educational System

Better food.

PDA's to help students learn how to organize and manage themselves and their time

*The WV Chafee Program took this idea from the youth and is exploring this idea right now by piloting NOOKs for a group of students to not only provide the time management tool, but assistive technology, and e-textbooks.*

Location:

Daymark Independent Living Program for Youth

Key Issues:

Challenges and solutions for youth in foster care

Higher education access

Improving learning environments in schools

Location:  
Rawls College of Business

Key Issues:  
Educational Inequality Locally

Unemployment

Tax Reform

**Texas Tech Student Democrats  
Lubbock, Texas  
April 13<sup>th</sup>, 2011**

We felt that education was the most important issue that young Americans face. As students, we are acutely aware of recent state and federal budget cuts which threaten to make going to college difficult. Additionally, the education of young people is important if America is going to compete for high paying and technical jobs in the future.

We didn't discuss solutions that people in our group tackled as much as possible solutions to current problems. Among our solutions to reforming a tax system included the closing of loopholes, the lowering of the corporate tax rate, and an increase in taxes in the upper income bracket. Additionally, there was a proposal to remove some of the individual tax breaks.



**Ilisagvik College  
Barrow, AK  
April 13<sup>th</sup>, 2011**

The issues the group focused on were healthy communities and access to healthy food in rural Alaska. This seems to have been because of the type of guest that was on teleconference from the USDA, but this is also a concern of the community.

None were discussed due to limited time constraints.

Location:  
Albert Hall

Obama Administration Official:  
Jim Nordlund  
Alaska office of USDA Rural Development



Key Issues:  
Healthy eating and lifestyle

Agriculture issues

Technology

**American High Speed Rail Alliance  
Washington, DC  
April 14<sup>th</sup>, 2011**

Location:

American High Speed Rail Alliance Offices

Key Issues:

How high speed rail will affect creating jobs, lower increased gas prices and reduce congestion issues associated with a growing population.

Paying for high speed rail is a major concern, yet there are many financing options that can be considered to fund the infrastructure.

How do you think high speed rail (or lack thereof) will affect your personal and professional future? As this has become a generational issue, how do we rally the grassroots support needed to make significant changes to our existing infrastructure.

Our aging infrastructure needs to be addressed with more severity. While the existing infrastructure is manageable, it is the future generations of this country that will have cope with the consequences of delayed action toward renewing and redeveloping it.

As we brought our discussion to a close, the consensus of the group believed that getting the message on the benefits of high speed rail out to the mass public is imperative to the success of HSR developing in the US. Private Equity needs to step off of the sidelines and get involved in investing in our infrastructure. Transit is a major player in the health of our nation's economy. We rely on efficient transit options to travel, get to work (if we are lucky enough to be employed), pick up our children, get to hospitals and move goods. Providing enhanced 21st Century transit options is vital to maintaining a competitive 21st century economy and country.

As one of the attendees mentioned "we need to relate this issue to the everyday lifestyle of the average person". The average person really only thinks about public transportation when they are experiencing something wrong with it, whether they are waiting on the late bus, stuck in a bottleneck traffic jam, or waiting in security lines at the airport.

It is our hope that the current administration does not lose sight of the great benefits that come with large scale infrastructure projects such as the build out of a high speed rail system.

**PRIDE Youth Programs  
Toledo, Ohio  
April 14<sup>th</sup>, 2011**

Prescription drug abuse.

All over the country it is becoming a larger problem. It is easy to obtain.

What is an issue you discussed that folks have successfully helped tackle?

What was their plan to tackle it?

Changing negative things in school and communities to positive lifestyle decisions.

Peer counseling – actions speak louder than words.

More “above the influence” type of commercials and other positive examples in the media.

More drug prevention on social networking sites.

Take the message out to the communities through community service and performance. This is what PRIDE does best.

Location:  
Seagate Convention Centre

Obama Administration Official:  
Ben Tucker  
Office of National Drug Control Policy



Key Issues:  
How the youth felt about the climate of drug trends and peer pressure in school.

Lifestyle Choices

Specific drugs and destructive decisions

Location:  
Macon City Council Chambers

Obama Administration Official:  
Hobby Stripling  
Georgia Farm Service Agency



Key Issues:  
Obesity and Health related issues in Macon,  
GA

Teens using social media outlets

Drug use and discipline in schools

**Macon PALS (Peers Advocating Leadership & Service)  
Macon, GA  
April 14<sup>th</sup>, 2011**

There were 5 private and 5 public schools represented.

Private schools stressed harassment and bullying issues via social media outlets as these cannot be monitored or observed by school administration.

The social media outlets have extended a student's social contact time 24/7 and this interferes with family time as well as individual down time.

The public school stressed incompetent teachers, discipline problems in the schools, and lack of communication between school and homes.

It was discussed how Organizations using the social media, Facebook, are reaching more students than when they use the traditional methods.

This will propel the PALS program to begin using Facebook to disburse information and to post pictures of the students mentoring and tutoring the elementary students. PALS recruits students from the public, private and home school sector to mentor/tutor 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> grade students in the public schools who have been identified as needing help with math and/or reading.

The College of Wooster Student Government  
Wooster, Ohio  
April 14<sup>th</sup>, 2011

Public Education. We believe there need to across the board standards for all public schooling. The inequality between schools is unfair and puts many children at a major disadvantage. We would love to see NCLB abolished, a more careful tracking system, five year high schooling, and more incentive for quality teachers. Teaching should be more respected, harder to get into, and include many more enthusiastic educators. There are many people teaching that really shouldn't be and that is a big problem. We also do not agree with "teaching to the test" and basing all knowledge of a student off of a standardized test score. The teachers that we have and value greatly need to be rewarded and the soon to be teachers should be helped financially in the long run. (As in having more programs in which if they teach for a certain amount of time while keeping up with high standards, they will get a tax break, etc.)

Students at the College of Wooster have taken a lot of their own steps in order to become more environmentally aware. We now have a recycling club, sustainability committee, brand new 20,000 sq. ft. solar roof, new appliances throughout our residence halls to save water and electricity, and have lots of open discussion about these issues. We also recently started a composting program and now compost over 50 tons of food a year. The Sustainability Committee has been working with our dining services to use more locally grown food to support healthier eating while supporting local companies.

Location:  
College of Wooster

Obama Administration Official:  
Steven Maurer  
Farm Service Agency



Key Issues:  
Public Education

Environmental Issues as Culture Change

Gay Rights

Location:

Harvard Institute of Politics

Obama Administration Official:

Bob Zarnetske

General Services Administration

Samir Randolph

General Services Administration



Key Issues:

The role of community and parents in K-12 education

Merit pay for teachers and "high stakes" testing

School district budget waste and inefficiency.

**Harvard Institute of Politics  
Cambridge, Massachusetts  
April 14<sup>th</sup>, 2011**

Dedicating state and local funding towards inexpensive initiatives like mentoring and weekly special educational initiatives would help engage K-12 students with positive role models would help increase reading and math scores, supplement what teachers are doing, increase college attainment, and help communities grow more aware of all that's happening in public schools.

One thought that emerged from our discussions is how important our schools are to our community and how important communities are for their schools. The Harvard Institute of Politics and the Harvard Phillips Brooks House Association work together on the CIVICS program which sends college undergraduates to local 5th through 8th grade classrooms to teach students about American government, voting, and the importance of civic life. Harvard undergrads work in pairs and are assigned to teach in a classroom each semester for about one hour each week. Students worked with teachers and Harvard faculty to develop a middle school and elementary school curriculum that is reviewed every few years. Nearly half of the students at the roundtable participate in the CIVICS program and found that the break from standard classroom exercises helps keep students engaged and enjoying their time in school. The Harvard Phillips Brooks House Association (PBHA) also runs several mentoring programs connecting disadvantaged Boston Public School students to Harvard undergrads who spend time tutoring and socializing with these students. Demand for these programs is massive; each year, CIVICS adds new classrooms and there are always about 20% more qualified applicants to program than classrooms to teach.

Programs like these help students see the value of staying in school and working hard. Many of the college students involved in programs like this have a better understanding of the problems facing Boston public schools. We discussed how charter schools and school choice generally only works in communities where parents feel particularly knowledgeable and engaged in public education. Finding ways to make schools more of a collaborative effort between the community and the government help give families the information to make the best decisions.

**Millennium Campus Network  
Boston, Massachusetts  
April 14<sup>th</sup>, 2011**

On their own, student groups often suffer from a lack of experience, exposure, funding, and even motivation. During an informal survey of nearly 250 student leaders from 40 campus organizations nationwide in 2008, 93% reported lacking adequate funding for their global service initiatives. In addition, 88% suffered from a lack of membership or low attendance at events. However, just 12% regularly communicated or collaborated with other campus organizations focused on similar global issues. This lack of communication means that best practices cannot be shared, additional resources cannot be leveraged, and student activists sometimes feel isolated. The Millennium Campus Network (MCN), a national network of university students working to end extreme poverty, empowers university student organizations by providing networking, funding, and national campaign opportunities. These programs bring campus leaders together, recognizing that their greatest strength is in sharing knowledge and uniting efforts to have broad social and political impact. The MCN was co-founded by two college students at Brandeis University in 2007.

Since its founding, the MCN has:

- Grown into a national network with 52 member organizations on 24 campuses across Boston, Chicago, New York City, and Washington D.C. Members now meet monthly to share best practices, network, and participate in skill-building workshops on strategic planning, monitoring and evaluation, event planning, fundraising, and effective grassroots organizing.
- Built a supporters' listserv of 10,000 advocates.
- Raised close to a quarter million dollars for campus organizing in the last eighteen months. With a powerful base of member organizations, the MCN has received financial support from the United Nations, United Nations Foundation, Better World Campaign, HP, The Jenzabar Foundation, Semester at Sea, and individual donors. The MCN has also allocated nearly \$40,000 in grants to members across the country. These grants have ensured the success of more than a dozen campus-wide

Location:

MCN National Office at the Prudential Center

Obama Administration Official:

Nicole Goldin

USAID



Key Issues:

USAID and the Obama Administration's policies toward global poverty and the Millennium Development Goals

What's missing from the Millennium Development Goals?

How can USAID and young Americans work together to reduce extreme poverty?

Location:  
UTEP University Library

Key Issues:  
Ciudad Juárez violence

The drug war

Militarization of the El Paso/Juárez border

**Miners Without Borders**  
**El Paso, TX**  
**April 15<sup>th</sup>, 2011**

*Easily, the Cd. Juárez violence, since it is affecting not just our sister city across the border, but El Paso, and the border region as a whole. The violence is no longer limited to inter-cartel violence, but Mexican activists are being targeted, as well as social cleansing from the part of the Mexican military and federal police. Since we believe that the El Paso/Juarez border is one region, we believe that if Juarez falls to the violence, and becomes a failed city, then El Paso will follow soon after. Just as well, we as human rights activists cannot let the violence continue to prey on innocents, and as a non-violent organization believe that it will take a political and social movement to be able to make a dent, and address it, because of its complexity, from multiple angles.*

We have not tackled these incredibly complex issues, but our goal is firstly to organize and grow the movement, from academics, to artists, to politicians to student activists, all with their own talents, and then to be able to hold academic conferences, political rallies, and art and music shows to be able to keep a dialogue open, since above all, it is through a conversation where change will take effect.



**Millennium Campus Network  
Washington, D.C.  
April 16<sup>th</sup>, 2011**

Instituting a successful microloan program (96% of recipients pay back their loans) that addresses poverty in the Democratic Republic of Congo from the ground up.

Target the program to women most affected by war, as they are the most in need, and have a vested interest in improving conditions for their children and communities, while local institutions may have competing interests.

Organize small groups of women in the same area into microfinance cooperatives so that they can start to create a network for business and support.

Finance small microloans (often around \$40.00) to each woman as start-up capital to start her own business, letting each woman decide the nature of her own business.

Have participating women repay a small portion of their loans weekly, with a low level of interest. This creates accountability, encourages a sense of empowerment, and makes it possible for other women to benefit from microloans.

In addition to the loans themselves, provide support to the recipients of these loans during weekly interactions so that the women are able to work through business-related obstacles.

Educating and encouraging participation in matters of domestic and global social justice issues. Harness activism on college campuses by providing a variety of activities for college students to integrate service into their lives. Facilitate making direct volunteering opportunities possible such as with local soup kitchens and HIV/AIDS clinics. Increase awareness of social justice issues by hosting film screenings and speaker panels utilizing professors from campus. Get students involved in fundraising activities that are social and fun. Successful examples were hosting an annual dodge ball tournament to benefit malaria prevention, and an Easter-themed fundraiser with an Easter egg hunt and raffle to benefit women in poverty.

Location:

MCN National Office at the Prudential Center

Key Issues:

United Nations Millennium Development Goals, specifically extreme poverty, and promoting education, gender equality, and child and maternal health.

The best role for government organizations in fulfilling these tasks.

The best roles for individuals and small motivated groups in fulfilling these tasks.

Location:

Tulare Union High School

Obama Administration Officials:

Julie Rodriguez

Department of the Interior



Key Issues:

Immigration

Education

What it takes to work for the Obama Administration

**Ivy League Project  
Tulare, California  
April 17<sup>th</sup>, 2011**

Immigration. There was an entire panel dedicated to the topic and the students had a lot of questions and input. They wanted to know more about Arizona law, family separations due to deportation, and the DREAM Act.

There was not a particular issue they have tackled, but we did encourage them to identify issues they could tackle, and to host a roundtable to address those issues. We let them know about [Whitehouse.gov/youngamericans](http://Whitehouse.gov/youngamericans) and the toolkit available to them.

**Feminist Unmodified**  
**Washington, D.C.**  
**April 17<sup>th</sup>, 2011**

Our consensus was that the way we learn about sex in this country is damaging. Without appropriate formal sex education, people take sexual cues from a variety of social constructions, including a media ripe with pornographic references and lessons to women to put men's sexuality first. This results in men learning sex from pornography and women learning sex from men.

Our group is new and has not taken part in any formal actions to date; however, we meet monthly to discuss feminist issues. We believe consciousness raising is an important first step to social change.

Location:  
Cosi, DuPont Square  
Washington, D.C.

Obama Administration Official:  
Shira Sternberg  
Environmental Protection Agency



Key Issues:  
What social constructions shaped our understandings of sex?  
  
How does informal and formal sex education influence our social interactions?  
  
Based on academic theory and our own experiences, what is the best way to teach youth sex education?

**Kent County-Michigan State University Extension 4-H Youth  
Development  
Grand Rapids, Michigan  
April 17<sup>th</sup>, 2011**

Location:

Kent County Michigan State University  
Extension

Key Issues:

Gang Activity (violence, crime)

Higher Education (ensuring that youth receive  
a quality education)

Economy (surviving in tough times)

The issue that should be addressed is “teens killing each other”. The youth felt that more needs to be done in the community to address this issue. They feel that priorities are given to so many issues but the issue of violence in their community is has a “low” priority.

The youth discussed several efforts to address issues. For example, Family Life Program, Sex Education and speakers addressing “gang violence”. All of these efforts take place at school. They did not see “success” but steps to try to address the issue.

Cardinal Stritch University  
Milwaukee, WI  
April 18<sup>th</sup>, 2011

Oil and gas prices, it is hard to continue with everyday life having to put so much money in our car for gas. It also makes everything else go up and harder to afford.

Education, the government should focus on who is actually attending class and give them grants and don't focus on parent's income for financial help. Give students who are doing well in college loans with no interest. If students being to do bad in school then interest will be added to their loan. It will be an investment in the future generation and give kids something to work for.

Location:

North Yates Road

Key Issues:

Oil/ Gas Prices

Increase gap between the rich and the poor

Education

Location:  
Online roundtable discussion

Key Issues:  
How do we successfully retain geoscience students in US university programs?

How do we successfully transition geoscience graduates into geoscience occupations?

**American Geological Institute  
Alexandria, Virginia  
April 18<sup>th</sup>, 2011**

Participants noted that highlighting the outdoor component typical to many geoscience positions is a good way to show students that geoscience jobs are different from standard office jobs, and that both field experience and undergraduate research experiences were successful ways to retain students in geoscience programs. One participant noted that students who get experience in fieldwork, either through a comprehensive program or short bursts of field mapping, tend to stay in the geosciences. The fact that geoscience occupations allow individuals to work in the field in all parts of the world is often noted as another major attraction to the major.

Students in the discussion groups noted that undergraduate research experiences with either faculty or with graduate students were a factor in retention because the undergraduate students get to apply their skills and get a view of the "human" side of scientific research. It was also noted that by giving students opportunities to get experience in the field through internships and getting them involved in research makes them more invested in and connected to the discipline.

An additional set of key issues that was identified by one of the working groups was the challenges that students face in knowing where to look for geoscience careers and the challenges that faculty members face in forming and maintaining connections with geoscience professionals outside of academia.

University of St. Thomas  
Houston, Texas  
April 19<sup>th</sup>, 2011

Due to its prevalence and relevance to our immediate area and the movie shown, Domestic Water Bottling Issues became the most talked about issue at the event. The movie which was shown, Flow, made strong emotional appeals against major water bottling companies. As the consumers of beverages and beverage containers, we present the problem. While efforts are being made to stop companies from draining various water sources, we can help the problem by limiting our consumption. In addition, beverage containers are the cause of tons of waste in the U.S. There are already accountable methods for limiting plastic waste, including recycling. However, there needs to be more participation in recycling efforts. Education of the public is needed.

We discussed many solutions to water bottling issues.

1. Take Back the Tap, an initiative that seeks to educate community, especially college campuses on ways to reduce plastic consumption. The toolkit was downloaded, and next semester the environmental club on campus will try to implement some of the strategies, which include educating the community and working with facilities and dining services staff to limit if not eliminate the sale of plastic water bottles.

[\(http://takebackthetap.org/\)](http://takebackthetap.org/)

In addition, two of the raffle prizes we gave out at the event were Bobbles, reusable plastic water bottles.

2. Texas Bottle Bill. Patsy Gilman of Texas Bottle Bill spoke briefly about this proposed state bill. The bill would apply a refundable deposit on beverage containers (aluminum, plastic, glass). The bill would also allow for recycling centers to be set up, which would in turn create jobs, while also increasing recycling rates. This system has been implemented in eleven other states. According to Texas Bottle Bill, the recycling rates in these states is on average 97%. Ways to participate in this initiative include, contacting legislatures through phone and mail.

[\(http://www.texasbottlebill.com/\)](http://www.texasbottlebill.com/)

Location:  
University of St. Thomas

Key Issues:  
Global Water Issues\_ Privatization of Water

Domestic Water Bottling Issues

Texas Bottle Bill

University of Florida Graham Center for Public Service  
Gainesville, Florida  
April 20<sup>th</sup>, 2011

Location:  
University of Florida

Obama Administration Official:  
Kalpen Modi  
The White House



Key Issues:  
Education

Immigration Reform

Strengthening our communities

Immigration Reform/DREAM Act

There are low levels of civic awareness so we are going to be starting civic engagement program in HS.



**Delta Phi Epsilon-Pi Chapter-American University  
Washington, DC  
April 20<sup>th</sup>, 2011**

Veterans issues (integration of young vets in society after service).

Veteran's integration: John Cayman, support for vets through "connect vets", finding housing and a support network for folks at American University. Yellow Ribbon Program.

Location:

The White House

Obama Administration Officials:

Kalpen Modi

The White House



Key Issues:

International Aid/Issues

Incentivizing contracts and procurement for folks who want to do business with the government

Veteran's issues

Location:

American High Speed Rail Alliance Offices

Key Issues:

How high speed rail will affect creating jobs, lower increased gas prices and reduce congestion issues associated with a growing population.

Paying for high speed rail is a major concern, yet there are many financing options that can be considered to fund the infrastructure.

How do you think high speed rail (or lack thereof) will affect your personal and professional future? As this has become a generational issue, how do we rally the grassroots support needed to make significant changes to our existing infrastructure.

**American High Speed Rail Alliance  
Washington, DC  
April 20<sup>th</sup>, 2011**

Our aging infrastructure needs to be addressed with more severity. While the existing infrastructure is manageable, it is the future generations of this country that will have cope with the consequences of delayed action toward renewing and redeveloping it.

Transit is a major player in the health of our nation's economy. We rely on efficient transit options to travel, get to work (if we are lucky enough to be employed), pick up our children, get to hospitals and move goods. Providing enhanced 21st Century transit options is vital to maintaining a competitive 21st century economy and country. At the conclusion of our roundtable participants pledged to educate at least 20 individuals on the benefits of High Speed Rail and how it will enhance their futures.

Florida A&M University  
Tallahassee, Florida  
April 21<sup>st</sup>, 2011

How to stay civically engaged

100 Urban Entrepreneurs.org

Mentorship and training opportunities

Branding and marketing

“sensorium”

Partnering with college republicans on voter registration

Location:

Florida A&M University

Administration Official:

Kalpen Modi

The White House



Key Issues:

HBCU's

Education

How to get engaged

Location:  
Edward Waters College

Obama Administration Official:  
Shin Remy  
General Services Administration



Key Issues:  
Teachers

Curriculum Activities

Virtual Learning in Schools

Edward Waters College  
Jacksonville, FL  
April 21<sup>st</sup>, 2011

Sustaining measures within the community, this is the most important. The reason why it is important is because of the importance of keeping the vital information to all people so they can be alert on what is right for them and how to solve their current problems. One solution that I have for this problem is having an initiative that gathers surrounding colleges and other business together to represent the private and independent sectors and develop different community projects to keep the academic sectors to help inform the elders and the less fortunate to take autonomy and encourage others to help take autonomy of their life.

Education was an issue that was mostly brought up amongst the peers. We tackled the problem by coming up with solutions that we as students can do and help others to take the lead on.

Florida State University  
Tallahassee, Florida  
April 21<sup>st</sup>, 2011

Florida's students and their voting rights are under attack as the Florida Legislature has passed a law, which uses numerous clauses to restrict student voting and voter registration efforts.

Coalition formed to protect student voting rights, using crowd-sourcing solutions and focusing on campaign finance laws and the dream act. Focusing on venues outside of engagement and beyond flashy political issues. Supporting the village square, netroots, etc.

The Dream Act and Immigration reform have been a clear focus of involved students at our university. A few key students have represented minorities and students on a nationwide scale in their effort to secure a home for undocumented students.

Location:  
Florida State University

Obama Administration Official:  
Kalpen Modi  
The White House



Key Issues:  
Lack of civic engagement

DREAM Act

Attacks on student voting

Election/Campaign Finance Reform

Location:  
Huntsman Hall - University of Pennsylvania

Obama Administration Official:

Kyle Lierman  
The White House



Key Issues:

The need to inspire students to invest time into the energy sector; this includes business students as well as engineering students

The role of private enterprise in making energy efficiency profitable for schools, universities, and corporations

The need to drive academics – both professors and students – in the direction of energy sector research

**Wharton Energy Club  
Philadelphia, Pennsylvania  
April 21<sup>st</sup>, 2011**

Students in attendance at the roundtable have undertaken a number of initiatives to generate interest in the energy space and to create an environment conducive to discussion and development of important solutions.

The Wharton Energy Club (WEC), representing MBA students at the Wharton School of Business, counts nearly two hundred members and has generated significant interest in the energy space at Wharton – leading to people thinking about the sector and working in the sector.

Among the initiatives that WEC has undertaken are an annual conference that draws 500+ students, professors, and energy-sector leaders to Philadelphia (this year's will be on October 28), a drive to create energy-focused classes at Wharton, an education series to bring other students up to speed on the energy space, and sponsorship of business plan competitions to inspire students to create novel profit-making enterprises that can solve real problems in the energy space.

The founders of the Penn International Sustainability Association (PISA) were also in attendance. PISA has created a platform for undergraduate and graduate students at the University of Pennsylvania to explore career pathways and solve problems related to the environment and sustainability. Some of PISA's initiatives have included building an international network of university-based green entrepreneurs and facilitating information sharing among students and faculty at universities in Philadelphia, the US, and abroad. These initiatives have resulted in successes like the funding and development of a light-weight green roof technology at Drexel University, a student-run project that has won its second round of EPA support, and the establishment of the Agreement of Cooperation on Sustainable Economic Development between the City of Philadelphia and the City of Hebi, Henan Province, one of China's model green cities.

Individuals from the University of Pennsylvania's School of Engineering and Applied Science and School of Arts and Sciences were also present at the roundtable. These students have dedicated much of their own time to researching energy-related technologies.

**Santa Cruz Energy & Resource Collaborative**  
**Santa Cruz, California**  
**April 21<sup>st</sup>, 2011**

As it relates to energy security and economic well-being, we believe that innovation is critical to maintaining America's competitive advantage in an increasingly competitive global economy. To that end, multidisciplinary curriculum coupled with grass roots student initiatives are going to be increasingly critical in developing the next generation of leaders in government, business, and academia that will drive the technological innovation vital to a robust economy and stable energy supply over the long-run.

The creation of SCERC was intended to act as a hub connecting the many departments, programs, and labs affiliated with UC Santa Cruz to the Silicon Valley, Bay Area and China. We addressed the growing concerns of energy instability within US and China, and sought to explore meaningful relationships to gain a better understanding of the problem. SCERC, modeled after the Berkeley Energy Resources Collaborative can be easily adapted to many universities and could be a viable solution to at least getting students excited and educated about the many initiatives in clean technology.

College 8 Provost Ravi Rajan along with SCERC president Jonathan Lee are spearheading an initiative called Nurturing Green Entrepreneurs. The program is designed to engage community and industry partners with UCSC students to learn how to be green innovators and leaders.

Through the initiatives of SCERC students, The McHenry Project, was conceived to raise funding to deploy energy efficiency technologies at the McHenry Library. Teaming with the UCSC Physical Plant and the Head of Operations at the library, the project has investigated the most inefficient energy mechanisms. The proposal determined the most effective solution is to decrease energy usage through Smart Strip technology, photo-sensors, occupancy-sensors and removal of screen savers.

Location:

University of California, Santa Cruz

Obama Administration Official:

Cyrus Wadia

The White House



Key Issues:

Lowering the Carbon Footprint and UCSC

What will it take to catalyze synergy between government, academia, and industry?

In today's rapidly evolving technological and economic environment, how do we provide the necessary educational foundation for students and graduates to meet the challenges they face?

Location:  
Sierra Club office

Obama Administration Official:  
Monique Dorsainvil  
The White House



Key Issues:  
Intersections between reproductive health,  
conservation, & consumption

What role we as young people play in these  
issues

Our responsibility/the US government's  
responsibility to deal with these issues (in the  
US, and/or abroad)

**Sierra Club Global Population and Environment Program  
Washington, DC  
April 22<sup>nd</sup>, 2011**

One of the key discussion points during our roundtable was what role, if any, should the US play in supporting international projects, and in particular international family planning efforts. The lively discussion resulted in an overall consensus that the US does have a responsibility to both help communities around the world (as well as those here in the US) address the intersections between reproductive health and the environment; while also working to mitigate the US' carbon foot print and wasteful consumption habits.

There has been demonstrated success of international programs that take an integrated approach to meeting environmental, community and women's health needs. Population, Health and Environment programs - commonly referred to as PHE programs - are supported by USAID. This integrated approach is unique to the region in which it is operating, and helps address gaps where non-integrated programs may not reach. As a result of the discussion on PHE projects, some of the youth at the roundtable felt that we needed a more integrated approach here at home too. For example, the effect of toxins on reproductive health is a major issue facing communities in the US.

One of the challenges facing activists here in the US is the 'wedge' driven between the environmental and the reproductive health movements. As demonstrated success stories around the world show, and as youth during the roundtable discussed, it is absolutely critical that we not silo programs and that we have a comprehensive approach to addressing environmental concerns and meeting the needs of women around the world. The roundtable articulated the need to have more local meetings bringing diverse groups together, similar to the roundtable itself. Those in attendance at the roundtable agreed that the impacts of climate change are already being felt around the world and that the US has played a major role. Therefore the US has a responsibility to help mitigate and adapt to climate change, both locally and globally. As noted during the roundtable, there are 215 million women who want but lack access to contraception around the world. If we met the need of these 215 million women, the carbon reduction associated would be equivalent to that of eliminating deforestation or moving entirely to alternative sources of energy



**Brookdale Community College**  
**Neptune, New Jersey**  
**April 22<sup>nd</sup>, 2011**

Several students within the group are members of Brookdale's History & Political Science Club and the Students for Global Citizenship Club which promotes political, societal and environmental awareness.

Many students added that they do volunteer work, mentoring and coaching to local youth in efforts to steer them on the right path to college.

Conscious of the environment, many students mentioned that they recycle and work together to think of effective ways to dispose of waste.

A few students mentioned that they were involved with the painting and repairing of local buildings.

Location:

Brookdale Community College-Neptune Higher Education Center

Key Issues:

Education - affordability, accessibility, and quality

Economy - budget deficit, job market, affect on healthcare and the environment

Community - housing for lower-income families

Location:  
Kent Student Center

Key Issues:  
Collective Bargaining reform/elimination; Will it create a shortage of educators and/or affect the quality of education?

“Leveling the playing field” for urban primary schools.

Fostering an environment for young entrepreneurs; college entrepreneurship programs.

**Kent State University**  
**Kent, Ohio**  
**April 22<sup>nd</sup>, 2011**

Many of our participants attended or worked in urban or inner-city schools and felt strongly about the lack of educational resources and the poor quality of education the students receive, which makes them very disadvantaged at the next level.

Two of our participants created organizations while they were in high school to help young students learn and grow. Both of these participants grew up in an urban area or attended an inner-city school. Everybody's Somebody, started by Shannon Acree, is a not for profit organization devoted to making an impact in high schools across America to teach students the necessary skills that they need to change their own lives. Athletes & Youth 4 Change & Expression, started by Logan Marvin, is a not for profit organization that fosters mentorship and leadership among young students and athletes.

**Net Generation of Entrepreneurs  
Chapel Hill, NC  
April 23<sup>rd</sup>, 2011**

Limited, scattered resources. All of the individuals in the group have or are going to start their own business. There were several complaints that the information that is available is extremely scattered. But on top of that there are limited resources in regards to office space, basic information on regulations, etc.

Resources for young people with a lack of resources.

Solution: Federally Subsidized Incubators : The thinking behind this was that if there were small business incubators that did not operate for a profit and provided resources in the form of professionals (accountant, lawyers, etc.) internet access, copiers, fax machines, etc., for a low price then there would be a stronger foundation for entrepreneurs to get started.

Location:  
Kenan Flagler Business School

Key Issues:  
Lack of Knowledge

Limited, Scattered Resources

Proof of Concept

**Tufts University Engineers Without Borders  
Medford, Massachusetts  
April 25<sup>th</sup>, 2011**

Location:

Anderson Hall, Tufts University

Key Issues:

Millennium Development Goals

Healthcare Reform

Infrastructure Improvements

As an Engineers Without Borders chapter, our members are particularly interested in the United States demonstrating its global leadership through a firm commitment to the Millennium Development Goals and international aid. 22,000 children die every day as a result of extreme poverty, mostly through preventable causes. As the world's wealthiest country, we should have a firm commitment to ending these travesties. The average American thinks we spend 27% of the budget on foreign aid. The average American thinks this number should instead be 13%. In reality, we are spending .6%. Even with all the negotiations that are going on now with the federal budget, everyone at our roundtable unanimously felt that foreign aid and a support for the global community was still key for us to make a priority.

We talked about how the PPACA was an important step forward in healthcare reform. While it was not perfect, it has already begun to address an important problem of un- insurance in this country. It will also help us as students to remain on our parent's coverage for longer. The elimination of discrimination based on preexisting conditions was also an important addition.

**School District of Palm Beach County  
West Palm Beach, Florida  
April 26<sup>th</sup>, 2011**

Students were particularly passionate about the role of assessment and the negative impact they feel high-stakes testing has had on the quality of instruction in their classes.

Students addressed to need for technological skills and the ability to network as they enter the workforce. They identified several solutions:

- 1) Infuse technology into the curriculum in all subject areas (21st century skills)
- 2) Create mentor relationships among home, school, and community
- 3) Invite businesses to offer internships aligned to students' major area of study

Note: In Florida, students in middle school must complete career planning modules and finish an electronic personal education plan (ePEP) before promotion to high school. Students in the roundtable discussion suggested that instruction should begin sooner and follow the student to graduation and beyond.

Location:  
Palm Beach Central Community High School

Key Issues:  
[Access to] World Class Education

Student Safety:  
a) Cyber bullying b) Texting/Drunk Driving

Job Opportunities for Graduates

Location:  
MTCC Executive Conference Room

Obama Administration Official:  
Ladarius Curtis  
General Services Administration



Key Issues:  
The DREAM Act

Effective activism and how to get the attention of legislators

TIF plans in Chicago

**Illinois Institute of Technology Office of Spiritual Life and Service  
Learning  
Chicago, Illinois  
April 27<sup>th</sup>, 2011**

I would say that TIF programs in Chicago need to be addressed most. Right now, the plans lack transparency, lack community involvement, facilitate gentrification, and seem to exclusively benefit the wealthy. The city's TIF reports are both vague and clogged with redundant and irrelevant information that seem to serve no other purpose than to add pages (many reports are over 100 pages long) and discourage residents from looking through them.

We discussed ways to handle the TIF issue. As students that live in/near a TIF district we decided that the best way to tackle the issue would be to attend CAPS meetings and network through local houses of worship to meet residents that are actively involved in the community, as well directly contact our local aldermen and legislative representatives. We also discussed sending letters and writing op-eds about the issue for the Chicago Defender and other small media outlets to advocate for transparency and encourage the residents to voice their opinions about TIF district programs that generally do not benefit them.

Georgetown Energy and Cleantech Club  
Washington, DC  
April 28<sup>th</sup>, 2011

Of all the things our group discussed, we kept coming back to the lack of personal responsibility on the part of most Americans when it comes to energy conservation/consumption. The government can back the electric and alternative fuel car fleet all it wants, but if Americans do not want to purchase these cars, we are not going to get away from foreign-fueled cars. We talked about the huge difference in the “green” mindset of Americans versus Europeans. For example, European energy standards for buildings are far greater than in the US. We also discussed the importance of nuclear energy in this country and the potential for anti-nuclear public sentiment and protests after the events in Japan. We concluded that changing the mindset of the average American regarding his/her energy consumption boils down to education, i.e., encouraging Americans to take energy efficiency measures seriously and support the development of clean energy generation. Only through education on the issue can we slowly change the American mindset.

The Georgetown Energy and Cleantech’s mission is, in part, to educate students about energy policy, the business environment, and the energy sector in general. Those of us in the club host monthly “lunch and learns”, organize an annual energy conference bringing together energy professionals and students, and host coffee chats with CEOs of corporations working in this sector. Through these and many other events we are helping to educate our fellow MBA students about the challenges, issues, and business opportunities in the energy industry.

One of the people at the roundtable works for an energy efficient window company, based in Europe. His co-workers are often shocked by the extremely inefficient windows that are prevalent in the country.

Location:

Georgetown University - Rafik Hariri Building

Key Issues:

General lack of personal responsibility regarding energy consumption. The general attitude/mentality of Americans is one of ambivalence.

Lack of education regarding climate change, energy efficiency, and general energy knowledge. For example, the general public does not understand what a MWh is.

Tax credits do not do enough to encourage home renewable energy installations for three reasons: 1) tax credits do not influence lower wage energy consumers, 2) most tax credits still require large initial capital expenditures that many Americans simply cannot afford, and 3) there is an information gap regarding available renewable energy incentives.

Location:  
University of California Berkeley

Administration Official:  
Nicole Goldin  
USAID



Key Issues:  
US Development Policy and USAID

Youth and development- strategies for engagement

The University of California Haiti Initiative

**University of California Haiti Initiative  
Berkeley, California  
April 28<sup>th</sup>, 2011**

How the US government and universities can empower American youth to engage in development work abroad. It became clear through the conversation that American students are interested in volunteering overseas but there is a lack of access to funding or opportunities to do development work abroad.

We discussed the changing focus in development policy to youth specific needs. The focus on youth is an emerging field and it is clear USAID is paying careful attention to how American development strategies may help young people and where there is overlap with issues such as education, economic development and health services.



**Young Americans from New Orleans and Jon Bon Jovi**  
**New Orleans, LA**  
**April 29<sup>th</sup>, 2011**

Housing for teens. Many of us don't have a good place to live, and we need help finding it. We don't have parents supporting us, so we have to be on our own. This makes it harder for us to go to school, and it means we don't have a place to keep clothes. Sometimes we don't have a place to sleep at night.

The city, criminal system, schools, job training and employers need to work together more effectively. People aren't working together to help solve the problems youth face. When I got out of jail I was told I needed to get a job or they'd send me back to jail, but no one helped me. They said there were no jobs available. I didn't know what to do.

Programs like Café Reconcile, Liberty's Kitchen, JOB1, Drop-In Center, Key Essentials – all of these are helping young people. We need more programs like this throughout the city.

The few programs that exist are working. We need more programs like this, and continued support from the government.

Location:  
Café Reconcile

Administration Official:  
Jon Bon Jovi, Scott Cowen and Michael Kempner  
White House Council on Community Solutions



Key Issues:  
Drugs – too many young people using marijuana – people turn to drugs for help (by selling them or using them)

Housing – many of us don't have a place to stay. It's hard to get a job or go to school.

Education – Schools are separated (public, private and charter). That's not right because we should all have the chance to have a good education. Some of the public schools don't even have books.

**Baruch College High School Campus  
New York, NY  
April 29<sup>th</sup>, 2011**

Location:

Baruch College Campus High School

Key Issues:

How the U.S. can further support the Millennium Development Goals

The importance of an increased amount and more effective U.S. foreign development assistance

Corruption, a lack of monetary resources, and global trade laws as barriers preventing people from lifting themselves out of extreme poverty

The issue we think most needs to be addressed is the U.S. support towards the Millennium Development Goals. These eight goals have given us a practical and target-led framework for halving extreme poverty by 2015. Following a global economic crisis, it will be easy for the G8 countries to back out of financial commitments made to support the MDG's. Achieving the MDG's would lead to global gains in prosperity and show that the U.S. will not back out on its commitment to achieve the MDG's. Further support in the field of international development will help maintain the U.S.A.'s role as a major world power and as a leading country helping to tackle extreme poverty.

We discussed corruption and poor governance as a major problem keeping people living in extreme poverty. President Obama and the U.S. Congress recognized this and passed the Extractive Industries Transparency Disclosure Act to provide more transparency to U.S. businesses that might be supporting corrupt governments. Though the data for this legislation has not yet become available, it is a step towards showing how developed countries can fight corruption by providing shareholders and citizens with the appropriate information.

**YWCA YouthBuild Springfield  
Springfield, Illinois  
April 29<sup>th</sup>, 2011**

More parental engagement and involvement at home and in the schools. Parents are either too strict or too lenient with their children, they need to find a middle ground in discipline and also not become too much a friend, they need to be able to discipline their children.

How to increase community involvement so that pride in community increases over pride in the gangs.

Programs/activities in school/out of school- without these gang violence, lack of unemployment, drugs, guns, will continue to be a part of our communities.

The students felt very strongly about parents becoming more active in their child's life. Not just home life but also at school with the activities that they participate in. Help parents to become more aware of what their child is doing in school. Parents need to be parents and start paying attention to their children.

Addressing the issue of government funding through writing letters and calling our state representatives.

Bringing attention to the continuation of all programs and starting new activities that promote self confidence, community awareness and self determination to all people no matter their age, background, skin color, education, ect... this group will write a letter to the editor of our local paper to talk about what was discussed today and possible solutions. They will create a website to bring attention to the positive roles in their communities. Hosting block parties to educate people about the positive programs that continue to need support; volunteers, additional funding, ect.

Location:

YWCA YouthBuild Springfield

Key Issues:

Gang Violence

Education Issues- Drop Out Rate and Parent Involvement in Children's Education, after school programs

Employment

Location:

Taliaferro Hall, the Leadership Library

Obama Administration Participant:

Paul Monteiro

The White House



Key Issues:

Higher education

Societal norms in education

Innovation/ entrepreneurship

University of Maryland, College Park  
College Park, Maryland  
April 29<sup>th</sup>, 2011

We primarily focused on education and whether a higher education degree is imperative in being “successful,” or if acquiring a higher education degree is something society forces upon young folks.

Key takeaways:

Promote and inform students about all forms of higher education.

Create a system where college isn't just considered a commodity or a necessary “transaction” to enter the working world; college should promote personal fulfillment and growth

CHEFs for Schools, Inc.-NYU Chapter  
New York, New York  
April 30<sup>th</sup>, 2011

CHEFs for Schools, Inc. first action as an organization was an analysis of the current actors, programs, and results within the wellness community of NYC. After confirming that there was an abundance of highly recognized, funded, and nearly successful players in the market, we identified a gap in services. There were numerous agencies, nonprofits, and individuals who had identified this cause as the purpose of their endeavors, but few had the capacity to achieve their goals or the resources to work together. Since all of CHEFs' founders were university students at the time, and as such, were aware of the rewards and frustrations associated with civic engagement, we came to the conclusion that CHEFs should revolutionize the volunteering experience. Our previous positions as volunteer coordinators and volunteers, allowed us to address the intricacies of civic engagement with a balanced perspective: Both parties want to get the most benefit out of the time they dedicate to their chosen cause, but poor communication and limited resources can leave everyone dissatisfied. Therefore, we aimed to unite the wellness community under an umbrella of qualified people-power, renowned educational experts, and well-established institutions of change and prosperity. Our programs reinforce the volunteer experience with regular instruction and appreciation, which fosters a higher rate of attendance and retention for our volunteer partners. Our marketing schemes are uniquely tailored to our partner organization's volunteer opportunities so every available spot can be filled by a responsible student, that in return, receives the complementary understanding of real world experience. This was all made possible by the concerted contributions of young people, and the truly brilliant programs of our partner organizations. More specifically, the Food Bank For NYC, City Harvest, GrowNYC, and the universities that so generously encourage our efforts.

Key Issues:  
Food Policy

Solutions: Top down, bottom up, how to achieve both; community inclusion in the creation of public policy.

Marketing: how do you convey the interests of various communities to create one cohesive movement?

Location:

The California Endowment

Key Issues:

Children and Youth Services

Gang and Drug Prevention Services

Health Care Services

**Youth Leadership Institute - Building Healthy Communities Fresno  
Fresno, California  
May 1<sup>st</sup>, 2011**

Gang and drug awareness and prevention programs need to be addressed in our community. Gang and drug issues have plagued the streets of our community for many years with the issues only becoming increasingly detrimental to everyone. Gangs take over certain neighborhoods and/or streets causing members of the community to live in fear. As gangs make their presences known throughout the different communities, gangs also sell drugs, guns, and other illegal items. Gangs rob innocent children from attending school, playing outside, and other life activities.

Early intervention programs that education children at an early age have disappeared due to ongoing budget cuts. For example, D.A.R.E. programs gave young children the life skills they needed to avoid involvement in drugs, gangs, and violence. Cutting early intervention programs from the budget will only lead to an increase in spending money in other areas such as law enforcement, maintaining prisons, increased health care needs due to drug use, and so much more.

The group collectively agreed that early intervention programs do make a difference and without those types of programs there will be a trickle down affect, thus causing further ailments in communities across the nation. As children, many young adults were not education on the complexities of joining gangs, using drugs, and the consequences of committing crimes. Therefore, all young adults in attendance believe in programs such as YouthBuild and the Local Conservation Corps. Programs that provide paid vocational and educational training programs make a difference in the lives of young adults. Further, those programs offer life skills, leadership development, and AmeriCorps education awards for college.

YouthBuild and the Local Conservation Corps give young adults hope, a positive direction in life, and saves lives. Therefore, all the young adults in attendance agreed to be the "early intervention programs" and education young children in the manner of the former D.A.R.E. programs. Young adults will become leaders in their community by contacting faith based organizations, Head Start Programs, and school districts to educate the young children about drugs, gangs and violence.

Positive Foundations, Brandeis University  
Waltham, Massachusetts  
May 1<sup>st</sup>, 2011

Since poverty alleviation is such a multifaceted and tremendous effort, our group agreed on several issues that should be dealt with. Vaccines are an important, cost-effective preventive measure that will ensure the healthy lives of children and adults. Promoting literacy is so important because it will give back the most returns, as people can become independent and find opportunities to sustain their own lives. In the short run, providing nutritious food is extremely important because 1 out of every 7 people suffer from hunger today. Food is essential to life.

A worldwide campaign, with the support of many governments, was successful in eradicating smallpox. Governments, doctors, scientists, advocates and citizens must collaborate in order for the Millennium Development Goals to be achieved.

Location:  
Brandeis University

Key Issues:  
Distribution of foreign aid (funds, loans, food & water)

GAVI, vaccinations

Coordination between non-profit organizations and government agencies providing foreign aid

**Georgetown Energy and Cleantech Club  
Washington, DC  
May 2<sup>nd</sup>, 2011**

Location:

Georgetown University- Rafik Hariri Building

Key Issues:

Lack of incentives for residential energy-efficient appliances, HVAC systems, etc.

Moving the country off of *dirty* coal generation.

The need for alternative fuel vehicles.

Moving the US away from dirty coal generation was the issue this group felt most needed to be address and quickly due to the negative impact on the environment. People felt that we could achieve this by building more generating facilities using natural gas, which is available and cheap, and clean coal technology such as Carbon Capture and Sequestration, which is ready for large-scale deployment. The government should promote these technologies grants, loan-guarantees, and additional incentives.

One of the roundtable participants had worked for a company that would do energy audits for residential homes. It was apparent from this job that only wealthy individuals were willing and financially able to convert their appliances and HVAC systems to more energy-efficient technologies.



**YouthBuild and Young Adult Training Program**  
**Brooklyn, NY**  
**May 3<sup>rd</sup>, 2011**

I believe that the issues of education and unemployment were critical to address. So many young people – especially minorities – are dropping out of high school, and walking away from their opportunity for a future. Obviously this issue is complex, and has to do with a multitude of different factors including socio-economic status, family, and more. To prepare for the discussion, some of the students conducted research to identify statistics that represented their demographic in the areas listed above. One shared an alarming statistic that 8% of African American males graduate from college on time, compared to 36% of white males. This fact triggered a long discussion about what contributes to this problem – but what was fascinating was the will and desire to change it from the students. The high unemployment rate is also a big problem that requires serious attention. Without jobs for our young people, we diminish their hope, and perpetuate poverty. Every single student in that room had a dream for his or her future, doctor, veterinarian, technician, entrepreneur, business owner and more. And it's a two way street because they need to work towards those goals to make them a reality, but we as a society need to make the opportunities available to them.

With all of these issues, what I found to be the most amazing was how little the students spoke about how systems keep them down, but how their success in life is contingent on their own will and choice. There was a continual conversation about how although each student might be exposed to certain situations, they have the ability to walk away from these situations, and make different decision. Although this can be very difficult to do, there was a true sense of hope and vision from most of them, that they each had the power to control their own destiny and be something great.

Location:

YouthBuild and Young Adult Training

Key Issues:

Educational Barriers for Minority Youth

High Unemployment Rates for Minority Youth

Teen Pregnancy

Location:  
UAA Student Union Student Leadership Lab

Administration Official:  
David Mineta  
Office of National Drug Control Policy



Key Issues:  
How to shift the expectation of substance misuse/abuse norms amongst college students

How to engage more students in alternative activities not revolving around substance use

How to influence health behaviors among commuter students (the larger student population)

University of Alaska Anchorage  
Anchorage, AK  
May 3<sup>rd</sup>, 2011

The issue the roundtable kept returning to was the need to normalize “non-drinking” as a socially acceptable option for students, whether they are in an environment where alcohol is being provided, or not. One such student aptly stated about his experience: “we’re not given the option *not* to drink, by our peers.” UAA is not alone in this issue of perceived or accepted norms regarding alcohol/drug use, and it is going to take us, as a nation, to work together and strategize how best to address this social issue.

Based on the results 2010 Core Alcohol and Drug Survey disseminated by UAA, it appears students tend to overestimate the amount of alcohol and drug use among their peers. The UAA Dean of Students Office piloted a Social Norms campaign in during the Spring 2011 Semester to address these misperceptions. Evaluation of this pilot project is currently underway, and results will be used to guide a broader based social norming campaign for the Fall 2011 Semester.

**Berkeley Repertory Theatre's Teen Council**  
**Berkeley, California**  
**May 4<sup>th</sup>, 2011**

As Congress moves towards reauthorizing the Elementary and Secondary Education Act, it is vital that the arts are considered a core subject in our education system. The arts should be included in school curricula and requirements across the country, regardless of region or socioeconomic status. We would like to stress the need for access and equity in terms of arts education.

Issue: Lack of arts education in schools and continuing funding cuts for arts programming in the community.

Plan: Through Berkeley Rep Teen Council's Arts Advocacy Committee, we have started the conversations and the efforts to help make a difference. Through research, dialogue, and reflection, we can identify why the arts are important to us and why arts education is a valuable part of our education system. Over the past months, we have met with our representatives to talk about the need for designated funding for arts programs in our schools. We will continue these efforts and endeavors as we move forward with our arts advocacy work, as well as meet with local officials about this topic that is so very important to this group of teens.

Location:

Berkeley Repertory School of Theatre

Obama Administration Official:

Kalpen Modi

The White House



Key Issues:

Designated funding and equal access for arts education in the reauthorization of the Elementary and Secondary Education Act.

The STEM to STEAM movement, and the importance of the arts (the "A") in STEM-based education (which focuses primarily on science, technology, engineering, and math).

The value of the arts in our country and our culture, and the invaluable skills that are gained from arts participation and learning (including 21st skills such as critical and divergent thinking, collaboration, innovation).

University of Texas at Dallas  
Richardson, Texas  
May 4<sup>th</sup>, 2011

Location:  
University of Texas at Dallas

Key Issues:  
Quality of Education

Loss of Biodiversity & Environmental Integrity

Transparency in Government & Business

Quality of education. The lack of quality of education is one of the sources of many other social issues, and its improvement would be a key to their solution. Mathematics and science are not taught at the level needed for proficiency, while lack of health and sex education is implicated in many medical and public health issues. Students and teachers are slaves to grades and test scores and lack inspiration and motivation. Inequality in access to quality education is a serious impediment to equality, upward mobility, etc.

The participants agreed that the major sources of the problems with education quality derived from student and teacher motivation, lack of support for schools and teachers, and the current standardized, test-focused, grade-driven, fact-based curriculum. The participants agreed that the situation could be improved by radically altering the classroom environment to involve smaller classrooms, student-initiated learning, student leaders teaching other students, student-led classrooms, and student participation in authoring open-source textbooks and curricula. They also agreed that a much more comprehensive approach to educating parents about the value and opportunities of education was necessary in order to generate motivation and support for students and teachers.

**Ft. Bragg Area Alumnae Chapter of Delta Sigma Theta, Inc., Social  
Action Committee  
Fort Bragg, TX  
May 4<sup>th</sup>, 2011**

Students felt that there should be national curriculum standards, so that they are not penalized when moving from state to state. They also felt that state graduation requirements are unfair to them because they vary from state to state. There is no uniformity. There was a very intense discussion concerning this issue.

Our area recently experienced a tornado, the students talked about the slow emergency response that they noticed during this disaster. They thought there was nothing in place. However, with continued discussion, the students realized that there were agencies in effect and that the Dept. of Social Services partnered with various military agencies. For example, one student talked about the signs he noticed on the roads tell people where to go for assistance.

Location:

John L. Throckmorton Library

Key Issues:

School Issues/Education (consistency in curriculum standards for military children, more scholarships for military children, unfair state graduation requirements)

Teen prevention issues (teen suicide, underage drinking, teen cutting, underage driving)

Direct issues in military families (family resilience during deployment, healthcare, intrinsic & extrinsic motivation)

Location:  
E3 Career Training Center

Key Issues:  
Education

Poverty

Violence (Gang & Domestic)

**YouthBuild Long Island**  
**Deer Park, New York**  
**May 4<sup>th</sup>, 2011**

Education is the issue that *most* needs to be addressed. Education affects the entire community and has a trickle-down effect to other major issues such as poverty, health, violence and substance abuse. The low-income areas that we live in are directly affected in a negative way by an unsuccessful school system. Most teachers do not take an interest in the student and what is going on in their personal lives which has a great affect on their education. Teachers should make more of a connection to the students' personal lives while teaching the lesson so in is more meaningful. Too many teachers have been teaching for many years, they are teaching from the "old school" method (i.e. – black board, chalk and reading directly from the textbooks w/o minimal interaction). The seasoned teachers are failing to bring in new, creative ideas into the classroom especially, the use of technology and are only teaching to the test. The students feel the classroom has become boring and un-engaging. Classroom sizes are too big. Disruptive students are not being penalized enough and are a major distraction in the classroom. The administrators usually suspend the student and they come back just to get suspended again. The consequences are not severe enough and have little credibility. One solution to the Education issue would be more **Charter schools**. The Charter schools are goal-oriented and have a higher achievement/success rate in low-income areas. Charter schools are performance-oriented for the teachers, which result in greater motivation to teach more stimulating and creative lessons. Teachers take more of an interest since their performance appraisals are based on the students' achievement level. A second solution to the Education issue would be **mandatory alternative programs** (i.e. – BOCES- Board of Cooperative Educational Services) that fit students' interest. Another excellent alternative program would be **YouthBuild**. YouthBuild addresses core issues facing low-income communities: housing, education, employment, crime prevention, and leadership development. At YouthBuild, low-income young men and women, work toward their General Equivalency Diploma (GED) while learning hands-on energy efficient constructions skill by building affordable Green housing.

Lastly, students benefit more from a **smaller classroom size**.

**Communities in Schools  
Galveston, Texas  
May 4<sup>th</sup>, 2011**

Student's safety on and off line.

Discussions included:

- What information is safe to share on or off line with others?
- Is the student comfortable with information that is online about them, knowing that this information can be shared with many others?
- Has there been bullying on or off line?
- What about the type of pictures on line?
- What should you do when someone touches or grabs you inappropriately?
- Do you pay attention to surroundings when walking alone?
- What would you do if someone a stranger approached you either on foot or in a vehicle?
- What should you do if someone you rode with was under the influence of drugs or alcohol, or did anything that made you feel uncomfortable?
- How comfortable are you to say no to a friend when they want you to do something that is illegal or unsafe?
- Who is the trusted adult that you can speak with concerning these issues that has been discussed?

We provide group services in the schools to students that address these issues of Safety.

Location:  
Old Central Cultural

Key Issues:  
Community Issues, that affect solidarity in the community

Student Safety – On & Off-line

Student Issues

**Big Brothers Big Sisters Career Navigators Group  
Davenport, Iowa  
May 5<sup>th</sup>, 2011**

Location:

JB Young Intermediate School

Key Issues:

Environmental Responsibility

Access to Recreational Opportunities

Support for Underprivileged Populations

Within our discussion of Access to Recreational Opportunities, Mayor Bill Gluba and one of our Bigs (who works with the City of Davenport Parks and Recreation Department) told us about a city initiative, the Kids Pass, which allows youth ages 0-15 admission to many different local activities-including minor league baseball games (QC River Bandits), the Figge Art Museum, the Putnam Museum and IMAX Theater, all city of Davenport swimming pools, 3 Davenport YMCA locations, and unlimited rides on the Citibus. A Kids Pass is \$50 per child. While for most families this is an excellent bargain, some of the families within BBBS programming still find the cost a barrier. Our group's solution to provide these students access to the Kids Passes is a car wash fundraiser, scheduled for June 11, to raise money for the 15 students within the group to purchase a Kids Pass for the summer.



The U.S. Fund for UNICEF Campus Initiative National Council  
New York, New York  
May 5<sup>th</sup>, 2011

Overall, the group felt that spending time discussing the Millennium Development Goals, and our ability to make an impact on international development, was the most important. The issue that we kept coming back to is the topic of MDG Goal 3. All of the goals are interconnected, but the empowerment of women and girls is a turnkey part of international development. The group determined that empowering women, not surprisingly, was the answer to a need for a holistic approach to development. The group went as far as to say that all of development is interlinked to extent that placing a greater societal value on women and girls is the bottom line, and that when girls are valued all else will fall into place. The utilization of innovation and technology to solve questions of development was a popular solution within the group's discussion. The group decided that an important balance of infrastructure and technology would be the solution particularly to providing access to healthcare to people living in the most remote corner of the world. While it was unanimously decided that the priority action would be to create more local doctors, it was realized that this would require extensive training and resources. Where doctors or medical workers cannot reach the most remote, the implementation of technology could make current medical resources more efficient. Through cell phone and other technologies, doctors in US or other countries could communicate with medical workers in countries of concern, sharing information to allow for the performance of tasks that don't necessarily require a doctor to be present. The group also brought up the phenomenon of concierge medicine, a practice that has been emerged within the United States, in which patients pay doctors a certain amount on a monthly or annual basis, and they have 24/7 access to the doctor via e-mail and phone. The doctors make house visits when needed, and are even accessible to patients outside of normal healthcare hours. This practice allows doctors to make more money and patients to save money because insurance isn't billed; this is only feasible for primary care; however, it could cut down on medical costs significantly for most people.

Key Issues:

Millennium Development Goal 8: Developing a  
Global Partnership for Development

Primary education in the United States

Millennium Development Goal 3: Promoting  
Gender Equality and Empowering Women

Location:  
Lowenstein Building

Obama Administration Participant:  
Gita Stulberg  
General Services Administration



Key Issues:  
Education  
  
Environment  
  
LGBT Rights

**United Student Government of Fordham College**  
**New York, New York**  
**May 5<sup>th</sup>, 2011**

Based on our roundtable, our participants believed that education is the issue that we need to focus on the most. Firstly from our perspective as college students, we discussed the need to support college students and facilitate their education by easing the pain of college tuition. We discussed multiple ideas for accomplishing this goal, such as eliminating interest on federal loans or enacting a cap on tuition. Secondly we discussed the need to invest more attention, money, and innovation into education reform on a nationwide scale. In order to build a competitive economy for the future, we must begin today by providing our children with the best education possible. We discussed the need not only to pay public school teachers more, but to also value teachers as much as we value lawyers or doctors. Many college students, including those at our roundtable, would consider a career in teaching if it offered a higher salary, which is an unfortunate reality in these economic times. We discussed that trade schools and community colleges also need to be given as much attention and resources as four-year institutions. We also discussed creative ideas for reforming our schools, including integrating technology more closely with the curriculum, and at an early age in elementary school, focusing significant improvements on STEM education, placing a premium on dynamic teachers while providing them with the resources to excel, and eliminating the summer break so that students receive a more rigorous education year-round with more frequent but shorter breaks. Related to that suggestion we discussed extending the school day to allow for a more intensive education for our nation's children. We also discussed issues surrounding LGBT rights. At our university there are many LGBT students, and there is not a large stigma surrounding LGBT Americans among young people, particularly college students. In that regard we discussed possible ways to provide these citizens with more rights beyond gay marriage. We said that working to combat anti-gay bullying is one major area to focus in, but that there should also be outreach to ensure that they receive equal pay and are not discriminated against in the workplace. At our own school, many student activists have been active in forming a Network of Support for LGBT students, especially trying to target straight allies to the movement. These efforts continued particularly after many of the teen suicides of last fall.

BYU Kennedy Center for International Studies  
Provo, Utah  
May 5<sup>th</sup>, 2010

Accountability and transparency within development programs are crucial to the effectiveness of these programs. The Feed the Future initiative has rigorously gathered data throughout its progress to determine effective techniques and methodologies. However, FTF has not been sufficiently transparent in making these results available to the public through easily accessible means. FTF must be more proactive in publishing program data and results in order to draw on the wealth of intellect among the public constituency and allow for a more substantive dialog addressing the complex challenges of development issues.

Providing greater transparency through increased monitoring and evaluation enables better analysis of development projects, and has found significant international traction through the “Publish What you Fund” movement. The United States should take bold steps to follow the lead of the World Bank, which began its “Open Data Initiative” in 2010 and has allowed development practitioners and policymakers to harness the power of academia and civil society. The data for all US funded development projects, especially Feed the Future, should be published as soon as possible in order to assess the effectiveness of these programs. Making the results of projects accessible to the general public will raise awareness of the success and failures of current development projects and will also engage the public in creating viable solutions for ending poverty. In order to facilitate proper dialogue future documentation should include not only inputs into poverty alleviation programs, such as loans and investments made, but also outputs as measured by increased income, health levels and a summary of the way in which investments have affected extreme poverty on regional, national, and domestic levels.

Location:  
Brigham Young University Kennedy Center

Obama Administration Participant:  
Art Douglas  
Farm Service Agency



Key Issues:  
Feed the Future Program

Connections between domestic agriculture, rural development, and international development

Accountability and participation within these programs (FTF, USDA, Rural Development)

Location:  
Drop In Center

Obama Administration Official:  
Scott Cowen and Micheal Fleming  
White House Council on Community Solutions



Key Issues:  
Disconnected Youth In New Orleans

Connecting Youth To Pathways Of Success,  
Including Cross-Sector Collaborations

Outreach To Youth About Services And  
Resources Available To Them

**White House Council on Community Solutions  
New Orleans, Louisiana  
May 5<sup>th</sup>, 2011**

There is a greater need for more wrap around services. Programs need to connect the dots between helping youth survive with basic needs (food, shelter, childcare) then connect them to relevant education and really valuable career pathways. Also, youth need multiple on ramps to connecting to successful pathways (one said – we need 30 and we need to be able to get back on if we fall off – right now too much red tape, criteria, barriers if we make a mistake.)

Getting the word out about programs happens best through word of mouth and direct out reach. Youth want to tell others about the opportunities they have gotten by connecting to existing programs like the Drop In Center, Covenant House, Café Reconcile, Liberty's Kitchen and the Youth Empowerment Project.

Roosevelt House Public Policy Institute at Hunter College  
New York, NY  
May 5<sup>th</sup>, 2011

A considerable number of students present expressed concern with how government develops and implements policies to ensure both viable economic opportunities and affordable housing for young adults. In urban areas such as New York City, where one's cost of living can regularly exceed income, students are worried what a fundamentally unsustainable dynamic means for their futures, both personally and professionally.

In keeping with the legacy of Franklin and Eleanor Roosevelt, the Roosevelt House Public Policy Institute is committed to hosting programs that engage Hunter College students and the wider community in constructive dialogue on issues of public policy and human rights.

The recent youth roundtable with U.S. Secretary Donovan served a meaningful role in developing stronger ties to graduate and undergraduate students interested in urban planning, community and economic development, and housing policy. Further, Secretary Donovan's example of a New Yorker engaged in his community – and now serving the country on the Federal level – provided an inspiring example to students committed to service.

Location:  
Hunter College

Obama Administration Participant:  
Secretary Shawn Donovan  
U.S. Department of Housing and Urban  
Development



Key Issues:  
Putting the "UD" back in "HUD" via recent HUD developments and activities

Affordable housing plans and implementation through PlaNYC and Section 3 housing

Affordable housing and economic opportunities for young adults in American cities

Location:  
Century Center for Economic Opportunity

Key Issues:  
Barriers To Success

Lack Of Support In Aspects Of Society That  
Would Otherwise Facilitate Development

Influences That Perpetuate This Lack Of  
Support

Century Center for Economic Opportunity YouthBuild  
Lennox, California  
May 6<sup>th</sup>, 2011

Education:

Inadequate education leads to high rate of high school dropouts, which leads to high rate of unskilled labor, which leads to difficulties in finding employment, which leads to illegal forms of generating income

Apathetic attitudes of educational staff (specifically teachers and counselors) towards students' future.

Overcrowded schools

Focus on standardized testing rather than students' personal development

Distractions in traditional school environment (lack of structure in classroom)

Education plays a primary role towards solving barriers to success.

Possible Improvements to the Los Angeles Unified School District:

- Build more schools
- Create smaller classroom sizes
- Tie student success in finding employment/further schooling to guidance counselors job performance evaluation
- Better teacher training
- Increase development of afterschool enrichment programs

Benefits of YouthBuild:

Constant positive reinforcement by teachers and staff

Understanding or sincere attempts to understanding the difficulties students habitually encounter.

Family-like environment

Community service program essential to youth/community Development

- instills meaning to life in lives of youth
- establishes community amongst residents
- breaks stereotypes
- Job training instills a sense of capability and builds self-esteem

**Mon Youthbuild  
Brown, West Virginia  
May 6<sup>th</sup>, 2011**

The issue we have felt is of most importance to be addressed is the Abuse/Use of Welfare. We feel that while there are some people that need welfare to maintain a stable livelihood, there are many more who meet the criteria and either don't need it or are intolerably lazy, which use it for personal wants rather than personal necessities.

Though we have not successfully tackled this issue, we do feel we have some suggestions. As youth of West Virginia we have seen and some have experienced first hand how people abuse welfare to support drug habits, or support a lazy lifestyle instead of becoming employed. We feel the people that need and deserve it should get it, but at the same time how do you make sure the people that receive governmental aid aren't abusing it? We believe that drug tests at a minimum of two times a month would help keep some abusers out. We also believe that the eligibility for Welfare should be extremely difficult, some examples of these is the income standards should be lower, and to do a background check. We feel a great solution would be vouchers for clothes, working materials, housing and etc., instead of cash. We feel giving an alternative to cash to the people on welfare would add to the reduction of abusers. Welfare in West Virginia is an extreme misconception most people we encounter see Welfare as a crutch. The people that need aid from governmental funds are seen in the same category as those who use it as a crutch, which will lead those people away rather than toward.

As a group we have given feedback to the Roundtable Committee, and are utilizing this as our first step to help our communities.

Location:  
Brown, West Virginia

Key Issues:  
Transportation and Gasoline Prices.

Use/Abuse of Alcohol and Tobacco.

Use/Abuse of Welfare

Location:

Fellowship Farm (our Youth Leadership Academy)

Obama Administration Official:

Kenneth Starr

General Services Administration



Key Issues:

Ways to reduce teen birth rates in Philadelphia

Ways to reduce STD/STI and HIV rates among teens in Philadelphia

Ways to spread the word about what teen participants had learned during the curriculum implementation and/or at the Youth Leadership Academy

OIC of America  
Pottstown, PA  
May 7<sup>th</sup>, 2011

The issue that our youth think most needs to be addressed is reducing the teen birth rates, and reducing STD/STI and HIV rates among teens in Philadelphia. They would also like to encourage other youth in their community to be well informed about safer sex habits.

Our youth focused upon spreading community awareness as a way to tackle such issues. Our youth came up with ideas surrounding community outreach that included creating Public Service Announcements (PSA) that spoke directly to their peers about HIV/STD prevention and teen pregnancy prevention. Additionally, our youth suggested having more retreats, programs and opportunities available for young people to gather and discuss risk reduction and healthy choices. Finally, several youth expressed interest in supporting the creation of Peer Health Education programming that would allow young people to be trained in these topics and then spread the word to their peers. We are looking forward to working with these youth via meetings throughout the summer in order to support them in achieving these goals and ensuring that their ideas can become a reality.



Oakwood Friends School  
Poughkeepsie, NY  
May 7<sup>th</sup>, 2011

How do we educate consumers about who is making the products they buy and under what conditions?

Educated consumerism among youth is an issue that has been addressed successfully on some levels. We specifically talked about one of the roundtable members' non-profit organization, [goodygoodies.org](http://goodygoodies.org), which provides a meaningful vehicle for youth advocacy to provide assistance to children who have suffered a loss. Through the sale of fair trade products, presentations, and workshops Goody Goodies raises awareness and funds to: provide education, food, medical attention, a happier life, friendship, and hope to the neediest of children.

Location:

Oakwood Friends School

Key Issues:

Fair trade's effect on the individual

Fair trade's effect on the environment

Free trade's effect on fair trade

## Photos



**GenerationOn Roundtable, March 21st, 2011**



**Cleveland Young Professional Senate Roundtable - March 28th, 2011**



**Boulder County Youth Corps Roundtable - May 24th, 2011**



**Tufts University Engineers Without Borders Roundtable – April 25, 2011**

Obama Administration Participant:

Ray Rivera

White House Council on Environmental Quality



Key Issues:

Ability To Access Scholarship Funds From  
AmeriCorps

Personal And Professional Development  
Offered By RMYC

Ability To Work Outside, Learn About  
Conservation And Get Paid

**Rocky Mountain Youth Corps  
Albuquerque, New Mexico  
May 9<sup>th</sup>, 2011**

First, need more funds to expand successful programs like theirs.  
Second, ability to leverage their service into a leg up in the Federal  
Government hiring process. These young people want to join the  
Federal Workforce, but don't get credit for their work on public lands.

Proposal in Time magazine (September 10,2007, Richard Stengel) for  
more National Service options.

Georgetown Energy and Cleantech Club – Law School Roundtable  
Washington, District of Columbia  
May 10<sup>th</sup>, 2011

Electrical grid and incentives for the utilities to invest in grid upgrades. In addition, incentives for utilities to become more energy efficient through the use of a “negawatt”.

LED lighting incentives – replace old incandescence lighting fixtures to LED lighting. They tackled the problem by creating a business case where the payback period was less than 2 years.

Location:  
Georgetown University Law Center

Key Issues:  
Creation of a national energy policy that may not mandate specific types of renewables or CO2 emission but rather general guidelines. Lessens the amount of uncertainty in the industry which encourages additional investment.

STEM – Science and Technology education spending – need to increase funding to generate the scientists of tomorrow to solve these problems.

International perspective – need to work with the international bodies and governments across the globe to solve this problem as well as come up with best in breed technologies.

Location:

The SAY Coalition – Bellefaire JCB

Obama Administration Participant:

Kareem Dale

The White House



Key Issues:

Education

Health

Tolerance and Discrimination

**SAY – Social Advocates for Youth  
Shaker Heights, Ohio  
May 11, 2011**

Education – “because it will impact my generation and the future of America’s society” as one student put it. All of the other issues discussed seemed to also relate to their discussion of their school experience.

More students could identify successes in the area of tackling bullying. They gave examples of student hall monitors being assigned to locations identified where bullying occurs. Others were able to identify programs describing what bullying actually is and how to deal with it.

**YouthBuild Kingsport  
Kingsport, TN  
May 11, 2011**

YouthBuild Kingsport identified apathy and discouragement as the most prevalent problem that is facing their generation today. The problem of apathy and discouragement has become a bi-product of the following components: the breakdown of the family system, lack of parental commitment, lack of stability, non-committed relationships, value system is different, nowhere to go and nothing to do, drug epidemic (watching parents use), increased divorce rate, lack of male role models and negative influences.

There are a few strategies that the students identified as solutions to the problem of apathy and discouragement. They agreed that finding a good mentor that is trustworthy was a positive first step to overcoming discouragement. There were additional suggestions that students should find opportunities to get involved in the community. This generation says they will have a stronger commitment to their children and they have made a decision to break negative cycles that they were exposed to as children. They realize that the change starts from within and they are committing to becoming the positive role model that they did not have. One of the students is planning to speak to a group of high school students and encourage young people to stay in school. The group of students plans to reach out to the community and plant a community garden to encourage the next generation to become self-sufficient. The community garden will also strengthen families and communities as well as give the individual a sense of accomplishment. The community garden will also give young people in the community something constructive to do as well as save money.

Location:  
YouthBuild Kingsport

Key Issues:  
Lack of jobs

Survival in the economy

Apathy/discouragement

Location:  
Purdue Extension

Key Issues:  
Bullying

Texting while driving

Teen pregnancy

**4-H Junior Leaders  
Princeton, Indiana  
May 11<sup>th</sup>, 2011**

The issue that most needs to be addressed is texting while driving because it risks lives of others and your own life. Conversations can wait and people don't realize how dangerous it really is.

The issue that we discuss that we have successfully helped tackle is bullying. In school we have stuck up for those being bullied. We let those who bully know that they are in the wrong and talk to them about how they can get help. We feel that people who bully have problems that cause them to do this, and we try to help the bullies so that they won't do this anymore.



Chicago Hope Academy  
Chicago, IL  
May 12, 2011

The criminal justice system needs to be reformed and shifted to serve those who can be rehabilitated. The focus should be encouraging people to be productive members on society, and supports should be in place to this end. As of now, corruption and lack of programs can cause a circle for convicts to become trapped in.

The kids discussed the criminal justice system and what happens to convicts upon their incarceration and following release. The students discussed the systems should be in place to usher convicts from prisons and jails into productive jobs. This can mostly be done by connecting existing agencies and transforming policy to focus on rehabilitation instead of punishment.

Location:  
Chicago Hope Academy

Obama Administration Participant:  
Kalpen Modi  
The White House



Key Issues:  
Poverty in the World vs. Poverty in the US  
Causes of Poverty, focusing on the Justice System  
Practical Solutions we have seen in the neighborhoods in which we live

Location:

University of Wisconsin River Falls - Regional  
Development Institute

Obama Administration Participant:

Tammye Trevino  
USDA



Key Issues:

As a young American, our voices/interests  
aren't being heard or addressed.

Transportation choices are not available  
outside of metropolitan areas.

Education is not always applicable to a broad  
base of students; very few options  
exist for a place-based alternative/experiential  
education as well as tuition funding in  
higher education..

**University of Wisconsin River Falls/St. Croix Institute for  
Sustainable Community Development  
River Falls, WI  
May 12, 2011**

I believe transportation issues are one of the top priorities. Currently the policies in place attempt to treat one of the symptoms of the greater problem - that of urban sprawl. The traffic and transportation issues that arise are a smokescreen for the greater issue, and are often used to argue in favor of policies that further the original problem as well as carbon emissions and myriad other problems. For those of us who reside outside of a major metropolitan area, personal vehicles are often our only choice. The recent rejection of major federal funding by our state (WI) ensures that we will continue to rely on the status quo, remain dependent on fossil fuels, and have our voices ignored when we demand more efficient choices and modern options in moving about our region.

A common denominator in many of our success stories was leading by example. By moving past rhetoric and prescriptive solutions, it comes back to the idea that diving in and beginning positive actions in the direction we would like to see change head has inspired others to follow and produced tangible results. While we may not have the silver bullet solutions for many of the problems we face, we can begin moving in the right direction by simply getting to work on them in small but visible ways. In the same fashion, institutions of higher education have the responsibility to take on such a leadership role or risk becoming irrelevant as our concerns become issues that begin to tighten the proverbial noose around our collective necks.

University of Notre Dame  
Notre Dame, Indiana  
May 12, 2011

Our discussions on campus have largely focused upon the relationship between the economic challenges posed by our national debt, as well as the need to ensure that our budget priorities do not lose sight of the poorest of the poor around the world. Notre Dame students urge the administration to continue its effort to preserve federal funding for essential aid and development programs. Additional subjects of conversation included the need for comprehensive immigration reform that recognizes the fundamental dignity of the undocumented in the United States, as well as the need to continue to ensure full implementation of the Comprehensive Peace Agreement in Sudan, particularly given recent escalated tensions in border regions such as Abyei. The threats of climate change, refugee flows, and natural resource scarcity are also on many students minds. Finally, national education reform is an emerging focus of many students on campus, as well as the university community as a whole.

The Notre Dame Student Government and Athletics Department have been especially active in advocating for full implementation of the Comprehensive Peace Agreement in Sudan, and we are extremely grateful to Kalpen Modi, Karen Richardson, and Samantha Power for taking the time to meet with us at the White House to discuss that effort. We also have other ongoing projects to reach a public university climate commitment, and to secure grant funding to confront food insecurity in a food desert within our South Bend community.

Location:  
University of Notre Dame

Key Issues:  
Economy/Deficit

Extreme Poverty (HIV/AIDS, Malaria, Food Insecurity, Climate Change, et al.)

Responsibility to Protect/Sudan

American YouthWorks  
Austin, TX  
May 12, 2011

Location:  
American YouthWorks

Key Issues:  
Education

Transportation

Green space

Crime

Housing / homelessness more affordable  
housing

Education  
Transportation  
Green space  
Crime  
Housing / homelessness

Community outreach -> environmental education, life skills  
Continue / expand mission of AYW, make available to more young  
people  
Lobby / advocate state / city government  
Learn more about community issues ie. Women in housing forum

4-H  
Brookville, IN  
May 12, 2011

The poor road conditions affect every child in the county, not just the families who live in the rural areas. They must cancel school when the buses can't get through due to snow, ice, flooding, fog, or any other adverse weather conditions. This results in missed days for all students, that must be made up through Saturday school, going on holidays and adding on days at the end of the year. It interferes with summer programs, events and activities. Often the teachers don't plan or teach new material for the make up days, they are just there because they have to be, so the quality of education suffers. If they can't improve the roads or increase the number of snow plows and salt trucks in the county, then it would be advantageous to have an option for the youth who can't make it to school on snow days to attend via virtual classroom, or skype, or some other distant learning method.

The local Purdue Extension office is in the process of implementing a program called S.O.S (Socialize Online Safely) in the county, utilizing the NetSmartz program to decrease the risk of youth who spend more and more time online, and help them understand the consequences of unhealthy activity, such as Cyberbullying.

Location:

Franklin County 4-H Fairgrounds

Key Issues:

Extremely poor road conditions in the county cause there to be many snow days and therefore lost school days in the winter, resulting in the schools having to make up snow days each year. This interferes with many summer programs and events.

Need for a YMCA or community center in the county for youth to hang out, learn, and even seek employment.

Bullying and Cyber bullying in the schools, need to educate parents and monitor usage

**ADC YouthBuild  
New York, NY  
May 12, 2011**

Key Issues:

Street Violence

Teen Sex

Racism / Prejudice

The issue that the ADC YouthBuild group felt was most important was "Teen Sex". Teen Sex was chosen, because among teens there is a high rate of STI infection alongside teen pregnancy as well as a lack of education for safe sex and prevention.

An issue that the ADC YouthBuild Policy Committee discussed that folks have successfully tackled is "Street Violence". The plans that have been put in play and that continue to be improved are such tactics like; placing police towers within highly violent communities, enhancing the number of community board meeting there are a month and really reaching out to the people of the community to get them involved in community watch programs.

**River City YouthBuild  
Elizabeth City, NC  
May 12<sup>th</sup>, 2011**

Black on Black Crime: It's more prevalent in rural communities and the problem continues to grow:

Stop the Violence Campaign at local Juneteenth Festival; in memory of victims of violent crimes in the community.

Location:

International Youth Organization

Key Issues:

Why SWAG? Can it Be Redefined

Black on Black Crime

Can the music we listen to have a negative impact on our behavior?

Location:  
CDCB/YouthBuild Center

Key Issues:  
Economy: jobs

Health: teen pregnancy

Government Shutdown: congress's constant threat to shutdown avoiding their responsibility to represent the people.

**Community Development Corporation of Brownsville's YouthBuild  
Program, Texas  
Brownsville, TX  
May 13<sup>th</sup>, 2011**

1. Economy: jobs- It is difficult to create job positions with a distressed economy, but not impossible to provide opportunities of labor for money. Green methods are everywhere, why not implement them on our streets and provide incentive. Our YouthBuild members suggest handing out trash bags and paying \$5 dollars for a specific weight of categorized trash. The monetary funds for carrying out this program could be awarded to cities by grants, and emphasized by other certificate/award incentive per region.

2. Health: teen pregnancy- Pregnancy and child birth are complicated and dangerous processes to mother and child, the risks during the period of pregnancy are increased for the teenager who is not yet developed physically or mentally. YouthBuild Brownsville suggests creating a course on parenting and sexuality to be taken by adolescents in middle school ages 11-13 (around 7th grade). For one year students will spend half a semester learning the duties and responsibilities of being a parent, and half a semester learning about their sexuality, hormones, physical self and counter parts as well as the significance of a sexual act and dangers.

3. Government Shutdown: congress's constant threat to shutdown avoiding their responsibility to represent the people.- If congress wants a break, let's give it to them. Our suggestion to aid our representatives in finding common ground and deciding on major issues is to unite them with youth representatives on a Green project. Two YouthBuild members (or general youth one male, one female) will be chosen to represent their state in working amongst their and other state representatives to build a Green Peace Garden. Both Youth and Congress will participate in activities relating to garden foundation and maintenance while discussing important issues locally, nationally, and internationally.

Government shutdown seems to be the most pressing issue. It is rare to find youth that dedicate their television time to the news or major politically broadcast events, but when they do, a majority of those moments are filled with sarcastic repartee and filibuster by representatives that refuse to negotiate. Young people need to believe they are a part of the solution or prevention in a government institution that truly has their best interests at heart. Congress needs to be the mechanism that motivates and pushes forward not deters.



**YouthBuild of Northern Kentucky through the Northern Kentucky  
Community Action Commission  
Covington, KY  
May 13, 2011**

Public Housing needs to be the most addressed topic because it affects so many individuals. The Hired Hands of YouthBuild of Northern Kentucky believe that a lot of the crime, poor education, and poor landscaping of their community are due to the mismanagement of Public Housing and the people it serves. Public Housing units in their community have become a place of high crime and truancy. The participants are concerned that these parts of their neighborhoods, where many of them live in fact, are not taken care of at the level they should be.

Our trainees came up with the following ideas to help the crisis going on in Public Housing:

- Make it available to more people
- Include yards with apartments that have standards of maintenance

Plan trees to make the landscaping more inviting - provide the trees after a fundraiser

Plan flowers to make the landscaping more warm and inviting.

Better police patrolling of public Housing facilities (more consistent - not just in response to a call)

Educate tenants of Public Housing Units to call the police if they see anything suspicious

Encourage conversations about the current state of Public Housing Units. Many other citizens have misconceptions or think the safety of their neighborhoods is not dependent on the safety of Public Housing

Have Community Action Commissions host Poverty Simulations to allow community members the experience of living in poverty.

Encourage communities to vote for federal dollars to renovate and maintain safety in Public Housing communities.

Location:

Northern Kentucky Community Action  
Commission Agency Conference Room

Key Issues:

Public Housing

Pollution

Homelessness

Location:

Mile High Youth Corps Headquarters

Key Issues:

Education system and public schools

Poverty and the job market

Community activities vs. gang violence

**Mile High Youth Corps  
Denver, CO  
May 13, 2011**

Again, the education system. As this group of youth wraps up their YouthBuild program, we were able to identify the different experience that has led to finding academic success as opposed to the earlier experiences of all of these youth (all of whom had dropped out of school previously) in finding failure in the school system. The plan developed includes:

Smaller classrooms

Allow the teacher time to check in with individual students on progress and struggles

Allows students to feel more comfortable asking for help when needed  
More engaging activities, and contemporary, relevant issues in the classroom

Providing programs such as sports and music help provide avenues for students to find passion and an interest in learning to keep them engaged academically

Provides positive peer activities to combat the negative peer groups easily influenced youth may be affected by

Use contemporary and relevant issues to teach academic skills and keep students engaged

More hands on activities to reach a greater variety of learning styles  
Better teachers, trained and caring about students, with time allowed to provide the individualized attention many students need

Many of the experiences shared within this group was the feeling of being cast aside, allowed to fail and yet be passed on academically until they were too far behind to catch up, not wanting to feel stupid asking questions

Teachers can be more aware of students who are faltering and not comprehending, so that in the smaller class sizes they are able to reach out to these students and encourage them to access the support

More focus on individual students attendance and success – many students shared that their teachers previously made no efforts to contact them or find out why they were missing if they were missing, but instead just wrote them off and allowed them to drop off and drop out

Hold ALL students to high expectations rather than quickly judging which students will succeed. Look at alternative means of maintaining safe schools

**YouthBuild McLean County  
Normal, IL  
May 13, 2011**

The issue most addressed in our roundtable was the issue of community. Students all believed that their community had played a large role in their life and not always in a positive way. Students expressed being perceived by others to be and act a certain way. This issue needs to be addressed because for the most part students found it very difficult to see a way out of a negative environment. Students need to see and believe in the opportunities they have to be their own person and not become something they do not want. If those opportunities are not there we must provide them and we must make sure students are aware of them.

One issue that has been helped is the education system. YouthBuild provides an education for students who were not able to be successful in the traditional system. Too many students have not succeeded with the status quo. It is YouthBuild's mission to serve those students. Hopefully this will also let student see the

Location:  
YouthBuild McLean County

Key Issues:  
Community and its effects on a person's life: We discussed the perception that outsiders have of certain communities, especially low-income. We explored how simply being from a certain community can label you, and how community directly effects a person's decisions and opportunities.

The education system: The students in the roundtable all felt underserved by the traditional education system. Students discussed what got in the way of their education. Children to provide for, social activities, non-engaging teachers were all themes students touched on.

Budget deficit: The main point that came from the discussion about the deficit was that it is unfair for low income families receiving vital services to bear the weight of budget cuts

Location:  
Atlanta Workforce Development Agency

Key Issues:  
Community Crime

Education

Government Officials In The Community

**Metro Atlanta YouthBuild  
Atlanta, GA  
May 13, 2011**

The issue that needs to be addressed the most is community crime. We feel that criminal activity goes on in our communities because it doesn't get enough attention from government officials. If we have the presence of the government and police officials in our community more often, then people wouldn't do as much crime.

The issue that we discussed that we have successfully tackled is about our education. As individuals we all found that traditional school was not for us. We took it upon ourselves to find another avenue to reach our educational goals. We all feel that Youthbuild is a second chance for us and it was a great life/educational move.

**Gay Straight Alliance Network  
San Francisco, California  
May 14, 2011**

As youth in California's public school system, we are often bullied and hear anti-LGBT slurs in our classrooms and hallways. We see that some of our teachers and school administrators are able to call out and stop the inappropriate slurs and bullying and it makes our school a safer place to know that our teachers care about us. Unfortunately, not all of our teachers or administrators know how to intervene and we feel that if there were laws that made it so teachers have to intervene and that the teachers were taught how and when to effectively intervene in these situation, it would create a safer school environment for all students. Due to the California Student Safety and Violence Prevention Act of 2000, California students and school employees are protected in public schools against discrimination and harassment on the basis of sex, actual or perceived sexual orientation and gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. This law protects us while we are in school or at any school activity, such as extracurricular activities and student clubs. Though the bullying and slurs still exist in our schools, more students are aware of their rights and have the ability to file complaints and notify teachers and administration officials. However, we would like to see stronger laws created to protect all students in the United States of America and see schools reach out to students to make sure that they are aware of their rights and take action to protect their students. As stated in the previous question, California has taken the initiative to protect students from harassment and discrimination. Many schools are also working to institute better complaint forms for students to fill out and alert their school administrators to an issue. Currently, the California State Assembly and Senate are working to pass a bill that would decrease the amount of time that it takes school administration to respond to a student's complaint, thus addressing the issue sooner and creating a safer school for all students. As California students, we have experienced first hand how school climates become better as students feel safer at school, teachers and administrators are better equipped to support students who are bullied and to interrupt slurs and bullying occurring in the classroom and all students are aware of their rights. We hope that the Obama Administration takes examples from the leadership of California schools when creating federal policies to protect lesbian, gay, bisexual, transgender, gender nonconforming and straight allied students

Location:

Gay Straight Alliance Network Office

Key Issues:

Implementing or creating laws that protect lesbian, gay, bisexual and transgender students in schools.

Educate teachers and school administrators on how and when to intervene in situations of bullying, anti-LGBT and racist slurs and how to see the signs of suicide.

Schools to focus on protecting marginalized and underrepresented groups, such as gender nonconforming and transgender youth.

Location:

Marion Jones Townhomes (Low income public housing)

Obama Administration Official:

Ladarius Curtis

General Services Administration



Key Issues:

Education

Post Secondary Options

Safety

**Students Against Violence Everywhere (SAVE) and YouthBuild  
Lake County  
North Chicago, Illinois  
May 14<sup>th</sup>, 2011**

*Motivation, encouragement and support.* Students consistently returned to the importance of having support from adults, the community, school and home. Lack of motivation and mentorship was a significant factor in each of the 3 main topics discussed. Participants stated that when they didn't feel supported, respected or understood in school they lost some of their drive to succeed. The Roundtable participants proposed some ideas:

*Community* – Provide programs and committed adult mentors. Most importantly these adults need to be consistent in their presence and these adults need to continue to acknowledge the students regardless of the setting or the student's actions. The participants felt like people were there one second and gone the next and that did little to encourage them to remain focused on their goals.

*Schools* – Students wanted to be taught by adults who wanted to be there, adults who were committed to them. Students sometimes felt as if their teachers were there to do a "job" not necessarily to educate them. The students also wanted school staff to have some confidence in them and their abilities.

*Home* – Students felt it was critical to reach out to the parents, but that parents should never have to be bribed to do their job. They stated that the education and support of parents and guardians was critical to the overall success of all students. *Nation* – Some of our students wanted to address the fact that they don't believe the government is focused enough on the education of American youth. Many felt as if the resources that should go to children and education were going to the wrong places. In this community students miss out on opportunities because of a lack of funds and they want to know where the money is going and they want to have a say in how it is spent. The students want to feel as if they are a priority in their homes, their schools, their communities and this country. Unfortunately we had no one at the table who had successfully resolved our issues. As a group it was decided to take action steps for ourselves by turning our Roundtable into the core committee for a youth action group. The students determined that the priorities for their peers were skills tests, mentors, college visits and overall motivation. The students agreed that they will start the process and create the foundational structure for a new program. They believe that with their program they can recruit adults to come on board in mentorship roles. The participants unanimously stated that they are tired of people saying what they will do because it hasn't been done, so they are going to do it for themselves.

**Marion County Commission on Youth, Inc. (MCCOY)  
Indianapolis, IN  
May 14<sup>th</sup>, 2011**

The two issues that are most prominent are education reform and youth violence, specifically bullying and gang involvement. Bullying prevention and education reform were key topics addressed in the state General Assembly 2011 session, however, bullying prevention was not supported in the end, for various speculative reasons. In the youths' opinions, schools do not take bullying as seriously as they need to and the youth don't know of any resources to help youth that are gang-involved to get out. More adults need to be educated on the significance of these issues and how they play a key role in helping youth overcome them.

Education reform is needed in Indiana, particularly in Marion County, which has a 76.4% graduation rate. The reforms passed on the legislative session (e.g. increased charter schools, school vouchers) are very broad, not very well understood and not proven to significantly improve student performance. Youth, adults and schools need to be educated about these reforms as well as the benefits and drawbacks to ensure that the reforms create fair and equitable options for all students.

The group of youth collectively has not tackled any particular issues, but most members indicated an interest and willingness in becoming more involved in creating a plan of action. They would like to see more communication with parents and school administrators about the issues that they face and would like to become more involved in legislative advocacy, specifically testifying at hearings and one-on-one meetings with their legislators. They recognize that adults and legislators need to be further educated on youth issues and that youth need to be a part of the decision-making process.

MCCOY is forming a Youth Advocacy Council that will be a diverse group of youth grades 9-12 that will guide these advocacy activities and empower youth to advocate on their behalf.

Location:  
United Way of Central Indiana, RCI Room

Obama Administration Official:  
Phil Lehmkuhler  
USDA Rural Development



Key Issues:  
Education

Youth Violence

Economy

**Stop The Violence-AC and LPPI  
Atlantic City, NJ  
May 14<sup>th</sup>, 2011**

Location:  
Atlantic City High School

Obama Administration Official:  
Paul Hlubik, USDA



Key Issues:  
Bullying

Social Networking

Self-Esteem

The group thought “bullying” was the most important issue that needs to be address. Major reasons are: bullying intertwines into social networking, low-self-esteem, and lack of leadership skills. The youth thought that this is a direct result of “fear”, lack of confidence and poor image of oneself. This type of attitude could harm both its intended victims and the perpetrators. In our discussion it was stated that furthermore, it also may affect the climate of schools and, indirectly, the ability of all students to learn to the best of their abilities. Other reasons why we felt the need to address bullying were the “effects of bullying”, and “the long lasting impact”. The effects of bullying can be: depression, health problems, poor grades and suicidal thoughts

The effects of violence and the horrific aftermath that it brings, such as, hatred, prejudice, anger, and the shooting of innocent lives etc.. Violence has been a major issue in our communities for several years. This committee which is made up of several businesses, schools, faith based institutions, social agencies and health care, have agreed to come together once a month as one unit to fight against crime, bullying and violence. We felt this group has successfully tackled this issue.

The Stop the Violence of Atlantic County committee will establish a comprehensive plan that will include youth who either have been bullied or who may have been the perpetrator of bullying. These individuals will be added to the STV committee of Atlantic City as members of our youth group. The youth will be apart of the on-going dialogue on a monthly basis. The youth will organize and select topics for a conference from start to finish. This will include, but not limited to: speakers, topics, agenda items and the latest videos on bullying.

The committee will adopt and/or establish a *bullying prevention program* that will include youth, parents and teachers from the various school systems. We know that in order to truly be effective, a school-wide program needs to be implemented.



**Youth Action Program & Homes Inc.**  
**East Harlem, NY**  
**May 16<sup>th</sup>, 2011**

- + Establish incentives for families who are doing the right thing for their children
- + Help youth to regain the fighting spirit, to know how to lead, how to work hard for our community and rights, more leadership
- + Foster youth forums where youth can talk their issues and get help
- + Stop school closings, teacher layoffs, and improve the conditions in the schools, like overcrowding
- + Limit accessibility of weapons, guns, to decrease the violence
- + Nurture a culture of high expectations, higher standards for community residents, so we call can excel
- + Youth come out of the schools without sufficient education, now knowing how to express themselves, not knowing what work they can do or where to go to get it, and without some basic skills to help them gain jobs
- + We need another march on Washington... like the Million Man March, but this time, a Million Youth!
- + There should be good alternatives to incarceration for youth... programs like YouthBuild that train youth and help them get on the right path
- + Support the rights of immigrant to work, to be respected and included, educated, to enjoy basic human rights
- + Foster more self-accountability, and self worth
- + Stop blaming taxes for our problems... the country needs to tax those who can afford to pay so we can achieve a fairer, more sustainable, and more just country

Location:  
East Harlem

Key Issues:  
None Provided

Location:  
Hilton Monona Terrace

Obama Administration Official:  
Brad Pfaff  
USDA Farm Service Agency Wisconsin



Key Issues:  
Transportation: access to public transportation,  
affordability of licensing programs

Health care: access to and affordability of,  
benefits of a preventative treatment system

Education: barriers to receiving a good  
education

**Operation Fresh Start  
Madison, WI  
May 16<sup>th</sup>, 2011**

We believe that establishing an effective health care plan, one that stresses prevention, should be at the forefront of the government's agenda. Many people do not have access to health care through their jobs, and furthermore cannot afford to buy health insurance separately. These people often put off routine check-ups, because of cost, and end up, months or years later, in the emergency room—racking up even more costs. We believe that this issue needs to be addressed because a person's health is crucial to their success in life. If someone is ill and not receiving the treatment she/he needs it is difficult to hold a job, to take care of a family, etc.

There are many flaws in our education system. We discussed the disparities between public schools in different parts of the country, and even in different parts of the same city. Often times, schools in poorer neighborhoods offer significantly less in resources and quality of education. From as early as elementary school, these kids are at a disadvantage to continue to higher education and be otherwise successful in the future. Where a person resides should not affect the quality of the education he/she receives. Furthermore, because of the sometimes rigid nature of the school system, many people who have trouble adjusting to this system are simply ignored and left behind. Our organization, Operation Fresh Start is an alternative education program that focuses on helping young people reach their potential. Many of the participants in our program are considered "at-risk youth," and have dropped out of school or been in trouble with the law. Our program is more tailored to the individual's needs, helping each person to achieve their personal goals, whether that is finding a solid job, or continuing on to higher education. For the last 40 years, our program has succeeded in helping some of the people who have been neglected by the school system become successful, young adults.

**Mormon Youth  
Washington, DC  
May 16<sup>th</sup>, 2011**

The issue that most needs to be addressed is the way in which the White House can highlight progressively-thinking Mormons whose work is complimentary to the President's agenda. This is an opportunity for the White House to gain support from others in the Mormon community that are not aware of progressive Mormon individuals and to change the stereotype of Mormons in the political world. Also, there is an opportunity for the Mormon Church to benefit from a better established relationship in public service. The number of Mormon missionaries and other volunteers could provide an asset to this Administration's focus on public service.

The Mormon Church has had unprecedented success in mobilizing its youth for volunteer service. Focus until now has primarily been proselytizing, but these energies could easily be redirected toward humanitarian service. The potential that 50,000 full-time volunteers could achieve is staggering.

Location:

The White House

Obama Administration Official:

Paul Monteiro

The White House



Key Issues:

Public Service

LGBTQ

Relationship between the Church and the  
Government

Vanderbilt University  
Washington, DC  
May 16<sup>th</sup>, 2011

Location:  
The White House

Obama Administration Participant:  
Kalpen Modi  
The White House



Key Issues:  
Forced retirement (so that old folks don't take youth jobs)

Drilling/Clean energy; working with other countries on energy solutions (gas prices, etc)

DREAM Act and entitlement spending

Education

Raising civic engagement

**New Era Colorado  
Boulder, CO  
May 16<sup>th</sup>, 2011**

I think that the issue that most needs to be addressed is the implementation of some form of constant dialogue between representatives and government staff and young voters. Young people are sometimes not interested in politics because they aren't expected to, and if they saw the interest generated in their elected officials, they would make sure to have their voices heard.

We discussed the idea of young people feeling more inclined to become politically active when they could see the results of their activism, and feel a sense of immediacy. A way that we came up with to address this was to focus our efforts in getting young people more involved in local politics, so that they are able to see immediate effects of their work, and therefore feel more inclined to further their involvement and awareness to federal levels.

Location:

New Era Colorado Boulder Office

Obama Administration Official:

Trudy Kareus

USDA Farm Service Agency, Colorado



Jim Isgar

USDA Rural Development, Colorado



Key Issues:

The role of social media in today's elections and politics for young people

Political issues that are important to young people

The fluctuation of enthusiasm for politics in young people, and how to revive it

Obama Administration Official:  
Brittany Stiffler  
Corporation for National and Community  
Service



Key Issues:

How can teens become more active in their community? How do we ensure that teens have mentors & role models to demonstrate the importance of community involvement? Also, how do teens have access to volunteering information on how to get involved?

Often teens do not have hope that things can get better and that volunteering matters. How do we instill that hope or create ownership of volunteer activities? How do we foster motivation?

Too many youth aren't getting the education they need to be successful in school, college and life. We're concerned about education. What do we do about it?

**White House Council on Community Solutions  
Topeka, KS  
May 16<sup>th</sup>, 2011**

At this roundtable, the issue was hope and motivation. The AmeriCorps members at the roundtable and in the audience were empowered to improve their community and their own lives. Yet the community youth in the audience expressed that many youth do not have hope, that they don't "give a crap" and adult mentors in the room agreed. This seemed to be in the biggest concern of the group. To address the concern, the youth requested that AmeriCorps presentations be given at the high schools (not on a university campus, where this event was held). It was also suggested that mentoring and role models are key to fostering the motivation and hope to improve one's own life.

Since this group also discussed AmeriCorps' impact on the community, the solutions to tackling youth issues focused around AmeriCorps-related plans. It was requested that we have more roundtable events locally, to discuss youth issues more in-depth, as well as other issues that surfaced during the roundtable. These issues included disability inclusion and the challenges of being an AmeriCorps member. This community dialogue and interest in the youth's input in these conversations seem like a good response to the "motivation/hope" issue.

More generally speaking, the youth suggested that the key to youth involvement in the community rests on community support and people in their lives influencing them to get involved.

**Schenectady YouthBuild Program**  
**Schenectady, NY**  
**May 17<sup>th</sup>, 2011**

During our final roundtable discussion, the group had a particularly difficult time coming to a consensus and choosing one issue. The group agreed that lack of family support/involvement and education are the two issues that most need to be addressed.

***Lack of Family Support/Involvement-*** Students reported that many issues stem from lack of family support and involvement including poor academic achievement, teenage pregnancy, violence, drugs, and incarceration to name a few. Students reported that children and youth are often left on their own to do what they want.

Solutions included parenting programs that teach parents how to set expectations, providing positive and realistic role models of what it means to be successful, increased access to youth programs to help working parents during afterschool hours, family counseling services, and revamping parent meetings in the schools that encourage parents to come rather than turn them away. Utilizing the media to present information on statistics that will catch parent's attention and increased promotion of local programs and services for children and families were also mentioned as potential solutions. Participants discussed the idea that "It takes a village to raise a child" and noted that communities need to work together to help the younger generation.

***Education-*** The group reported that the public education system in the country is failing many of our young people. Schools lack appropriate resources to meet the needs of students (i.e. not enough books, large classrooms). The group also indicated that many teachers and administrators do not seem to care about them and their success. Some felt that the public education system is not teaching the right things to prepare young people for life outside of high school. Many students felt the cost of higher education was too high.

Participants felt that schools should focus more on career development/career exploration and offer internships as part of the high school experience. Participants suggested that schools introduce trade skills earlier than high school and teach life skills like financial literacy, prevention education and parenting. Offering experiential learning opportunities could also make school more appealing for young people.

Location:  
Northeast Parent & Child Society

Obama Administration Official:  
James Barber  
USDA Farm Service, New York State



Key Issues:  
Lack of Family Support/Involvement

Education

Incarceration/Rehabilitation

**Asian and Pacific Islander American Health Forum  
Arlington, VA  
May 17<sup>th</sup>, 2011**

Location:  
Crystal Gateway Marriott

Obama Administration Official:  
Sadena Thevarajah  
Department of Health and Human Services



Key Issues:  
The impact of the ACA on Young Americans

The importance of insurance and getting covered

Coverage options when you're out of school

Understanding and navigating insurance plans and coverage. The general consensus was that the various insurance plans were difficult to understand and needed to be more streamlined and concise. Some attendees would like to see this type of education a requirement during the senior year of high school.

To educate their peers on campus and adults in their community about the importance insurance coverage and preventative care. In addition, to have conversations about the benefits found in the ACA. We distributed pledge cards that committed attendees to: post a Healthcare.gov badge on my website; organize a session on my campus on health coverage options for young adults; spread the word about how health care reform benefits young adults; share your health care story on youtube.



**Youth Conservation Corps  
Waukegan, IL  
May 17<sup>th</sup>, 2011**

The members of YCC felt the issue of jobs and education needs to be addressed. There are not as many job opportunities, and it is challenging to even get an interview. There also needs to be more programs for people struggling to get hired. It would be helpful to the unemployed if there were more programs that helped with resume writing, mock interviews and helping to place people in jobs.

In addition to jobs we feel education is another extremely important topic that needs to be addressed. Many of the members at YCC struggled in school and as a result dropped out. We feel the public schools, especially in low income areas are not up to par with schools in other areas, particularly in wealthier communities. We feel that all students should have the same opportunities and quality education no matter where they live. As well, we feel college needs to be more affordable so that more people can attend. This would also include more opportunities for financial aid and scholarships.

As mentioned in the above paragraph, many YCC members struggled in high school and as a result dropped out. Youth Conservation Corps' YouthBuild program has given our members a second chance at an education. Those who do not already have their high school diploma or GED are enrolled in a GED program, although it can still be a challenge at times. YCC YouthBuild also helps members find jobs or apply to college after graduating from the 10-month program.

Location:  
Youth Conservation Corps

Key Issues:  
Jobs and Education

Children and Healthcare- better healthcare and more affordable- separate insurance for children so they can get the best care

Renting/Housing- more affordable housing opportunities

The Connecticut YOUTH Forum  
Hartford, CT  
May 17<sup>th</sup>, 2011

Location:  
Hartford High School

Key Issues:  
Lack of services/ knowledge of existing services

Unemployment

Lack of job opportunities for felons

The most important issue that needs to be addressed is the lack services that are not available to our young people. The programs that our in our communities are for either young children or older adults. There are not enough services or programs being offered for teenagers or young adults. As a result of the lack of services, the young people are hanging out on the streets or engaging in at risk behaviors because they are not involved in a pro-social activity. In order for the young people to become successful adults and to stay away from the negative peer pressure there needs to be programs for our young adults.

The YouthBuild Hartford students discussed the importance of volunteerism and giving back to their community. They are motivated to create a YouthBuild Sports team and/or to start a YouthBuild Community Day. The students plan on creating a business plan on how to create and start a business and event. The purpose of the program is to encourage the young children to become actively involved in an activity and learn essential skills (such as team building and leadership). The YouthBuild Community Day will be able help raise essential funds for the team and it will bring the community together.

King's Schools  
Seattle, WA  
May 18<sup>th</sup>, 2011

We spent most of the time discussing ways to prevent bullying. Some facts that were mentioned were that twenty-five percent of students in the United States are bullied and eight percent of students have missed school because of fear of bullies. The impact of bullying lasts longer than just high school and some of the hurt never goes away. So many students have been affected by bullying, which makes it an important issue.

In all three of our topics, a successful tactic to accomplish all of them was using older teenagers, such as high schoolers, for role models for younger students, such as elementary kids to follow. If the older high school students were to teach and be an example for younger students, the message would be very effective. For prevention of bullying, we discussed creating a campaign on an online website to inform everyone involved with bullying on how to respond; we would promote the website at other schools, as well as ours. A second method would be to have our high school drama department create a skit to raise awareness on bullying at our school. To counteract the negative aspects of cyber relationships, we talked about encouraging kids to be active physically. Another idea was to target parents and let them know that they have a huge responsibility to teach children how to only spend a balanced amount of time using technology. Finally, we discussed ways to make sure students are taught their civil rights, because the younger generation needs to be able to assert their rights to create a dynamic tension with the government. While one idea was to incorporate teaching the rights into a history class, our other idea was to create either a song, video (which we could put on YouTube), or catchy phrase to reach out to the youth and teach them through means of their culture.

Location:  
King's High School

Obama Administration Official:

Shasti Conrad      Mario Villanueva  
The White House    USDA



Key Issues:

The causes and impact of bullying on America's youth and strategic solutions to minimize the occurrence of bullying as well as raising awareness of possible solutions both to the bully and those bullied.

Cyber relationships have a pivotal role in the lives of American teenagers. We focused on the impact virtual relationships are having on a teen's ability to have real-world relationships.

Democracy is a dynamic tension seeking to balance power between citizens and government. To maintain this necessary tension it is imperative to teach youth their civil rights. We discussed why it is necessary and how to teach them to youth.

Location:  
Project WISE

Key Issues:  
Pollution of air and water

Schools need healthier food choices

Poor people are subjected to the worst environmental conditions

**Project WISE (Watersheds Inspiring Student Education)**  
**San Francisco, CA**  
**May 18<sup>th</sup>, 2011**

We think there is a common theme between our issues that is most important; we think that environmental health in the community is the most important issue to be addressed. In our discussion we found that all of our concerns were local issues that related directly to our lives. We would like to see action taken on environmental protection in our neighborhoods and an opening of access to safe park areas within reach of our communities.

We think grass roots efforts for environmental change are great. We've seen lots of examples, from school wide composting programs, to class sessions focused on social and environmental justice. We would like to see more support and funding for community lead efforts. We would also like access to jobs in the environmental health field.

**White House Council for Community Solutions 1**  
**San Francisco, California**  
**May 18<sup>th</sup>, 2011**

Relevant work and learning experiences are critical for disconnected youth, including access to relevant education that's connected to employment. Youth are far more inclined to pursue education when they see the connection to a family-sustaining wage or something that they like to do.

Issue: How do you create strong communication between support organizations?

- Some examples of success have been seen through a system that allows for a shared release of information, such as Year Up and Larkin Street
- Successful organizations realize they can't do it all alone; different partners are entrusted with filling different stages or components in the development continuum
- The use of predictive assessment tools at intake allows organizations to appropriately transition or transfer youth to other organizations, such as First Place for Youth

Location:  
Gap, Inc.

Obama Administration Official:  
Leslie Boissiere  
White House Council on Community Solutions



Key Issues:  
Education and Unemployment

Financial Aid

Services related to Education and Job  
Employment

Location:  
Gap, Inc.

Obama Administration Official:  
Leslie Boissiere  
White House Council on Community Solutions



Key Issues:  
Financial Barriers

Youth Services

Education and Job Employment

**White House Council for Community Solutions 2**  
**San Francisco, California**  
**May 18<sup>th</sup>, 2011**

Mentorships and caring adults were consistently mentioned by disconnected youth as a critical need in their lives, including a long-term commitment, both professional and non-professional mentors, consistent personal contact, somebody to talk to who is not family, and somebody who has gained the respect to provide constructive feedback

Issue: How do you alleviate some of the financial barriers that disconnected youth face in getting back on track to education and employment?

Programs like Year Up pay a stipend to youth in their program and connect them to employment skill building opportunities that make financial sustainability after the program far more accessible

White House Council for Community Solutions 3  
San Francisco, California  
May 18<sup>th</sup>, 2011

Relevant and contextualized educational approaches are critical because they keep many youth engaged before dropping out of the system

Entrepreneurship engages youth

Technology catches youth where they're strong

Lab-based approaches make learning relevant, including work-based learning experiences

Stackable or modularized credentials with market value help youth continue to build skills over time and provide for easy entry and exit

Interactive curriculum needs to go beyond textbooks

Location:  
Gap, Inc.

Obama Administration Official:  
Leslie Boissiere  
White House Council on Community Solutions



Key Issues:  
Financial Aid for Youth

Mentoring for Youth

Education

Location:  
Gap, Inc.

Obama Administration Official:  
Leslie Boissiere  
White House Council on Community Solutions



Key Issues:  
Youth Access to Education

Youth Preparedness for College

Technical Programs related to Jobs

**White House Council for Community Solutions 4**  
**San Francisco, California**  
**May 18<sup>th</sup>, 2011**

Academic acceleration is a major issue at the community college level for disconnected youth. Significant remediation is often needed for this population to be ready to begin credit-bearing courses.

Issue: What helps disconnected youth progress effectively at the community college level?

Students need to be going to school full-time at the postsecondary level. Programs that provide comprehensive supports that makes this possible (financial, transportation, housing, etc.) make this possible.



**Pathways' Youth Build**  
**1200 West Washington St. Petersburg VA 23803**  
**May 18<sup>th</sup>, 2011**

The issue most needed to be addressed is the education system since the drop out rate is so high in Petersburg. (80% in our neighborhood; Petersburg rates first in the state of Virginia and Hopewell placed second according to [www.countyhelpranking.org](http://www.countyhelpranking.org))

Points brought out by the students:

Upgrade schools

Remodel old buildings/ relationship between students and teachers improve

Uniforms

Too many students treat school as a fashion show

Early sex education and drug classes

Parental consent forms if necessary

Include smoking cessation classes

Offer more activities

Place students in classes they like

This will keep students engaged and in school

Find ways to measure good teachers

Increase salaries for teachers

SOLs do not correctly determine school quality

Location:  
Pathways

Key Issues:  
Increase Educational Funding in Primary and Secondary Schools

Re-evaluate Public Assistance

Reduce Defense Spending

Location:  
Project REBUILD, INC.

Key Issues:  
Felony Convictions-Crimes

Project REBUILD, Inc.,  
Canton, Ohio  
May 19<sup>th</sup>, 2011

The first part of this discussion was focused on where, or what level politically, the authority or responsibility for making changes to the felony offender issue lied. Most felt it was a state issue and the responsibility would be with state legislators first, with public awareness about the issue being a close second. Our solutions/plan of action:

- 1) Schedule state elected officials (within our service area) to attend a session with roundtable participants and other students in the program to discuss the felony convictions barriers faced by our students and others in the community. Do the legislators have a full "view" of the issue? What, if any, legislation addresses those issues? Discuss the complexity of the expungment process.
- 2) Schedule an attorney to attend a session with roundtable participants and other students in the program to discuss the expungment process.
- 3) Research and present a comprehensive list of programs that benefit ex-offenders, specifically felons, within our general community and link our students with appropriate services.
- 4) Prepare and implement a general public awareness campaign about felons who want to become good community members, the barriers they face and how a tight job market aggravates that issue. Use our students as the face and vice of the campaign.

**Young Americans from Wisconsin  
May 19<sup>th</sup>, 2011**

Employment for foster youth. Numerous things impact youth's ability to participate in employment prior to exiting foster care and after exiting out of home care. Some of those things include trauma that has not been addressed, foster youth are not a priority at employment offices, transportation to and from work is difficult to secure (especially in rural areas) and lack of support. Many youth never placed in out of home care get their first employment opportunities through relatives or neighbors, while foster youth do not have these connections. Some of the issues surrounding secure and stable housing could be addressed if youth could obtain consistent employment prior to leaving care and beyond.

In 2008, Wisconsin implemented extended Medicaid coverage up to age 21 for youth exiting foster care on their 18th birthday. Foster youth advocated for this over a period of eight years. In 2010 Wisconsin implemented mandatory foster parent training state-wide. Foster youth advocated for this to the Department of Children and Families and legislature over 2 years.

Key Issues:

Foster Care Youth Services

Housing for youth with no finances

Job Employment

**Young Detroit Builders  
Detroit, Michigan  
May 19<sup>th</sup>, 2011**

Location:  
YouthbuildKCK

Key Issues:  
Visibility

Disciple and Morals

Voter Registration and Jobs

Visibility/Voter Registration and Jobs

What is an issue you discussed that folks have successfully helped tackle? What was their plan to tackle it?

Belle Isle, River Walk, Campus Martius

- Set up an event at a free, major destination somewhere downtown. This will help gain exposure for Young Detroit Builders. The students discussed way in which they could promote there projects such as showdown in Motown and use the same ways to educate people in voter registration.

The students also talked about building the community not just homes. Thru participation we can elect official in Detroit that are good for the residents of

Detroit.

-Young Detroit Builders can collaborate with other organizations such as YouthBuild

Other possible resources are Goodwill Industries, and Job Corps. -Who could go from Young Detroit Builders?

Jerry, Ernest, Mr. Booker or Mike

Impact our community on values, jobs, voter registration.

-Join NAACP/ have a job fair at YDB

-How do we jumpstart that and fold it into academics

-Neighborhoods, Job fair (rebuilding our city)

At the job fair have games, concession stands, Monopoly like games

**Our Future Our Choices: Making a Difference  
Accokeek, Maryland  
May 19<sup>th</sup>, 2011**

Immigration was a sensitive issue today during the roundtable. Some of the participants have immigrant family members or know of someone who is in the process of becoming a U.S. citizen. However, the process can be long and hard and it needs to be revamped to fit the ways of the twenty-first century.

Education is at the forefront of our discussion. We feel all children should be provided a high-quality education—not just private or charter, but public as well. We are an upcoming generation to aid our American economic future. We want to be competitive with other countries, let alone other schools within our metropolitan area. Our plan is to join or become more instrumental in the S.T.E.M. We are also going to provide a helping hand to students or peers who need help, through student groups and time in class to explain an assignment. We are going to join Future Leaders of America or Student Government Associations that will increase our perspective on the world beyond our communities.

Location:

Growing Strong Panel of Accokeek Academy

Key Issues:

Education

Homeland Security

Immigration

**Project WISE (Watersheds Inspiring Student Education)  
San Francisco, California  
May 19<sup>th</sup>, 2011**

Location:

Project WISE

Key Issues:

Renewable Energy Sources

School funding

Lack of action in the government

Though a broad array of issues were discussed at our round table event, we believe the common theme between them all comes back to safety, education, and the environmental health of our communities. We would like to see more investment in the success our communities and our futures.

Recently, our class took part in an environmental science symposium. We researched environmental topics and conducted experiments to further investigate the problems. Through this process we formed a series of recommendations. Some of these recommendations include improving the air quality of our class rooms, installing renewable energy sources in place of fossil fuel burning power plants, reducing automobile traffic to improve urban air quality, enforcing stricter regulations of the chemicals used in cosmetics, and replacing old school water pipes to prevent lead contamination. Our class started to tackle these environmental problems by further investigating the issues; we'd like to have more opportunities to get engaged with the issues that face our local communities.

University of Guam  
Mangilao, Guam  
May 20<sup>th</sup>, 2011

**Recommendations by representatives of George Washington:**

Public schools and at home need to display positive moral values into daily practices and values that incorporate the tolerance of ethnic and orientation diversity. Department of Education classes like PAA (Personal Adult Advocate) are truly helpful. Persons at the adolescent and pubescent stages can be unwilling and without purpose, which requires patience to learn the material. A suggested 3 to 4 classes is sufficient per student. Learning about different cultures in the world can also prevent the bullying of cultures and lifestyles. We could incorporate these studies in social studies classes and English courses. The Government of Guam presently does not have the *funding* to begin and maintain the necessary material and teachers for this program.

**Recommendations by representatives of Southern High:**

Promoting culture and orientation diversity in everyday curriculum can both alleviate and curve bullying and discrimination in Guam's public schools. This is critical at the elementary and middle school level of public education. More activities during break or lunch hour would focus students attentions on the event and avoid negative occurrences in between lunch break. The focus should be on empowering and inspiring every student to develop his or her God given potential to the fullest.

Location:  
University of Guam

Key Issues:  
Cultural Diversity

Orientation Discrimination

Students living in poverty (form for cause of bullying)

Location:

Healthy Teens Community Care Center

Obama Administration Representative:

Jim Turner

USDA



Key Issues:

Plight/Experiences of Homeless Youth

Prejudice against LBGTO Youth as well as general prejudice in American Society against African Americans and others who are not White.

Health Care accessibility and cost to homeless, uninsured young people.

**Detroit Community Health Connection Healthy Teens Community  
Care Center  
Detroit, Michigan  
May 20<sup>th</sup>, 2011**

The issue that most needs to be addressed is the plight of homeless youth, not only in Detroit but in the United States. These kids are off the radar. When they age out of foster care they are left to themselves and it is heartbreaking to hear what they have to go through on the daily basis. This is an urgent problem around the country and especially in Detroit and other major urban areas. There needs to be a health care pool set up for these kids. They need educational assistance. They need clothes. They need mentoring. They need housing assistance. They don't know where their next meal is coming from. They are looked down upon by society if they live in a shelter. They all need help and support immediately.

There is no successful response to these issues. That is why it is so urgent to put this issue on the national agenda. If we really want to Win the Future, we need to help these kids. The number of homeless youth around this country is in the multimillions. Somebody needs to do this research and come up with a workable plan that can be instituted in every state.



**Prevention Plus Youth Build Alumni  
Forest Park, Georgia  
May 20<sup>th</sup>, 2011**

Teen pregnancy, there are a lot of teens living unhealthy lifestyles that do not know their own self worth. Tackling the root of teen pregnancy will solve deep rooted issues in our community.

Safe Sex/Teen Pregnancy Just getting the word out so that our people are aware of the problems and solutions. Making both main and interesting topics.

Key Issues:  
Lack of jobs

Public Education

Teen Pregnancy

Location:  
Step Inc, YouthBuild

Key Issues:  
Employment/Economy

Legalization of marijuana

Legalization of same-sex marriage

STEP Inc, YouthBuild  
Williamsport, PA  
May 20<sup>th</sup>, 2011

### Employment/Economy

We have yet to “tackle” any of the top 3 issues, but suggestions were brought forth with respect to addressing employment and the economy. The inordinate number of U.S. jobs outsourced to China and elsewhere was a major point of discussion. Since 2007, the U.S. has lost approximately 10.5 million jobs (125,000 in June of 2011). Proposed solutions include:

1. Tax incentives for U.S. businesses to keep jobs here
2. Level the “playing field” with respect to employer regulations and wages
3. Extend unemployment benefits (it takes an average of over 35 weeks to obtain employment)
4. Legalize marijuana to bolster the economy: creates jobs (farm workers, regulators, etc.); taxing will bring in hundreds of millions of dollars in revenue to help lower our enormous debt; decriminalization will save taxpayers hundreds of millions of dollars in prison costs (it costs approximately \$35,000/yr. to incarcerate one prisoner), and dollars saved can be spent on education (especially for young people)

Georgia 4-H  
Eatonton, Georgia  
May 20<sup>th</sup>, 2011

How can I educate others on how to make the best food choices? How do we make the nutrition label important to them?

- Start by leading by doing
- Simplify Nutrition Labels, to make them easier to read
- Promote healthy alternative options to junk food
- Educate on portion size and stress eating smaller meals throughout the day
- Add nutritional labels to food lines at 4-H Centers and in schools
- Lead “Easy ways to Eat Healthy” classes to upcoming college freshman
  - Simple dorm room recipes
  - How to eat healthy on a budget
  - Coupon tips
- Educate on the low nutritional value of condiments/dressings/sauces
  - How to pick healthier options (low-fat dressing, low sugar ketchup, etc)

Implement “Take your kids to grocery store night”

- An opportunity for parents to educate their children on nutritional labels and how to shop healthy
  - Conduct fun educational programs on reading nutrition labels and portion size. Develop ways to encourage parents to continue reinforcement at home.
1. How can I influence others to choose water over soft drinks?
- Promote alternative options (Crystal light, flavored water, etc)
  - Educate the importance of water to students involved in sports and performing arts

Location:  
Rock Eagle 4-H Center

Obama Administration Official:  
Hobby Stripling  
Farm Service Agency



Key Issues:  
Education on food choices

Choosing Water over Soft Drinks

Staying Active and Fit

Location:  
Venice Community Housing Corporation

Key Issues:  
Homelessness

Unemployment

Cost of Living vs. "Living Wage"

**Venice YouthBuild  
Venice, California  
May 20<sup>th</sup>, 2011**

The issue that posed the greatest need to address as soon as possible of the above three was unemployment since this issue informs or is related to the other two issues.

The youth felt that having more job-readiness programs (like YouthBuild and others) and by improving the overall education system in high schools would assist in making young people more marketable/employable, and therefore, would lower the number of unemployed persons. Also, the youth felt that the government should subsidize employers who employ felons (or other people with criminal records) and other entry-level workers so that individuals can gain some work experience which would also make them more marketable in the future, and would, in turn, assist in helping the unemployment rates to fall. Finally, the youth believed that government should also subsidize more programs that catered to educating more people in the "green" trades to decrease unemployment.

**Americorps VISTA  
Morehead, Kentucky  
May 20<sup>th</sup>, 2011**

While the suggestions below have not necessarily been 'tested' or 'tried and true' approaches, these ideas are what the group came up with related to the two primary topics of conversation, i.e., education and lack of coordination of services.

**Education:**

Community collaborations in tackling significant social challenges should include businesses and faith based organizations. Many times these two groups are not included in a community wide response to social ills.

Creating a sense of value in educational attainment since education leads to a better quality of life generally and better jobs specifically; a suggestion was to use a media campaign to achieve this goal.

Creating awareness around the challenge of educational attainment utilizing venues such as community roundtables to get group and individual dialogue started; this was suggested as a 'grass roots' solution to tackling any challenge. Creating a 'promising practices' or 'innovative solutions' website/database which would be based on tested programming models. Encourage businesses to create a position which would liase with social services in the community.

Encourage policy change; relative to education that would mean increasing the age for dropout. Engaging youth in service early as this leads to increased engagement in community and educational attainment. Change attitudes around education which would result in increased expectations in students for themselves. Increase parental involvement in education.

**Lack of coordination in social services:**

The community of Pikeville Kentucky has created a Social Services Commissioner whose responsibility is to assist in the coordination of services in the community. Emulate what the Morehead State University Center for Regional Engagement is achieving with mapping of social service assets in given communities. Using universities and other institutions of secondary education as 'anchors' in communities; utilizing their assets/resources to solve community issues. Using VISTA and AmeriCorps members to help solve critical community issues; there's a lot of bang for the buck with these two programs.

Location:

The Fuzzy Duck/CoffeeTree Books

Obama Administration Official:

Tina Dunphy

Corporation for National and Community Service



Key Issues:

Education

Gaps in Service

Lacks of Jobs

Location:  
Billings, Montana

Key Issues:  
Homelessness

Impact of AmeriCorps VISTA on Non-Profits

Impact of AmeriCorps VISTA on the  
community

**City of Billings Montana  
Billings, Montana  
May 20<sup>th</sup>, 2011**

Collaboration between VISTAs and the community regarding poverty which encompasses a wide range of issues, including but not limited to, homelessness, discrimination, food security, tax issues, and much more. As the economy makes it necessary for increased collaboration between agencies, VISTAs are an integral part of the strategic planning process.

New ideas and suggestions for fundraising, education about homelessness, income tax, community collaboration are all vital in addressing these issues. Young college graduates have a hunger for knowledge and problem solving, as well as a new outlook on the situations society faces. The plan to tackle this is to continue to use young adults as an integral part of the solution.

The X-Change – Newark  
Newark, NJ  
May 21<sup>st</sup>, 2011

Education

- a. Issues in Education
  - i. Teacher Engagement
  - ii. Structured Enrichment Opportunities
- b. Solution to Issues in Education
  - a. Increase opportunities to focus on basic skills and personal talents. For example: basic skills curriculum, plus trade skill opportunities curriculum
  - b. Develop stronger relationships between colleges and public school systems that will encourage mentor programs for grade school students.

*For example: have college students = low to no cost tutors, host an after school program or in school basic skills coaching program*

Family

- a. Issues with Family
  - i. Domestic Violence
    - 1. Cyber Bullying
- b. Solutions to Issues with Family
  - a. Increase communication among family members, especially household members

Civil Rights

- i. Issues in Civil Rights
  - a. Not enough education/ clarity on civil rights in school education
  - b. Abuse of the laws by police
- ii. Solutions to Issues in Civil Rights
  - a. Create stronger community networks that will lead to a collective address to local police concerning issues and mutual respect. Increasing opportunities for anonymity, which would lead to more rapid solutions in solving community crimes

Location:  
International Youth Organization

Obama Administration Official:  
Gita Stulberg  
Government Services Administration



Key Issues:  
Education

Family

Civil Rights

**Goodwill Ind. of Kansas-GoodGuides Youth Mentoring Program  
Wichita, KS  
May 21<sup>st</sup>, 2011**

Location:

Goodwill Industries of Kansas, Inc.

Key Issues:

Lack of local youth employment opportunities.

(Unfair) systematic treatment of runaway youth.

Need for more community youth transitional living programs.

By majority of the youths' votes, the lack of employment opportunities most needs addressed. Many jobs once known as youth-friendly (i.e., restaurant and retail franchises) have now been filled mostly by adults who are also having more difficulty obtaining work in the present economy. Because of their maturity and experiences, these adults often "outbeat" their young competitors. A major concern was the issue of youth who may have a criminal history. Youth with criminal justice contact are at greater risk for employment denial due to their record(s), yet obtaining a job may be one of the key criteria given for probation release. Youth reported that having a job will keep them preoccupied, lessening their chances of engaging in negative behavior. For those who are in the criminal justice system, this helps increase their chances of being released from probation and/or other conditional stipulations, and also helps to pay off fines that most of the youth have accrued. More employment opportunities for youth can assist them with gaining the experience and skills needed to successfully compete in the workforce. Lastly, it can be the essential ingredient needed to assist youth with obtaining basic life necessities that may not be provided at home, especially disadvantaged youth. Many of the youth reported that coming from low-income, single-family homes, an additional income can help relieve some the family financial burdens, since the youth will be contributing to his/her well-being and/or the families.

The youth came up with some creative ways to help curb the issue of lack of employment opportunities for youth. First, child labor laws need to be lowered to 14 to provide more opportunities to a larger demographic. Second, job skills training, that include social skills enhancement, should be offered as a required course at public/private schools that teaches youth the acquired skills needed to obtain and maintain employment (job search, mock interviews, resume building, etiquette, etc.). Third, and the most sensible, local franchises and organizations with youth-friendly positions should partner with a centralized youth employment agency that only refers youth for jobs who complete the youth employment agency's initial program, which can consist of 6-8 week workshop training, tailored to specific job position, drug screening, volunteerism, etc. Once these youth are referred, they should be guaranteed an employment opportunity.



The New York Public Library 1  
New York, New York  
May 21<sup>st</sup>, 2011

Empowering student learning and collaboration.

This includes recognizing that while we might have differing broadband access on home computers, everyone in this group for example has internet access through our mobile phones...and that a big part of learning for us comes from this access. Some of our teachers make mistakes, and we can get the right information from Google online. We also get our news from this access, like when Osama Bin Laden was captured – we experienced it through a whole range of emotions coming through in Facebook conversations. It's like a new way to react to and discuss news.

Have conversations among young people about world issues where the Library can provide resources and books for interested students to follow up and study more while also creating a multi-platform avenue for young people to share their ideas.

Location:

The New York Public Library

Obama Administration Official:

Gita Stulberg

General Services Administration



Key Issues:

Providing Resources for Community Programs.

Understanding what information literacy is.

Empowering Student Learning and Collaboration.

Location:

The New York Public Library

Obama Administration Official:

Gita Stulberg

General Services Administration



Key Issues:

Physical Environment (Organization, Art Display, Technology Update, Café/Coffee Shop with magazine, newspapers)

Social Involvement (Mentorship Programs, Celebrity Involvement/Advertising, After School Activities and in-school Programs)

Positive Youth Policy (Youth Surveys, Youth run workshops, volunteer opportunities)

**The New York Public Library 2  
New York, New York  
May 21<sup>st</sup>, 2011**

The most important is social engagement and involvement of Libraries, because once interest is sparked and pride for the Local Library is established, all the other topics we discussed will follow and can then be worked on.

How to make Libraries into a better space for teens and young adults?

Change the color of the walls, display artwork, have student art fairs and galleries where students can express themselves. Especially the galleries would help make sure that people feel invested in what is being shown on the walls, and they will feel like all forms of expression are welcome.

Have Counseling available, included in college and high school application processes and book discussions (books about difficult subjects might tie in to having a counselor at the Library to talk about things). Also maybe have counseling for parents, so they can have a place to go talk when their families are at the Library.

Make sure there are activities daily, focused on the youth. Keep usable technology that is cool and up to date so people want to use them. Let young people pick the books the Library buys and lead workshops on various topics. Make sure the schools and Libraries are in close communication – have book fairs and school fairs at the local Library. Bring celebrities or well known people in to the Library to make endorsements and give talks or advertise for the Library.

The New York Public Library 3  
New York, New York  
May 21<sup>st</sup>, 2011

The education system needs to be re-formatted to encourage the development of individual students. It should focus on their needs and encourage their achievements and interests.

Mentoring programs in schools are helpful, but they need be more accessible and most of all more relevant to the issues and interests of young people. Big Brothers/Big Sisters are helpful but teachers should be serving as mentors as well—have more personal interaction and one-on-one time during free periods. Our teachers are helpful leading us down paths but more one-on-one support is instrumental. We should be able to have the type of mentorship support from groups within the educational system.

Creative programming and technology that allows students to manage their education – such as career day or grade monitoring. Encourage the student to mentor themselves, too—to look at our grades in real time, not just when the final grade comes. This would allow us to take more control over our education.

The educational system should be able to have resources for Psychology, Civics, Arts, Logic, Health, Audio/Visual studies and Liberal Arts with mentorship groups built around them based on interest.

Location:

The New York Public Library

Obama Administration Official:

Gita Stulberg

General Services Administration



Key Issues:

Promotion of mentoring programs to both adults (parents and guardians) and kids

Reformation of education program that provides a more holistic approach, with philosophy and logic for example that helps with more traditional subjects

Include educational entertainment activities to encourage participation and improve skills, develop teamwork (like knitting and other common interests).

**Zeta Phi Beta Sorority, Inc.  
Wichita, Kansas  
May 21<sup>st</sup>, 2011**

Location:  
Wichita State University

Key Issues:  
Violence

School Cuts/Communication

Career/Future Planning

Career Planning: The students felt that exposure to various careers earlier, would help them to shape their high school courses/plans.

Speak Up Program: In regards to school violence, there is a project call "Speak Up" that students don't feel is effective. According to the group students don't feel comfortable using it to submit information on violence or bad behavior occurring in the school.

There are currently no mandatory career days offered at schools in Wichita. Students feel that requiring schools to offer these days at the elementary or middle school level would increase exposure to career choices. Students would then have more exposure to careers prior to high school and be able to plan high school coursework accordingly.

The students would like to work with the schools to modify the "Speak Up" Project. They feel that by knowing or choosing what faculty can receive anonymous tips more kids would submit information.

**Men of Standards  
Dayton, Ohio  
May 21<sup>st</sup>, 2011**

Teen Pregnancy-There is no open discussion between adults and youth on sex. The teens requested more accurate information. With such a downturn in the economic, parents are either working or many are becoming addicted to drugs. There is a lack of positive role models and teens requested mentors.

Bullying-Develop a system to report bullies to authorities, developing a buddy system and addressing bullies in a collective and assertive way.

Mentorship programs, more educational programs and opportunities, more community access to teen centers and positive activities, jobs for youth, more intentional community involvement

Location:

Wayman Chapel AME Church

Key Issues:

Teen Pregnancy

Lack of Teen Center and existing centers should increase hours

Bullying

Location:  
Wayne State University

Key Issues:  
Education

Jobs

Community Involvement with Youth

Reyourcity.com  
Detroit, Michigan  
May 21<sup>st</sup>, 2011

I felt that the community's involvement with our youth is key and was expressed as well by the youth that attended. We did a total of 3 round-tables that each contained valuable thoughts and opinions. Our last round-table, we invited Detroit City Council President Charles Pugh, Michigan congressman John Conyers, radio personalities, event promoters, local music artists and a representative of Urbanfarming.org. This was key, in my opinion, for the youth to be exposed to these individuals and expressed DIRECTLY to them their concerns in many areas. We spoke on how youth should be better represented in the city council, How local artists have so much power with their music and the need to intimately share their personal experiences of living in the same neighborhoods, rising above that and life changing growth, How promoters can do a better job at promoting the positive movements that are happening in our local schools so that they youth feel a sense of pride that they are being acknowledged, how radio personalities need to reach back in local schools in other ways than just bringing artists there to perform and telling them to stay in school And also exposing them to various opportunities that are happening all around them despite negative images seen in mainstream media.

In regards to the youth involvement in the Detroit City Council, Council President Charles Pugh and other council members have implemented ideas that will do just that. A youth "task force" has been discussed in order to encourage the community around our youth to be more involved. This would include local artists, entrepreneurs and young government officials. All panelists involved in our last round-table (and the youth that attended) have expressed genuine interest in continuing these round-table discussions. We have decided to continue doing the round-tables across the summer and also into the following school year! This is an awesome movement that puts young professionals and young entrepreneurs in front of younger students. The unique idea behind this form of round-table discussion gives the youth a chance to TALK instead of being talked TO. The panelists are required to listen, inform and partner to make change happen. We believe this has never been done before around Detroit and we will indeed keep it going and keep HOPE alive!

Girl Scouts of Eastern Oklahoma  
Tulsa, Oklahoma  
May 22<sup>nd</sup>, 2011

Bullying is the top issue of our Roundtable: Bullying of all kinds...in person and on line, physical and emotional, at school and at work. It must be addressed because bullying hurts more than just the target (who may drop out of school or commit suicide), it impacts the social well-being of witnesses, and drags down the whole community. We want nothing less than complete cultural change, led by young people and supported by adults.

Our Girl Scout Council has an anti-bullying program called Powered Up which is available to all Girl Scouts across Eastern Oklahoma (at the council level) twice a year. Troop leaders can take the training (also offered a couple of times each year) to lead Powered Up activities with their girls at any time. The program is available in some public schools in Tulsa too, but as with many worthwhile programs this one has too little funding to meet all the needs.

The girls are willing to invest the time to learn what to do to be effective in stopping bullying. The girls said the program needs to be pervasive enough to change the culture at school, at church, at Girl Scout meetings, in sports and other recreational activities, everywhere children and youth gather. There must be a consistent message that bullying isn't ever OK. The girls suggested sufficient funding for on-going, saturation level activities locally and a celebrity spokesman nationally to carry the message that bullying is never acceptable. When enough people know what to do when they encounter a bullying situation, then they will be empowered to really stop it and change the culture.

Location:  
Girl Scout Service Center

Key Issues:  
Bullying

Suicide

Peer pressure

**Forum of Youth Investment  
Washington, DC  
May 22<sup>nd</sup>, 2011**

Key Issues:

The urgent need for a national youth council

The importance of having an ongoing mechanism to build connections between a set of young people and senior policy makers

Youth voice is a valuable component to national decisions about youth policies.

Young people are often disconnected from the people making policy decisions which affect their lives. It is important to create mechanisms through which young people's voices can be heard by senior policymakers.

A number of participants in the roundtable were members of state and local youth councils, which have demonstrated success in providing policymakers with the unique views and perspectives of young people. Participants recommended the creation of a National Youth Council and pledged their support.



Young People of Neuqua Valley, IL  
Neuqua Valley, IL  
May 22<sup>nd</sup>, 2011

How it can be made easier to afford higher education. The group of students who came together at this discussion comes from families who are wealthy enough to rarely be offered financial aid, yet nearly not wealthy enough that they can afford full tuition. Therefore students like us are often stuck in a position preventing us from attending schools we have received admission to. While we agree that financial concerns should be taken to consideration when picking a higher education institution, we also believe that currently, the process by which financial aid is determined causes kids who have worked immensely hard to get into competitive schools to be barred from attending simply because they cannot afford it. Our chief proposals for possible solutions to this issue are the offering of more private merit scholarships, and a possible reform of the FAFSA. After school-provided aid, scholarships are the primary means of financial aid for students, and we believe that there is a shortage in available merit scholarships for an abundance of high caliber students. Additionally, we believe that the FAFSA form is complicated, but not comprehensive; allowing the need of middle-class college bound teens to be overlooked.

The Green movement and sustainability measures at the high school and community level are certainly issues that have been addressed successfully here. In order to rid the community of the notion of the Green movement as simply a fad, folks began first by tackling awareness through various targeted campaigns. After cultivating an attentive community (or in this case, student body) they were able to garner enough support to go to the administration in order to actually change the way things ran. Proposals included the inclusion of recycling bins in every classroom, the assurance that garbage would be thrown only into the garbage bin, and converting paper class material to soft copy.

Location:

Caribou Coffee

Key Issues:

Student loans/affording higher education

Environmental policy, nuclear energy and the Green movement

Future foreign policy and how it affects us

Location:  
Goodwill SWPA

Key Issues:  
Seek Peace and discontinue the War

Stop the Violence in Neighborhoods

Create Positive things to engage youth

Goodwill SWPA  
Pittsburgh, PA  
May 23<sup>rd</sup>, 2011

The youth felt very strongly that youth, particularly teens are overlooked.

Creating positive things for youth engagement is very important because the youth are the future of our country. Youth don't think that the government cares about them. Young people need to be provided a place to go where they are safe and where they can have fun while they are learning about making good choices for their future and to setting appropriate goals.

Local youth need to be involved in programs such as mentoring to help them have strong role models and to be able to explore careers and life choices with peers and adults who will not judge them. They learn to voice their opinions and sometimes it is okay to disagree as long as both sides listen to what the other person/group has to say. They need a safe environment, off the streets, where they can "hang out" and be with friends but at the same time be monitored to make sure nothing bad is going on.

There should be more youth programs available that are affordable or free to ALL youth. Every kid needs a place to go, a place to belong. Youth sports programs are usually available in the communities but often too expensive for families; especially those with many children. Programs that give kids the chance to explore the arts ie: music and dance are beneficial since they let kids express themselves as they are learning about things and maybe even helping them find career opportunities in those areas. They will be learning AND having fun at the same time. Programs should be subsidized and free to all youth.

**Missoula Forum for Children & Youth**  
**Missoula, Montana**  
**May 23<sup>rd</sup>, 2011**

Missoula County's largest school district developed a "Graduation Matters Missoula" campaign. The above ideas and comments will be forwarded to its Executive Committee.

We think there were some programs in place in the past to help with these issues and we would like them to return. It seems to us that these programs, like "Young Families" worked and only had to end because of funding issues.

Location:

2nd Floor Conference Rm-Health Department

Key Issues:

Weighted Grades

Schools/Education

Teen Pregnancy

**ADVOCAP Fresh Start  
Fond du Lac, Wisconsin  
May 23<sup>rd</sup>, 2011**

Location:  
ADVOCAP Inc.

Key Issues:  
"Losing rights"

Overall cost of healthcare

The need for more job training programs similar to the Fresh Start model

The participants were very concerned with what they consider "losing their rights." They pointed out the freedoms that come with the Bill of Rights, but then gave examples of how they feel laws have been passed to interrupt those rights. An example they talked in depth about was the smoking ban in all work places that was passed in Wisconsin last July. They talked about how the ban took away the right of business owners to decide whether their establishment could be smoke free.

When talking about taking a person's rights away, the topics of segregation and women's rights were brought up. Participants talked about how petitions, boycotts, and voting in elections have and would continue to play a key role in the laws that are passed. Participants decided that they need to be more educated on the politicians that are running for office before they vote.

**YouthBuild Louisville**  
**Fond du Lac, Wisconsin**  
**May 23<sup>rd</sup>, 2011**

Education was the issue that we thought most needed to be discussed. We started out with jobs being our top priority, but then realized that education is really what gives a person the skills they need to be employable. So many young people are dropping out or getting kicked out of school, then they don't have a high school diploma, GED, or the academic skills necessary for employment. Sometimes people even graduate from high school, but their teachers were so poor that they still don't have the academic skills necessary for employment. Many of the high schools we went to had bad teachers who could have benefited from more training and more patience, or we were not able to get the one-on-one attention we needed to be successful. Since nobody really gets to know you, you kind of feel like no one even cares whether you succeed or not or even that they want you to fail. When a few of knew we were falling behind in middle or high school, we could not participate in Extended School Sessions unless we were chosen and we would have had to pay for summer school, which we could not afford. Also, quality education is critical to pass on to our children, to create thriving communities, to make us responsible citizens, and to help us understand the world.

We used what we are doing right now at YouthBuild Louisville as an example of a way to tackle this issue. YouthBuild Louisville is a GED and construction training program for young adults between the ages of 16 and 24. Almost all of us did not complete high school. More than half of us are young parents. During the 10 months of the YouthBuild program, every other week we are in the classroom working toward our GED. We also take classes that teach life skills such as Job Readiness and Healthy Relationships. We have longer breaks in between classes, an hour for lunch, the program doesn't start until 8:30 so we can actually get a full night's sleep, we take field trips, we do service projects, and we feel like we're part of a family here that wants us to be successful and is helping us make changes in our lives. The teachers care about us, they are patient, they make learning fun, and they teach to different kinds of learners. Also, since we spend every other week doing construction training, we are also learning job skills while we are working toward our GED's and able to earn some money. Even though it's not a lot of money, it still makes it possible for us to focus on getting our GED's and know that we will be able to pay our rent and take care of ourselves and our families if we have them. If our high schools had been more like YouthBuild, those of us who dropped out or were kicked out probably would have stayed in school.

Location:  
First Lutheran Church

Key Issues:  
Education

Jobs

Financial assistance for struggling families

Village of Hope Academies at Vista Maria  
Dearborn, Michigan  
May 23<sup>rd</sup>, 2011

Location:  
Village of Hope Academies at Vista Maria

Obama Administration Official:  
Christine White  
Farm Service Agency



Key Issues:  
Affordable and reliable public transportation for youth in the Detroit Metropolitan area.

Afterschool activities in neighborhoods and at school that are affordable or no cost.

The students discussed the strong positive impact that adult mentors and other positive relationships with caring adults had made in their lives.

The Village of Hope Initiative is an innovative school/community partnership model developed by Vista Maria, a nonprofit residential and community-based treatment agency for abused and neglected children. The initiative offers a full continuum of services and programs including education, behavioral health services, substance abuse treatment, and schools that meet the needs of at-risk youth.

The Village of Hope is built on the premise that: Education and vocational training are critical components for self-sufficiency.

Children need access to basic resources to stay healthy and in school. These include access to healthy foods, affordable housing, and health care.

Children need access to permanent, supportive and lasting relationships to sustain their recovery from abuse and neglect.

Furthermore, Vista Maria has blended trauma-informed care and individualized attention and education to create the Village of Hope Academies at Vista Maria. The academies are the Clara B. Ford Academy, a strict discipline academy (Michigan Revised School Code 380.1311b-e) for young girls who are adjudicated and Vista Meadows Academy, a co-ed alternative education charter school designed for at-risk youth from the community. Using a collaborative partnership model, staff and teachers are cross trained so they have the skills to meet the individual needs of this at-risk population.

Young Americans From Public And Private Middle Schools Across  
Oahu Hawaii  
Honolulu, HI  
May 23<sup>rd</sup>, 2011

Conserving and respecting our natural resources is an issue that people have begun to work on in Hawaii and it is very important since we are an island. We thought this was very important since we are the generation that will have to do a lot of work to help save our planet. We want to start now. Currently in Hawaii, kids and adults go to the beach all the time and pick up trash to throw away. They go by themselves or with friends or volunteer groups. Some groups pick up trash in the valley streams too since this eventually ends up in the ocean. Doing this helps preserve the reef systems. When trash goes into the ocean it kills the reefs and fish and marine life. Without the marine life, our lives are in danger too.

Volunteer groups are helping to save our water and marine life since many species are only found here in Hawaii.

Some schools are experimenting with sustainable ecosystems to show how we can use our natural resources positively, and help to sustain our environment and not just use up our resources until they are gone.

Some groups in Hawaii are working on increasing growing food locally so that fewer foods need to be shipped here and land can be used to support the people who live here instead of being over developed.

Hawaii is the perfect place to develop alternative energy sources because we have an endless supply of sun, wind and water. In addition, as an island we have no other energy support that we can use from other places. Some groups are trying to look into these energy solutions.

Location:

Hawaii State Capitol  
Honolulu, HI

Key Issues:

Increasing Education

Preserving our Natural Resources

Preventing Bullying

GLBT Partnership/ Harmony Cafe  
Green Bay, Wisconsin  
May 23<sup>rd</sup>, 2011

Location:

GLBT Partnership/Harmony Cafe

Key Issues:

Social Media as a Change Agent

Wisconsin Budget Issues

Creating a Welcoming and Inclusive  
Community

The current Wisconsin budget issues because the ramifications go far beyond just the budget and have a direct national impact. What is happening in Wisconsin is directly impacting politics on both the state and national level and will shape where our country is headed in the future. These issues also directly affect our youth who are in the education system and will be our future.

When talking about creating a welcoming and inclusive community the youth discussed ways in which they can collaborate and organize on a community level to make small, yet impactful, changes in our community. One way was to organize and connect youth from different schools through social media. It was discovered that many youth were trying to address acceptance/anti-bullying policies in their schools but were all doing it individually. We discussed how if we collectively worked together then we could make a bigger impact in the school then let it ripple to other schools and eventually into the community. Oftentimes working with youth and schools I see the great work they are doing in their own school and think how much larger the impact could be if all the schools work together towards one goal and how big of an impact they could make into their larger community. One way the youth can connect on a larger level is through social media. We discussed how people can organize through social media and how we can create change and connect through social media. Some examples we talked about were the current events in Egypt and Wisconsin and how most of the organizing was done through social media. I believe it empowered the youth to see that they can make an impact and allowed them to bring it back to a local level and explore the changes they can make on a community level if they all organized together to make a larger impact.



Rogue Valley YouthBuild  
Medford, Oregon  
May 24<sup>th</sup>, 2011

Transportation

Problem: The local bus system, being the only public transportation available locally, is not very effective as a practical mode of transportation through the area.

The bus schedule is not very accurate, as buses often arrive late, or arrive early without stopping. This makes it difficult to rely on the bus system as timely transportation.

The bus system does not run on the weekend. This makes transportation for work or recreation on the weekend challenging, especially for youth.

Solution:

The participants identified the place and schedule for RVTD's Board of Directors. They learned that the Board provides a time for members of the public to address the board.

The participants will research effective systems of public transportation already in place (best practices), and will brainstorm on specific changes to make our bus system more effective.

The participants will research grant opportunities focused on improving public transportation and infrastructure.

Location:  
The Job Council

Obama Administration Official:  
Vicki Walker  
USDA



Key Issues:  
Public Transportation

Homelessness

Hawthorne Park, Medford OR

Location:

Concord Carlisle High School

Obama Administration Official:

Ashley Baia and Monique Dorsainvil

The White House



Key Issues:

Possible ban/restrictions on bottled water in Concord/Carlisle

Plastic recycling plan for public places

**Concord Carlisle High School  
Concord, Massachusetts  
May 24<sup>th</sup>, 2011**

The issue that most needs to be addressed is the issue regarding water bottles. Right now in Concord and Carlisle there have been movements to ban the use of plastic bottled water (ie. Poland Springs etc.). We discussed alternative solutions that hopefully will raise awareness about recycling and limiting use of plastic bottles without having to ban them.

We have not successfully tackled either of our two issues yet, but we are working on plans for both. In order to raise awareness about recycling and using reusable bottles we are working on adding hydration stations to our towns public areas, such as parks. These are like water fountains but are more efficient for filling up water bottles. They are already being added to our school.

**WV Chafee Foster Care Independence Program  
Boston, Massachusetts  
May 24<sup>th</sup>, 2011**

The youth at this session agreed that two issues should be addressed. First an Alumni Gathering, because it is vital that these young ladies return and stay connected to the people who supported them in their pregnancy and the birth of their child. The bonds made with fellow Crittenton Girls and Staff are important relationships, especially for those young ladies who came to Crittenton from Foster Care.

Second, Youth must be a component of the Teaching Staff for Pregnancy Prevention Programs. When young people are part of the staff to drive home the consequences of choices the information will be more immediate and well-received than is currently the case. Also, Abstinence is a preferred choice; that choice must be realistically framed against not just the child that was born to these young girls, but also the mental and physical health issues. Those issues are best addressed bluntly and Youth can best accomplish the frank discussions that are necessary to reduce teen pregnancy.

The Chafee Program will work directly with these young people and Crittenton Services to make the Alumni Gathering and a Youth Staff on at least one Pregnancy Prevention Program a reality. Both of these initiatives will be brought to the staff of Mission West Virginia.

First, through the Celebrations Program at Mission, and with the funds raised on May 21<sup>st</sup> at Walk-with-me for Youth in Foster Care, we can put together an event at Wheeling. Follow-up conference calls will be planned with the Girls and Staff at Crittenton to determine a good date to plan for this event.

Second, Mission West Virginia manages the T.H.I.N.K. Pregnancy Prevention Training and is in the process of hiring a paid staff to provide the training to Residential Foster Care centers. Especially when the training is given to youth at Residential Foster Care centers, a Youth Volunteer should be invited to participate as a co-trainer. Chafee will work with Mission and their staff to coordinate the Youth Volunteer for future training dates. We will also survey students to gauge the receptivity of the training when a Youth Volunteer is used versus when one is not available.

Location:  
Crittenton Services, Inc.

Obama Administration Official:  
Jenny Kaplan  
The White House



Key Issues:

Barriers to successful completion of High School and Post-secondary Education programs

Financial issues for young mothers and supports they need in their lives

Future plans of these young mothers and the choices they make

Key Issues:  
Economy

Recession/Financial Crisis

Inequality

**Young Invincibles  
Washington, DC  
May 24<sup>th</sup>, 2011**

These were unemployed construction workers so I think the fact that they need jobs is the obvious first choice.

One of our participants was an organizer and working to raise awareness about the benefits of health reform in her community.

Mayors Youth Council of Boston  
Concord, Massachusetts  
May 24<sup>th</sup>, 2011

**Youth Voice and Connecting Youth to Services - *For Teens By Teens***

The Round Table was our last meeting of the year. The meeting icebreaker was to share something from the past year. Overwhelmingly the MYC representatives said that they felt they had really gotten to know about programs and resources in Boston and had really connected their peers to services. They also appreciated meeting with teens and community leaders to ensure youth voice in identifying issues, developing positive solutions, and planning new programs that met the needs identified by Boston youth.

Over the past 17 years, the volunteer teen representatives on the Mayor's Youth Council (MYC) have worked with young people from across Boston and city leaders. Boston has a lot of great youth programs and partners. The challenge is connecting young people to resources and opportunities. Once a young person connects with one positive interactive program they are more likely to then connect with additional opportunities. The MYC youth representatives continue to adapt and use innovation and new technology to successfully help connect young people to services. Mayor's Youthline with teen peer listeners 617-635-KIDS and a database to find programs  
BYZ monthly e-Newsletter to over 25,000 Boston young people and advocates, with after school and summer programs, events, contests, job information, college resources, environmental tips, social networking....  
Facebook page (1665+) to connect youth daily to opportunities, links, flyers, events, photos and videos [www.facebook.com/mayorsyouthboston](http://www.facebook.com/mayorsyouthboston)  
BostonYouthZone.com web pages with resources, College guide information and local scholarships, Job Tips, Teen Resume Guide, Youth Event Calendar, feedback on youth issues and solutions.  
Using new technology to twitter summer job updates and our 2011-12 MYC shirts have a QR Code on the sleeve to go beyond flyers to being able to scan the shoulder with an app to connect to our web site.  
MYC reps also outreach to connect with teens – surveying them online and in person – leading youth focus groups - staffing resource tables at community events to help peer to peer, and coordinating community service projects.

Location:  
Boston City Hall - Room 801

Key Issues:  
Ensuring equal access to quality education

Decreasing education dropout rates

Increasing civic engagement and involving youth in government and community efforts

Location:

Vern Riffe Center, North Conference Room,  
Columbus, OH

Key Issues:

Cost effective alternatives to institutionalized  
care

Supporting preventative programs such as  
drug courts and early childhood interventions  
Increased research on program effectiveness  
in social services

The Ohio State University  
Columbus, OH  
May 24<sup>th</sup>, 2011

The roundtables covered a wide range of important issues that are discussed in greater detail below.

1. Develop think tanks to research the effectiveness of programs and services, which will be used to inform policy decisions. These think tanks will closely examine specific components and outcomes of programs in order to determine how to best allocate funding sources.
2. Establish peer support groups for individuals on waiting lists to receive government assistance. This will provide these individuals with encouragement, support, and advice from others who have had similar experiences and can help them better navigate the system.
3. Offer tax breaks for companies who provide childcare to their employees. This would provide incentives for private organizations to better support their employees in addition to strengthening the labor force by supporting working parents.

**Boulder County Youth Corps  
Longmont, Colorado  
May 24<sup>th</sup>, 2011**

Young people's (especially teens) lack of engagement in outdoor activities, and lack of involvement/support for environmental and conservation issues.

The teens in our group are examples of youth who have been successful in the outdoors because they spend their summers working on outdoor work projects for the Boulder County Youth Corps. We brought them together to share why they got interested in the Youth Corps and to see if they could offer ideas that might help other young people get involved in the outdoors. We rely on word of mouth to help us recruit applicants to our program so in that way they have helped get more young people involved in outdoor activities, but they strongly encouraged increasing funding to offer more youth corps opportunities around the nation. An added bonus was that they offered suggestions for ways staff of Boulder County Parks and Open Space (the department that houses the Boulder County Youth Corps) could expand outreach to more effectively reach the teen demographic (Facebook, creative/engaging events, better publicize volunteer opportunities in school where they spend their time, etc.).

Location:

Boulder County Parks & Open Space Building,  
Prairie Room

Key Issues:

The significant number of barriers to teens getting involved in outdoor activities

Good incentives for involvement in outdoor activities and projects

Location:  
Northside Community Office

Key Issues:  
HIV/AIDS and STDS

Crime Prevention

Second Chances for Juvenile/Adult Offenders

**YouthBuild Houston**  
**Houston, Texas**  
**May 24<sup>th</sup>, 2011**

**Instructions:**

Before we address and discuss each topic, you will be asked to answer one question and then be shown visual aids and group activities. These are to help you learn more about the topic and share your opinion. After, you will be asked to explain what you have learned and what you believe can be done to improve the local community.

**Topic I: HIV/AIDS and STDS**

1. What do you know about HIV/AIDS and STDS?
2. Why is HIV/AIDS and STDS a problem in your community?
3. What would you like to learn about HIV/AIDS and STDS?
4. Do you think enough is being done about HIV/AIDS and STDS?
5. What do you think our leaders in Washington need to know about HIV/AIDS and STDS in our local communities?

**Topic II: Crime Prevention**

1. Is crime prevention an important issue in your area, why?
2. What is being done to prevent crime in your area?
3. Outside from the police, who else can prevent crime?
4. Who do youth listen to when it comes to preventing crime?
5. What do you think our leaders in Washington need to know about crime prevention in our local communities?

**Topic III: Second Chances for Juvenile/Adult Offenders?**

1. When an ex-offender re-enters society, what is their biggest challenge?
2. Many offenders return to crime, is society somewhat responsible?
3. Why do you think employers don't want to hire ex-offenders?
4. What do you think our leaders in Washington need to know about second chance in our local communities?



**YouthBuild Charter School - Figueroa**  
**Los Angeles, California**  
**May 25<sup>th</sup>, 2011**

Immigration because they think the President should put in stricter immigration laws because they feel like illegal aliens deplete our resources- plus they send most of their money back to their country.

The problem of inadequate education institutions now we have alternatives through charter schools such as YouthBuild. Now more young adults get a second and even, a third chance.

Location:

YouthBuild Charter School

Obama Administration Official:

Matt Collier

The White House



Key Issues:

Employment Opportunities

Young People's HealthCare

Immigration

**Goodwill Industries of North Louisiana and the Shreveport/Bossier  
City Community  
Los Angeles, California  
May 25<sup>th</sup>, 2011**

Key Issues:

Bullying (Cyber-bullying included)

Drop-outs

STDs

School issues including the drop-out rate in Shreveport were the first issues brought up by the youth. The youth discussed how students do not know about the opportunities available to help them complete school and move on to higher education. They also talked about how some students lack initiative and support from home.

A measure that has been taken in Caddo Parish is the implementing of an automated system called J-Pam to inform parents of their children's grades and attendance. Though this system is not perfect, it has been useful in informing parents of their child's absences and failing grades.

When asked what kept youth motivated to stay in school, the youth at the roundtable listed support from home, dedicated teachers, and mentors as motivation. Their plan to increase that motivation among students was for every student to have a mentor, or a caring person to push them when needed and be available for help when necessary.

The youth mentioned that although a school counselor is a person they can talk to about school related issues, their counselors are overloaded with students and other priorities at the school. The students present at the roundtable did not feel their counselor always provided enough time to explore issues brought forth by the students. The students also mentioned they feel like their counselors always take the side of the teacher in a dispute and never attempt to see the whole picture when resolving a conflict.

Another big issue brought forward was sex education in the school. The students mentioned they are aware of the high STD rate in Louisiana but they do not feel the sex education they are receiving in school is adequate. One student mentioned that sex education would be taken more seriously if a certified sex educator from a local or state agency came to the school to teach instead of "the gym coach".

**Brookdale Community College**  
**Freehold, New Jersey**  
**May 25<sup>th</sup>, 2011**

Out of the three topics presented, the group spent the majority of time discussing issues in education, both at the k-12 and post-secondary level. Students attributed the poor quality of teaching and lack of accessibility and affordability to the major issues in education.

With America's economy ultimately depending on improving education, some of the current developments and solutions Modi discussed with students include:

Student Financial Aid reform; the increase of the Pell Grant (currently at \$5500), allowing eligible students to attend college and complete their degrees at a faster rate

The push toward community college education and its value in terms of affordability and accessibility

Additional spending on programs in k-12 education; investments in competitive grants

American Opportunity Tax Credit; tax breaks for those attending college

Creative ways to improve education

Elementary and Secondary Education Act (No Child Left Behind)

Conversation is the first step in tackling today's issues. As such, student participants expressed interest in holding additional forums to discuss success stories within the local community (in the realm of education) that can be used on a larger scale.

Location:

Western Monmouth Branch Campus of  
Brookdale Community College

Key Issues:

Local law enforcement – general oversight of  
police force

Education - affordability, accessibility, and  
quality

Economy - budget deficit, job market

**The Vera Project/All Ages Movement  
Seattle, Washington  
May 25th, 2011**

Location:

The Vera Project

Key Issues:

The value of youth arts & culture programs

The need for public spaces for community building outside school

The problem of cynicism in today's youth

Access to safe public spaces for all-ages arts and music is the most important issue to us, because of its transformative impact on so many areas of civic life. Participatory culture assists in development of stronger sustainable local economies and job creation, fosters creativity and entrepreneurialism, and provides a platform to address many community issues from racism to homophobia to environmental destruction. Perhaps most importantly, it gives people (especially young folks) a sense of agency and community, and cultural engagement is often the first step towards developing a broader sense of civic engagement.

In response to the lack of access to music, young people are creating their own music spaces and starting organizations in hundreds of communities across the country. We discussed many examples, but one particularly successful model is The Vera Project in Seattle. This youth-led arts & music organization, launched 10 years ago through an innovative partnership with the City of Seattle has grown to serve tens of thousands of people annually, helped grow Seattle's creative economy, and has transformed the political landscape in Seattle from hostile to supportive of youth and music, overturning the restrictive Teen Dance Ordinance.

The "best practices" developed by Vera are too numerous to name in this memo, but involved sustained efforts to build relationships between music communities, youth activists, governments, foundations, and parents through an youth-driven organizational model. The full story of Vera and many similar organizations is told in our book *In Every Town: An All-Ages Music Manual*. We can provide copies upon request.

CTI YouthBuild Lowell  
Lowell, Massachusetts  
May 25<sup>th</sup>, 2011

Gang violence, although an issue in the community, through the work of many youth serving agencies, such as, CTI YouthBuild Lowell, United Teen Equality Center (UTEC) and Lowell Community Health Center Teen Coalition (LCHC) has diminished somewhat and many youth have been able to get out of the gang life through their involvement in these organizations. These organizations work with youth to engage them to take part in leadership development activities: gang violence prevention, community outreach, creative arts, GED prep, career prep, community service and public policy advocacy and education. The Streetworker outreach team at UTEC has made great strides against gang violence and towards peace within the community. Streetworkers develop various peacemaking processes between those youth that are most often involved in street violence or other crises. Through strategies such as peace circles (a method of communication and problem solving from the aboriginal and native traditions) and the *Peace Council* (where current and former gang leaders come together to sustain peace), both staff and youth work toward building relationships and bridges between the youth of different gangs. LCHC Teen Coalition has been hosting the *Dance for Peace* event for the last 16<sup>th</sup> years. This event was originally put together to raise awareness about teen pregnancy and prevention. Soon after, the event changed its focus to violence prevention, in particular, gang violence. All proceeds raised during the *Dance for Peace* event go towards the Remember Quoc Le Scholarship Fund. On June 7, 2001, Quoc Bao Le was robbed of his life due to gang violence. We knew him as a community organizer, a high achiever and a pleasure to be around.

Location:

CTI YouthBuild Lowell

Key Issues:

Family Structure & Lack of Role Models

Poverty

Gang Violence

**Multnomah County Commissioner  
Multnomah County, Oregon  
May 25<sup>th</sup>, 2011**

Location:

Left Bank Project

Key Issues:

Access to capital

Access to technical assistance in specific fields

Access to accounting assistance

The most basic and important challenge for all of the entrepreneurs was building an on ongoing customer base. As young entrepreneurs, social networking and online outreach is the preferred mode marketing. The small business culture in Portland was also credited in helping all of the young entrepreneurs get their businesses running. There is a shared notion among these small businesses that the success of one small business will breed success for others and will ultimately strengthen and enrich the entire community. For Adam Allen, who owns a namesake clothing boutique, his marketing strategy was simple: let the quality of his clothing speak for itself. Going from nearly broke to now owning a retail space in Portland's bustling Southeast Industrial area, Adam grew his business off of the reputation of his designs and quality of his apparel.

Couer D'Alene Tribal Youth Council  
Shreveport, Louisiana  
May 25<sup>th</sup>, 2011

Suicide, it had a big response to the question as to what the causes were. There are so many factors that tie into this subject it needs a lot of attention. Many of the youth here all know someone who has attempted or has completed a suicide and they seem to understand some of the factors that lead to such an epidemic. It's not bad here on our reservation but we all have friends on other reservations that have a huge problem with suicide. We recognize the problem; we support all efforts into fixing it. Youth are our most powerful resource, to lose them; we lose the future of making a difference and lose the idea of change for the better.

Language and culture is an issue here that is improving with greater involvement as well as working together with the help of finding and spending time with people who know a story or someone who can teach a song and the meaning behind that song, elders who know the language, those who know our tribes customs and traditions. Finding these people and taking the time to accept what they have to offer has given us the pleasures of our cultural identity.

Location:  
Shreveport, LA

Key Issues:  
Suicide

Abuse toward Native American women

Language and culture

Young Detroiters Task Force  
Detroit, Michigan  
May 26<sup>th</sup>, 2011

Location:

Coleman A. Young Municipal Center

Key Issues:

Opportunities for Change

Youth Involvement and Apathy

Peer Responsibility

Civic education is the most important issue that needs to be addressed because we see our challenges as an extension of the untapped potential in the youth and young adult demographic that has remained dormant due to lack of education on how the political system works and why it is so tantamount for youth and young adults to be involved.

An issue that was successfully, though partially, tackled was getting marginalized youth and young adults to breakthrough their environmental challenges to become non-traditional leaders. This has been partial achieved through a program at Marygrove College in Detroit, which charges its students, who have come from disadvantaged communities, to go back to those same communities to recruit and encourage others of what's possible regardless of the unfortunate conditions of their environments. This is the peer to peer leadership that is required to enhance the quality of life for many youth and young adults in Detroit.



**Philadelphia Public Schools City-Wide Student Government**  
**Philadelphia, Pennsylvania**  
**May 26<sup>th</sup>, 2011**

Pipeline to Prison was a big topic because students talked about how it relates to the other two topics where they feel that the system of education itself is a real factor in creating violence in their schools and on community.

Some of the work that Student Government has done successfully in the past few years is to not only partner with outside organizations to help provide student with researches and services but also make recommendations to the School District administration on issues that affect youth. Some of the ideas that the students came up with to help tackle the issues around violence are below:

Student Voice: providing students with a platform to speak their minds

Discipline: Having Nonviolent Schools take a proactive role to prevent problems instead of just being reactive. They build up young people instead of tearing them down.

Student Support and Services: .Increase resources and personnel within schools to help increase personalization and ensure stable, strong bonds between students and staff members.

Location:  
Philadelphia, PA

Key Issues:  
School age violence

Youth violence

Pipeline to prison

Location:

Williamsport, IN

Key Issues:

Job loss

School budget problems

Underage drug/alcohol use

**Warren County Junior Leaders  
Williamsport, Indiana  
May 26<sup>th</sup>, 2011**

School budgeting was discussed the most because it has affected the kids recently. The members were concerned about how the budget affected their education, stating that the cuts caused programs that were very helpful to be canceled.

The members discussed ways that the budget could be improved including combining classes/teachers, more fundraising, and distributing funds in different ways.

**Neighborhood Vision Project**  
**San Francisco, CA**  
**May 26<sup>th</sup>, 2011**

**Diversity and Community Building.** All issues are important; however, the foundation of a community must be laid and maintained among the people before specific community issues can be addressed effectively. Diverse constituencies need to be united as a prerequisite to tackle Herculean challenges within their communities. Hence, energy from community leaders needs to channel into effective community building among diverse groups of people. If people are not on the same page or if community bonding among people has not been fostered, how can members in the community address public transportation or violence effectively?

Neighborhood Vision Project attempts to build community and foster diversity appreciation among youth from a diverse range of San Francisco neighborhoods within an all-inclusive neighborhood grassroots association. The youth leaders in the **Mission High School Youth Leadership Council** spoke about their successes in organizing community service projects in and for each other's neighborhoods during the past three years. In total, they have completed four collective projects: **(1)** Conducting on-going intragroup dialogues about topics such as inter-neighborhood collaboration and community building, **(2)** Organized and executed an inter-neighborhood community service project: a nonviolence Dance in the South of Market neighborhood. Dance title: "Make Peace, Don't Rest in Peace." **(3)** Conducted and led an inter-neighborhood dialogue in the greater community in the neighborhood of Chinatown, and finally **(4)** Organized and executed four environmental community service projects in four different San Francisco neighborhoods: (i) Excelsior, (ii) Mount Davidson Manor, (iii) Downtown, (iv) Richmond, while assisting Thurgood Marshall Academic High School youth leaders in organizing and executing a nonviolence carnival in the (v) Silver Terrace neighborhood. Carnival titled: "Community Carnival." While these projects could have been evaluated under an objective criterion, such as number of participants, the most important success factor was qualitative: youth were able to rally youth from different neighborhoods to work together and experience a process of community growth and bonding.

Location:

Mission High School

Key Issues:

Public transportation

Violence

Diversity and community building

Location:

Garfield High School

Key Issues:

Protection of the environment

Maintaining and fostering the arts in our community

Language barriers in our community

**Garfield High School  
Woodbridge, Virginia  
May 26<sup>th</sup>, 2011**

We believe that all of the issues discussed at the Roundtable should be addressed. However, the most pressing issue is the protection of the environment because it is an issue not only at the community level, but also on a national and global level.

One environmental issue that my county has already started to address is how to make the local landfill more environmentally friendly. Prince William County has used the methane given off at the landfill to provide energy for a nearby shelter. There are also plans to use the energy from methane in some of the county's educational offices.

Morgan Memorial Goodwill Industries  
Roxbury, Massachusetts  
May 26<sup>th</sup>, 2011

The issue we discussed most was the lack of and/or access to the resources available in our communities. We believe that limited resources (after school activities, employment opportunities, youth engagement, etc) contribute to the violence, drugs, poverty and the low morale impacting our communities. There is also a sense of hopelessness among youth and some young people find it hard to dream about the future when they're faced with the reality they may not live to see another day.

Our plan is to develop youth leadership academies throughout Boston- an intergenerational boot camp training series designed to transform negative leadership activities into positive ones. Participants will witness 1<sup>st</sup> hand how they contribute to the issues impacting our community (*accountability*) then they'll learn effective civic engagement techniques (*responsibility*) to be part of the Solution- NOT the problem. To be successful we would need to target middle school age students and continue to re-enforce participation throughout high school and beyond. Additionally, we would need to produce public service announcements to promote the existing resources available in our community and use the media to counteract the negative images with more positive influences.  
*"SHIFT FOCUS!!*

Location:  
Roxbury, Massachusetts

Key Issues:  
Youth violence

Poverty

Lack of resources/Youth leadership opportunities

Location:  
Brockton, Massachusetts

Key Issues:  
Redemption within the Cori process

Increased funding of community non-profits  
and educational/training programs for youth

High education funding

**Youth Build Fall River  
Brockton, Massachusetts  
May 26<sup>th</sup>, 2011**

The issue of funding and how budget cuts are unfairly targeting the middle class and working poor needs serious attention. We believe that the current political climate does not express compassion for the future of youth within our communities.

We continuously address issues within our community by providing service through our contracts with both YouthBuild USA and AmeriCorps. Identifying assets within our neighborhoods helps us reach out to resources willing and able to cooperate with us in making a difference. YouthBuild Fall River has provided these services through local Human Service Agencies, Housing Authority, School Department and City Departments with special focus on the Department of Recreation which also shares its facilities with us.

**Job Point  
Columbia, Missouri  
May 27<sup>th</sup>, 2011**

The employment issue seems to be integrated throughout most all other issues cited. Four of the top ten issues reported directly relate to employment: quality job training (#2), employer partnerships (#3), employment assistance (#5) and alternative education options (#8). Full time employment would help overcome other issues cited such as: affordable child care (#1), affordable health care (#4), homelessness/housing assistance (#6), poverty (#7), and lure of income from drug trade (#9).

The Department of Labor YouthBuild program is an excellent model, resulting in personal transformation of high risk youth. The combination of leadership development, trades training, employment preparation, academic enrichment and community benefits is very effective. We would like to see this program expanded to include other career ladders such as highway/heavy construction and allied health care professions.

Location:  
Columbia, Missouri

Key Issues:  
Affordable child care

Quality job training

Strong employer partnerships/Employers willing to hire people with felony convictions

Location:

Goodwill Industries of Southern Arizona

Key Issues:

Quality of life in refugee camps

Preparation of refugees for relocation

Refugee assimilation issues

**Goodwill Goodguides Youth Mentoring Program**

**Tucson, Arizona**

**May 27<sup>th</sup>, 2011**

Life in the refugee camps needs to be improved and those chosen to come to America need to be better prepared. This in turn will help their transition into the neighborhoods of America. The refugee camps need to provide better, healthier food that is still fresh instead of food that is past the expiration date. The schools need better supplies, highly trained teachers and smaller class sizes. The students need to be taught about the school systems in America to better prepare them for the curriculums.

Improved security is needed in the camps. The refugees need to be able to live without fear. The orientation for those coming to America should be more realistic. The facilitators do not explain the difficulties of relocating to a new country. They paint a picture of all things being beautiful. The refugees should be allowed to bring their property with them but they are told to leave everything and it will be replaced when they arrive in America. The replacement does not happen as described. On arrival in America suitable housing should be provided so that the larger families can stay together. More compassionate and better prepared case workers should be available to help the refugees and work with them for a minimum of six months. The problems expressed are too large and complex for the individuals to begin to tackle. However, they did provide some solutions that could help improve the lives of the refugees in the camps and in America. Provide case workers in the camps who are from America and know all the trials and tribulations of relocating to another country and who will not sugarcoat the issues that the refugees will face. Provide qualified teachers not just fellow refugees who are given 40 hours of instruction and then told to go and teach. Provide USAID that complies with the expiration dates. Case workers in America should spend a week or two in the refugee camps so that they can get a clear understanding of the conditions that refugees have to endure. Maybe this would help the case workers become more compassionate and willing to go the extra mile for their clients.



**The Baltimore City Youth Residency Institute  
Baltimore, Maryland  
May 28<sup>th</sup>, 2011**

Unhealthy adults (adults who don't know who they are or understand their role in their community), and the need for resources and opportunities to become a healthy adult.

Within our organization, children/youth have successfully helped to tackle the issue of unhealthy adults (adults who don't know who they are or understand their role in their community) through a Rites of Passage process provided by the adults of BCYRI. Rites of Passage prepares us as children/youth to become healthy adults and by experiencing a process of self-knowledge, self-acceptance and skills to fulfill our role(s) in the community. Rites of Passage also puts us in contact with existing healthy adults who serve as an example. This has helped us do better in school, heal our families, and encouraged us to be confident and become advocates for change.

Location:  
Baltimore, Maryland

Key Issues:  
Unhealthy adults

Bullies

Underfunded city schools and lack of resources

Location:  
Beverly Hills School

Key Issues:  
Foreign Policy

Environmental Issues

Immigration Policy

**View Park Prep High School and BuildOn Club at Beverly Hills High School  
Beverly Hills, California  
May 31<sup>st</sup>, 2011**

Based on our discussions we agree that the issue that most needs to be addressed is climate change because it is a global problem that requires cooperation among nations. Climate change affects not only the United States of America but also every other country on our planet, and therefore, it has a bigger impact on a larger group of people regardless of their geography. We discussed foreign policies, environmental and immigration issues, healthcare controversies, and education reform successfully. The solutions to the 3 topics listed in the "Top 3 Issues Discussed" are listed below.

**Foreign Policy- Prioritization of aid**

The US, as a powerful global leader, is looked up to for help by many nations. However, the US has limited resources; therefore, our nation has to prioritize which countries need immediate aid and which countries can be helped differently or at a different time.

**Reduction of foreign involvement**

US' involvement abroad is very important for the success and diplomacy of the nation; however, at a time when there are numerous domestic issues (i.e.: education reform, healthcare debates, unemployment), the reduced foreign involvement would decrease spending. By decreasing the amount of money spent on foreign affairs that are not urgent, there would be more flexibility and a bigger budget to deal with the domestic issues.

**Increased cooperation with the UN**

Even though the US is powerful by itself, a closer relationship and utilization of the UN could increase other countries' support of the US' foreign involvement and in that way decrease the US' spending alone on foreign policies.

**Environmental Issues- Increasing the public's awareness**

There needs to be more awareness about the climate change and its impact not only on the US but also on our planet. Awareness could be raised through celebrity endorsements, more documentaries and movies, more advertisements for the documentaries and movies, etc.

**Educating the younger generation-** The younger generations will shape the future, and therefore, they need to know of the issues that they would need to face and the ways that they could prevent the aggravation the current environmental issues.

**Talented American Indian Leaders' Student UNITY Council**  
**Shannon, North Carolina**  
**May 31<sup>st</sup>, 2011**

Drugs and Alcohol Abuse because they are contributing factors for a large number of Native youth not graduating from high school and/or pursuing higher education as well as domestic and sexual violence.

Language and Culture Preservation – TAILS has hosted cultural events and presented workshops and culture/language classes to help protect, preserve and promote Native Languages and Culture Preservation. Our plan to help tackle this issue was to partner and volunteer with Native American organizations and tribes during cultural activities and events. We assisted the Woman Sacred River Drum Society in building a sweat lodge and assisted 3 Sisters Farm with companion planting.

Location:

Shannon, North Carolina

Key Issues:

Drugs and alcohol abuse

Higher education

Language and culture preservation

Location:  
Institute for Civic and Community Engagement

Key Issues:  
Educational Budget/Misprioritization of  
Education

Immigration Reform

Student Loan Debt

**San Francisco State University**  
**San Francisco, California**  
**May 31<sup>st</sup>, 2011**

Some of the issues discussed was the lack of knowledge in what the federal government can or cannot do for young people and how can students make a difference and push to see results in what is wanted. Some of the plans to tackle these issues and have it be a success are the following:

-Contact the Department of Education and ask questions about the reasoning for certain budget cuts and let voices be heard in what kind of nontraditional programs we want saved, why and how it will be something worth investing in.

-Take action with a strategic approach and stand up for education through group meetings with an emphasis on coming together as a community and reaching out to the state of California or federal government through letters, meetings, phone calls, media (i.e. newspaper articles or press releases relating to issues) until a true and strong advocacy is developed. We will strive to reach out to the ones who don't agree with our opinions and convince them through demands and prove that we will not give up until our goals are met.

-Encourage the federal government through contact from us to provide more information on what issues they can help young Americans with and what they have already helped with through newsfeeds, webchats, powerpoint presentations, videos on social websites like YouTube or Facebook, media outlets or on site campus events.

-Express to the federal government what community programs we think should have cuts in their budget, the reasoning behind it and in turn, use that money for education. Some of which are prison costs and certain nonprofit programs who fail in delivering what they promise.

DC Youth  
Washington, DC  
May 31<sup>st</sup>, 2011

Creating more good jobs with living wages is the most important issue for this group. Students with degrees in substantive areas such as engineering and architecture are being left behind with mountains of debt and no job prospects when the country needs them most. By the time companies want to hire again they will instead hire more recent graduates who have a more up to date educations and skill-sets. While roads and bridges are crumbling we are leaving qualified college graduates and skilled workers behind. Infrastructure and alternative energy projects would bring jobs for new managers, attorneys, recruits, HR reps, etc. The Administration should be far more vocal on these exciting prospects for unemployed young Americans who are sitting on the sidelines with empty pockets.

One woman in the group is an inner city school teacher. When she first came onboard last year her classroom had little or no resources. She banded with friends through social networking to build a campaign on [www.donorschoose.com](http://www.donorschoose.com) (a site which allows donors to contribute school supplies to specific classrooms). She now has additional text books, printer paper, a projector, and over a thousand dollars of additional supplies in her classroom. She used her personal network and the internet to appeal to small and large donors alike who wanted to help make a difference for these inner city students.

Location:

"We the Pizza" restaurant

Key Issues:

The Administration needs to be more vocal about the good that public transportation and infrastructure projects do for jobs, the environment, and the economy.

The War on Drugs should focus more on stifling demand than supply. Marijuana should also be legalized.

We need a much stronger focus on GOOD jobs with living wages.

**University of Connecticut  
Hartford, Connecticut  
June 15, 2011**

Location:  
University of Connecticut

Key Issues:  
Federal government allowing states to make own decisions on medical marijuana.

Financial aid: RA's and scholarship recipients lose grants when they get their payments for their hard work, which lessens the incentive to take on leadership roles.

Military spending: most students recognize that military spending is a huge chunk of the discretionary budget and that it is not being talked about enough in the budget cut discussion.

The federal government allowing states to make their own decisions when it comes to medical marijuana. Public support for medical marijuana is in the high 70% - low 80% range, and many people (students included) see the federal government's stance as backwards and smothering. This policy also lowers respect for the federal government because much of the public views it as blocking states from helping sick people get medicine that can help them.

Student turnout for campus elections was incredibly low, so many student organizations worked together with University officials to combine their elections. The Undergraduate Student Government, Residence Hall Association, and many others all hosted their elections on the same website, making voting much simpler for students and encouraging greater turnout. Although it had a few small issues its first time around, this collaboration will be continued in future years and is likely to increase awareness and participation of the student body.

“If we come together, we can solve all these problems. But I can’t do it by myself. The only way it happens is if all of you still get involved, still get engaged. We’ve still been able to get this economy recovering. We’ve still been able to get health care passed. We’ve still been able to invest in clean energy. We’ve still been able to make sure that we overturn “don’t ask, don’t tell.” We still made sure that we got two women on the Supreme Court. We’ve made progress. So rather than be discouraged, I hope everybody is willing to double down and work even harder.”

- President Barack Obama

[www.whitehouse.gov/YoungAmericans](http://www.whitehouse.gov/YoungAmericans)