

...community values youth, youth as resources, service to others, safety, family boundaries, school boundaries, neighborhood boundaries...  
...personal power, self-esteem, sense of purpose, positive view of personal future, family support...

...restraint, planning and decision-making, interpersonal competence, cultural competence, resistance skills, peaceful conflict resolution...



## *Our Kids Are Our Community!* **Stopping Child Abuse-Neglect Initiative:**

# *A Report on Activity in Tippecanoe County*

**November 2007**



[www.ourkidstippecanoe.org](http://www.ourkidstippecanoe.org)

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...adult role models, positive peer influence, high expectations, creative activities, youth programs, religious community, time at home, achievement motivation...

...school engagement, homework, bonding to school, reading for pleasure, caring, equality, integrity, honesty, responsibility...  
...positive family communications, other adult relationships, caring neighborhood, caring school climate, parent involvement in schooling...

## Overview...

In 2005, when the issue of child abuse-neglect became a primary focus in Tippecanoe County, all agreed that something had to be done, but it was uncertain what actions were needed. Just getting started seemed overwhelming. A series of forums led to annual Stopping Child Abuse Summits, drawing together concerned leaders and stakeholders to assess progress and set new goals for each coming year.



One of the biggest gifts from the community was a great willingness on the part of so many to pitch in and help be the change. This has been a great motivator, as reports of activity and success spur on other efforts. It has challenged those trying to quantify and summarize progress, especially in the face of skyrocketing juvenile court cases. One can only wonder what those numbers might be if the community were not taking action.

As a community-wide partnership, the group named “Our Kids Are Our Community” ([www.ourkidstippecanoe.org](http://www.ourkidstippecanoe.org)) began in 2005 and opens its membership to all interested in working together to help our community’s young people. Over 50 representatives from K-12 schools, higher education, faith community, law enforcement, juvenile justice, social service agencies, business, local and state government, and youth meet monthly. Led by the Community and Family Resource Center, Our Kids has the mission of:

- Establishing the Search Institute's 40 Developmental Assets as the model for practice for the community
- Engaging community partners to advance asset-building and to reduce child abuse and neglect
- Serving as a community oversight board for grants

The Search Institute's 40 Developmental Assets model is the community-wide agenda. Research shows that they are strongly correlated with healthy, successful youth. It takes an entire community to build assets, which involve healthy relationships with peers and adults, safe environments, empowerment, boundaries and high expectations, a commitment to learning, opportunities for service, positive personal values, and being valued and appreciated by others. We also draw on Hardwired to Connect: The New Scientific Case for Authoritative Communities, a research-based study by the YMCA, the Institute for American Values, and Dartmouth Medical School that shows not only the biological basis for connectedness, but the necessity for all community institutions to intentionally develop that connectedness with youth.



Photos from the 2006 Stopping Child Abuse-Neglect Summit

Though individual social service agencies had been using the 40 Assets model, it was not adopted community-wide until the first Stopping Child Abuse Summit in 2005. At that Summit, nearly 300 community leaders, educators, social service workers, law enforcement personnel and others were given a copy of What Kids Need to Succeed, and trained in the 40 Assets by the Indiana Youth Institute. Breakout groups corresponding to large contexts (neighborhoods, schools, juvenile justice, etc.) met to set goals for the following year. Now, at each annual summit, the breakout groups report out and new goals are set. We have made the summits even more powerful by incorporating a World Café/Open Space process that includes over 100 youth in needs assessment and goal-setting. The community has been surveyed periodically with Survey Monkey, and the Our Kids committee (of which the summit breakout groups are sub-committees) monitors progress throughout the year. Many of the Our Kids accomplishments are outcomes of this process.

- The entire City of Lafayette police force has been trained in the 40 Assets. The first county-wide summit of school counselors was convened in fall 2007 and they were trained. Teachers in a new program at Jefferson High School designed to ease the transition from middle to high school for at risk kids (HEART) have been trained, and asset workshops have been provided to numerous other school, social service, and faith-based groups.
- HEART, Challenge Day, Tippecanoe ROLLs, the YouthLink Day Reporting Program, new truancy mediation policies, and many other activities are examples of new asset-based programming and policies. Also, the judge requires reports regarding children be asset-based. We are presently working toward having another metric, high-school dropout rate, become part of how the community measures its success at implementing the 40 Assets.
- A 2005 \$1.5 million Lilly Endowment Community Alliances to Promote Education (CAPE) grant through our Community Foundation, resulted from stakeholders identifying kindergarten readiness as the biggest challenge to improving dropout rates. CAPE's family-learning-based Early Childhood Education (ECE) (ages 0-3) and kindergarten readiness program are serving some of the community's highest risk children. A longitudinal study by Purdue University faculty will follow ECE participants through their school careers. This family learning center serves families with GED preparation, employment services, parenting education, kindergarten transition, and a best-practices ECE program for ages 0-3.
- A 2007 \$1 million federal "Weed and Seed" grant was awarded the community. Part of "seeding" entails youthful offenders being sentenced to increasing educational attainment.
- The e-mail list for the Stopping Child Abuse-Neglect Initiative includes nearly 1,000 individuals who receive information monthly about local activities and updates related to children and youth.
- The Lafayette Adult Resource Academy helped 43 youth attain a GED or High School diploma last year. Both the Lafayette and Tippecanoe School corporations are increasing their alternative schooling options to reduce dropping out.
- Trinity Methodist Church has formed an alternative school that is serving students who have been unsuccessful in the public schools.
- Regional workforce development funds help at risk seniors graduate and go to college or become employed. Students receive \$1,250 by participating in various workshops. Of last year's 72 participants, 58 are now in college and the remainder are employed.
- Ivy Tech Community College Lafayette recently received over \$2 million in grants, in part to partner with high schools to develop more career pathways for high school students.
- United Way has adopted school readiness and dropout prevention as community impact strategies.
- Purdue University's service-learning counseling program, On Track, is funded by business and industry.
- \$75,000 in Title V funds to deliver the Council on Prevention and Education: Substances (COPES) "Creating Lasting Family Connections" curriculum, including in our urban high school.
- \$23,000 in grants to make our Crisis Center's resource database web-based and public.

## Additional activity reported by community members...

Websites with reports from April 2006 and from November 2006 are available at [www.ourkidstippecanoe.org](http://www.ourkidstippecanoe.org) or at <http://www.cfglaf.org/newsevents/index.htm>.

Please note: This list is not all-inclusive; there are many other worthy efforts in the community. These individuals responded to our request for updates on activity related to the Stopping Child Abuse-Neglect Initiative.

### **Sue Ann Ford, Wabash National Corporation**

- Wabash National Corporation distribution of 40 Assets to employees via our Children's Health Awareness Workshop.
- We are also running points from the Assets on our Video Bulletin Board which is broadcast to all of our Lafayette facilities.

### **Deborah Gutwein, Miami Elementary School**

- Miami School has developed a program for adult volunteers to come to school twice a week to spend 30 minutes with a specific student. They are still very much in need of volunteers.

### **Bill Harper National Youth Sports Program (NYSP) at Purdue**

- I wanted you all to know that NYSP at Purdue is committed to the goals Our Kids have set. Please understand that we are working along with you all on helping our children succeed. We are especially committed to the target outcome of improving our high school graduation rates. We are currently partnering with the Lafayette Schools to gather data on a variety of academic success markers and NYSP attendance. This last summer nearly 300 local youngsters participated in our camp. The curriculum included sports, health and fitness, art education, environmental science (taught by LSC elementary school principles), computers, writing, service learning, and career education (partnering with Ivy Tech). Please include us in your planning and thinking as we continue to help the children of our community become productive citizens.

### **Ken Weller, Legal Aid**

- CFRC's HomeBuilders program should be noted as a good new project. Several of my clients are involved, and there is now a waiting list last time I checked.
- Work also continues on CFRC's Babies Can't Wait program, which involves several agencies (CASA, Home w Hope, DCS, Wabash Valley Outpatient, Legal Aid, etc). They are about to open the building on 3rd Street soon.
- The new database (of mental health providers, etc) that MHA and NAMI are working on.
- Implementation of the Family Team Meetings at DCS.
- There is also a fairly new program run out of Wabash Valley Outpatient, called Community Partners. It is tied in with DCS in various counties.

### **Veronique LeBlanc, Tippecanoe Community Health Clinic (TCHC)**

- Through its outreach efforts in 2006, TCHC initiated its prenatal cluster model for pregnant inmates in our local county jail. This model developed out of a two-fold need to provide better safety of police officers and the community as well as provide more individualized services to patients in the jail environment. Many incarcerated women prefer not to come to a clinic setting in their shackles, handcuffs and dark blue jail uniform. TCHC began with one cluster per month, but has increased that to twice a month to better serve their needs. This partnership has strengthened over the last year with both jail and TCHC nurses working closely with each other to help ensure patient health and better birth outcomes for this high risk patient population.
- TCHC is an "on call" provider for the "Babies Can't Wait" program. We serve as a resource to this program and often become the healthcare provider for moms and their children when no health care is established elsewhere in the community.





Photos from the 2006 Stopping Child Abuse-Neglect Summit

### **Donna Meloy - Learning for Life Director**

- Learning for Life programs driven by youth mentoring continue to grow. Throughout the past year approximately 300 local high school and college students have served as mentors, role models, and friends to more than 1500 younger children in multiple Learning for Life projects. Programs provide an opportunity for the student volunteers to mentor younger children, to serve as positive role models for them, as well as serving to reinforce the importance of responsible choices in their own lives.

### **Brittany Oliver, Reading Teams**

- The Reading Teams program originated from an action plan from the first Stopping Child Abuse summit, so here are a few details about its progress: Last school-year, I organized about eighty volunteers who read more than 400 hours to children at eight local daycare sites. This year so far, I have over eighty volunteers—past and new participants—reading at ten sites. I have had many, many people offer positive feedback and support for Reading Teams. I think that the most significant measure of Reading Teams' success, however, is the excitement that can be seen on the faces of the children when a volunteer comes to read. Showing these kids that they are important enough for community members to take time out of their busy lifestyles just to read and share with them is so valuable.

### **Dennis Dunn, Growing Child**

- Growing Child is involved in the prevention of child abuse at the invitation of the Health Group. About 45 care units and agencies are using the program in some way, but the amount is far smaller than was anticipated. At no additional charge we extended the program to all counties in the area to reach more parents. To sign up, program directors can go to [www.GrowingChild.com/ondemand/tippco.html](http://www.GrowingChild.com/ondemand/tippco.html). This program has been introduced to a number of providers in this country and serves over 17,000 families with home visit programs in Ireland, Macedonia and Zambia. When parents know what to expect from their child and have realistic and reasonable expectations about development, they can be better parents. Over 7 million families have received Growing Child and we know it helps by the number of letters and calls received saying thanks, in some cases from parents who received it over 30 years ago. We want to make it work here. Your help is important.

### **Patty Jischke, Community Volunteer**

- "Ready to Read" is a project, begun in April 2006, to help children in daycare centers with one-on-one, shared-book reading. Its purpose is to improve very young children's pre-literacy skills, helping them to be ready for school. [In the Lafayette School Corp, 27% of the children are NOT ready for school!] About 75 volunteers read to individual children, in 5 daycare centers all over Greater Lafayette. Purdue Asst. Prof. Jennifer Dobbs is conducting research, to determine how effective four-months of one-on-one reading is; happily, after the research period, reading expands to all the children in the class. As of October 2007, 128 children have been reached: 35 are "targets" of the study, 31 were "controls" who are read to AFTER four months, and 62 children were not involved in the study, but are also read with AFTER the study.
- While the project is on-going, at this time only 37 children at three childcare centers have finished the 4-month time-period. This is not yet a large enough sample to confidently know if four-months of one-on-one, shared-book reading is beneficial. HOWEVER, an early possibility that MAY be showing up is: daycare children who started the period with lower vocabulary scores are showing more improvement than those with average vocabulary scores. Another possibility is that the younger children (3 & 4 year olds) may be increasing their receptive language skills at a faster rate than older children (5 & 6 year olds).

### **Jane McCann, Lafayette Crisis Center**

- The Crisis Center's free web link for info and referral will be up and running in November 2007. It was developed in response to a need identified through Our Kids and summit break out groups, and funded by DCS, UW and CFGL.

### **JoAnn Vorst, Lafayette Adult Resource Academy**

- We are working hard on making LARA a safe and caring environment. Our counselor is trying to be present in the labs on a continuous basis so that she can network with the learners and get to know them on a one-to-one basis. Safety is also a major issue. LARA has now new policies in place as well as a sophisticated security system. Things truly have gotten better. Learners must sign off on LARA's policies. If they choose not to sign the documents, then they cannot partake of LARA's services. When we implemented the no hat policy, we lost several learners. Teachers have been given additional training on gangs, youth, and teaching the most in need. Trish Brutus will be giving the staff training on the 40 Developmental Assets at the November LARA Staff Meeting. LARA's teachers realize that you can not teach academics, workforce or any kind of skill in a box. We must teach holistically.

### **Judge Loretta Rush, Tippecanoe Superior Court 3**

- 3 Challenge Days in schools (one that was community wide)
- Drop in number of Truancy Cases for first year-intensive work done by schools, Juvenile Alternatives and Probation
- First 8 months of 2007 no increase in abuse and neglect, numbers the same as last year
- 2 new committed classes of CASA's trained
- Large increase in DCS family case managers
- State issuing Practice Reform Guidelines
- Big Brothers/Big Sisters have increased
- State of Indiana is having a statewide summit on December 14th, partially modeled after ours and I am a co-chair
- Work is continuing on getting a Youth Center in Tippecanoe County, the county contracted with Rebecca Humphrey as Youth Services Executive Director to work on the continuum of services available in Tippecanoe County.

### **State Farm Insurance**

- We have two educational programs on our public website: [www.statefarm.com](http://www.statefarm.com) Systemic Improvement and Operation Respect. Our CEO will be announcing some new initiatives surrounding the America's Promise campaign. "The America's Promise campaign centers on research showing that children are better able to stay in school and achieve educational, social and professional success when they receive *Five Promises – Caring Adults, Safe Places, a Healthy Start, Effective Education, and an Opportunity to Help Others.*"

### **Patsy Hoyer, Arnett Pediatrics**

- Second Annual Child Psychiatric Conference was in November 2007. Consider that 50% (maybe more) of the kids in the Juvenile Justice System have psychiatric disorders.
- Consider the stats from the NCHS study--2700 kids in Tippecanoe County between the ages of 9 and 17 have serious emotional disturbances, more than are in the West Lafayette school system! I think that it would be really helpful to these kids, and the ones that don't have such serious emotional problems, if we all talked to each other about these issues.



Photos from the 2006 Stopping Child Abuse-Neglect Summit

# Break Out Group Activity...

## Health Group

### **Goals from the 2006 Summit**

- School Nutrition
    - discussing healthy options with kids
    - have available healthy foods to kids and adults
    - give classes or learning opportunities to parents
  - Communication in Health
    - make parents more aware of books or early literacy for children.
    - give parents option as to available materials and learning opportunities.
  - Sports/Recess
    - available fitness to students
    - create outlets for students that don't make the "real team"
    - give equal opportunities to all students
    - have available resources and sports in churches, schools, and other community buildings.
    - have available "open activities" that are open to every child interested.
  - Helping teen peers with problems
    - have available recourses in schools such as books ("Breaking the Silence") NAMI
    - show kids available help for individual problems
  - Health Clinics/School Nurses
    - get more available help other than teachers
    - available family support
    - positive learning available to children that relate to themselves
  - How do I begin talking to my child?
    - be prepared to talk to children as they develop
    - have parenting groups such as "Head Start"
- How do we begin good healthcare at birth?
    - help teen parents have learning opportunities to mothers and babies.
    - educate parents, so they may help children
  - How do we show children how to comprehend information and sort info?
    - know what your children are learning at school
    - show abstinence as the main way not to get pregnant
    - show parents how to talk to their children
  - What are personal ways to receive information?
    - have reading experiences available to children and adults
    - show parents "warm and fuzzy" ways to see health issues for smaller problems
    - explore options of providing Growing Child longer and to more of the population
  - How do we connect children and adults to look for healthy options, such as Baby Talk, etc.?
    - have all available programs connected against the same problems.
    - have these programs put into popular group places such as churches, etc.
  - Additional membership to planning committees
    - email participants
    - set meeting date
    - Baby Talk implementation
    - additional growing child follow up
    - health committee membership

### **Update since the 2006 Summit**

The Health Group continued to meet throughout 2007 and adopted distribution of Growing Child publication as the main initiative for the group. Health group participants from areas of school health, public health, mental health and private practice all agree that education and support are primary for healthy development and specifically maintenance of good health practices. As one vehicle to achieve this, Growing Child is available in hard copy and via email for any and all individuals in Tippecanoe and the surrounding counties free of charge. Spreading the word to get more people to take advantage of this free publication has been challenging as many of the group participants ongoing participation and commitment has waned. The group recognized early in 2008 that our efforts possessed common threads to other group work occurring and we hope to coordinate in the future to provide energy and enthusiasm from the health perspective to more global community initiatives.

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## Justice Group

### **Goals from the 2006 Summit**

- Teen Court Expansion – to include other types of cases; Teen Court Youth Assoc.; service Benton & Tippecanoe Counties
  - Parents & Children completing Community Service/Enrichment Activity together
  - Get children connected with outside positive people in the community
  - Speaker Bureau
  - Help for Mentoring Programs to screen volunteers/Probation volunteer program to expand to fit the needs for mentors/Coordinate mentor programs/Our Kids Are Community meeting/Recruit for Youth Advisory Board
- Work on the Skate Park @ Faith Baptist
  - Mentor Mom type programs within the community
  - Youth Citizens' Academy/ Develop investigation unit; Cop With Kids at the Park; Youth Systems Academy
  - Location to work on 40 Dev Asset Training with Hispanic Community
  - 10 mentors for 10 kids/Big Brother/Big Sister/Cont. before school kids at home/Mentor Mom
  - Alternative Ideas for Punishment for Juveniles

### **Update since the 2006 Summit**

No report submitted.

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## Neighborhoods and Community

### **Goals from the 2006 Summit**

- Develop & nurture neighborhood associations
  - Bldg. Porches (warmth, visiting, communication, relaxing, safety, someone available)
  - Individuals making time
  - Schedule. Make it important.
  - All matter. Pride. "Plant seeds" and nurture them
  - Concern for neighbor
  - Stabilize where we live to create roots
- Community policing-Meeting with neighborhoods and police
  - Spotlight best practices for neighborhood associations
  - Submit proposal for Children's' Fair/family day (Prophetstown model)
  - County wide resource/clearinghouse/Website for applicable information, volunteer bureau, Crisis Center and Community Center resource book. Dial 211 and info is free

### **Update since the 2006 Summit**

The Neighborhoods and Communities group found much duplication with efforts going on outside of itself, and had dismal attendance. So we folded and have encouraged the other activities (National Night Out, Clean Sweep, Beacon Hill project, formation of a new neighborhood association in Lafayette, Weed & Seed, and Faith Baptist's new programs).



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## Quality Child Care Group

### **Goals from the 2006 Summit**

- Mentoring and Parenting
  - Warm Line"
- Support "Paths to Quality"
  - Letter to legislators
  - Work on Worthy Wages
- Market Positive Parenting-Develop Community Awareness
  - Prepare/produce weekly tips on parenting and families based on 40 developmental assets
- Parenting
  - Parent Mentorship Program
  - Parenting Education Programs

### **Update since the 2006 Summit**

Our Quality Focus breakout group has continued to meet each month. We applied for and secured a grant of \$1000 from Adults and Children Against Violence (ACT) to sponsor a parent education series. The series began in September. It is offered at two sites, Dennis Burton Childcare and the SIA Child Development Center. It is offered as an eight week long series at each site. ConneXions Resource and Referral has provided the trainer, Tanika Phinisee. She attended ACT training and uses their materials to teach parents about child development and positive guidance. A number of groups have helped with providing dinner and child care for the families. Currently, there are 5 families at Dennis Burton and 8 at SIA participating regularly. Incentive gifts are provided out of the grant money for parents who participate. We are hopeful that we will offer the series again—perhaps with referrals from the court or other agencies—for those parents who need support in guiding children in a non-violent manner that is supportive of healthy mental health for children. Our group also participated in the family festival at Ivy Tech last spring. We gave out lots of literature to parents about fun activities to do with their children. We set up activities for the children to do at the festival and had adults modeling ways to interact with the children to support positive feelings.

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## School Aged Youth Group

### **Goals from the 2006 Summit**

- Youth Boards
  - Must talk with parents to speak with teachers regarding importance of community involvement.
  - Start with student councils
  - Youth leadership clubs
  - Set meetings after school hours or during lunch hour
  - Schedule meetings at the school (adults go to youth)
- Youth Mentoring
  - Challenge Days
  - Working to have more opportunities in schools for challenge days
  - Challenge day for parents and teachers
  - Businesses give days off so community members and parents can attend
  - Challenge day for elementary and middle schools
  - Be prepared to have students continue involvement after challenge day
  - Community Challenge day information
  - Solicit funding from business to support challenge days
- Events for youth and adults
  - Game nights, Concerts, Dinners, Service projects, Bowling, Table talk, Dog walks, Sharing art, Sharing reading experiences, writing, poetry, hobbies, Make special place, center, etc. For recreational activities, -Neighborhood centers, etc.
- Celebrations
  - Recognizing life long learners
  - Oral history project- TCHA
  - Pat Corey
  - Public places where one eats providing information to community- Emily Stern
  - Be positive about where youth are spending free time and their schools
  - Value what youth value
- Promote family in education
  - Teach employers to be interested in their employees' children's lives

## **Update since the 2006 Summit**

As a sub-committee of Our Kids, the School-Age Committee is concerned with serving all school-age youth by fostering the relationship between schools and the community that builds assets. Its activities fall into two areas:

- **Partnering with schools to engage and support youth:** Given that 80% of the factors which affect school success are not related to instruction or school administration, the committee helps connect schools with community resources that can address those factors, and helps the community understand the support that school-age youth need from the community. The committee is a clearing-house for initiatives that build assets for school age youth through healthy connections with adults, especially adults in schools and in the community.
- **School-based solutions for child abuse and neglect:** The committee is charged with being sure that school personnel and school children know how to recognize and report child abuse and neglect, and that school-age victims have access to help and know how to get it.

In pursuit of this mission, the School-Age Committee accomplished the following, individually and collectively:

### **Partnering with schools to engage and support youth:**

- The committee made Purdue's youth leadership initiative, Tippecanoe Notable Teens (TNT), the "go-to" organization for providing youth leaders and a youth voice in Our Kids initiatives (and we thank them).
- In order to make all Our Kids initiatives and activities available to the larger community and schools, CFRC, United Way, and School Age members developed an Our Kids website, [www.ourkidstippecanoe.org](http://www.ourkidstippecanoe.org).
- As requested in last year's summit, two Challenge Days were held, one at the community level, which included every high school in the county, and one for Jeff High School. Our committee, including TNT and Harrison High School staff, assisted CFRC in organizing these events. As a result, Jeff plans to continue Challenge Days, and TNT is seeking ways to continue the momentum for the students who participated. Harrison also held Challenge Days, including a new one for middle school youth that was partially funded by The Community Foundation.
- In order to forward the youth engagement mission of the committee, CFRC worked with a Leadership Lafayette class to develop a model for youth engagement by researching what other communities have done. They recommended we form a Youth Advisory Council and the committee is presently working to create that out of TNT and other initiatives. That information is available on the Our Kids website. CFRC is also working with Leadership Lafayette to perform other research tasks, particularly related to kindergarten readiness and how businesses can partner with schools.
- Beginning at the Lafayette School Corporation's invitation with its HEART program, CFRC began to educate various constituencies in the school community about how schools can implement the 40 assets in the school setting, including in curricula. CFRC, the Wabash Valley Education Center, the Crisis Center, and IYI partnered to create the first county-wide summit of school counselors. The workshop has now been implemented in several schools and was, for the first time, part of the new teacher orientation at Jefferson High School. We are also going to reverse this process and invite counselors and educators to Our Kids, so that the community can understand their perspective.
- For the goal of making community resources more available to school children, CFRC delivered Title V services at Jefferson High School. The Council on Prevention Education: Substances (COPES) curriculum stresses communication and leadership development. The school setting made it more convenient for youth and was a way to help them feel that they belonged in school. This is a major accomplishment in making the boundary between school and community more permeable.
- The committee was augmented to include senior administrative representatives from all of the public school corporations, Central Catholic, and Faith Baptist. We plan to add the other private schools as well. This allows the committee to become the one-stop coordinator for subcommittee initiatives such as Tippecanoe ROLLs, Youth in Philanthropy, and other "grassroots" youth leadership and engagement activities. That will help assure those efforts have access to schools, help them coordinate with existing school programs, and help assure that their events are compatible with school schedules, policies, etc.

### **School-based solutions for child abuse and neglect:**

- This year we made it easier for victims to get assistance. We helped the Crisis Center write several grants, which have been funded, to create a web-based search function so that anyone in the community, including school personnel, can quickly find the right service for a student in trouble (and students can look for themselves.). Our thanks to United Way, the Community Foundation of Greater Lafayette, and the Indiana Family and Social Services Administration (Tippecanoe Office) for their financial support.
- We requested that the agenda for the 2007 Summit included instruction on recognizing and reporting child abuse and neglect.
- We are working to assure that school handbooks include the Teen Line, (765) 423-1872.

# World Café Results - 2006 Summit...

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## Health – World Café

### **Health – Ideals**

- Advertise what's out there
- Make more resources
- Advocate for children's healthcare
- Older community tolerate younger community members
- Fenced yards keep youth out
- Parents need to be in charge of setting up boundaries
- Parents have to be involved
- Encourage parents to communicate with school
- Encourage adults/community to advocate for kids
- Schools need to emphasize parenting
- Good choices when they have the opportunity
- Valuing nutritious food
- Changing values
- Better options
- Education at younger age
- More positive role models
- Teach self discipline
- Simplify language
- What do teachers know about how to help kids with health and mental health?
- Age specific parenting without stigma
- Promote volunteering
- Recognize language power and member/group participation
- Take initiatives to the streets
- Health education dialogue, multiple venues
- Early promotion of culture/diversity tolerance
- Encourage better nutrition
- Become more active
- Better communication between youth and adults about physical and mental health
- Hook with fun first, then deliver the message
- Encourage students to talk to peers about their experiences with health problems
- Plan time and get away from technology, do things together
- Improve knowledge of health issues in parents
- Be a role model for younger generation
- Families constantly thinking about survival, not future of children
- Multigenerational poverty
- As a healthcare provider, we need to be good role models on health behaviors
- How do we teach kids nutrition if the groceries at home are unhealthy or nonexistent?
- Listen to youth
- Put responsibility on adults to listen
- Leave door open for adolescents to talk
- Don't wait for youth to come to you
- Communication has a large effect on physical/sexual abuse
- Respect what is shared
- Faith-based a plus
- McDonald's vs. Family Meals
- Adults have correct expectation of age group that is being dealt with
- Recognize goodness in all; everyone has something positive in them
- Empower youth
- Allow screw ups
- Engage in projects/action together
- Encourage children to make changes in home life
- Share changes with parents/caregivers/siblings
- Reversing cycle of parents influencing children to children influencing parents
- Lead everything by example
- Balance and moderation
- Association health with fun to improve lifelong habits
- Fresh air and exercise

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### **Health – Concrete Suggestions**

- Educational classes – related to health in schools, in community centers, churches, health dept.
- Opportunities to participate – health fairs (volunteer), TCHE (Hippra), Trinity Clinic, Planned Parenthood, YWCA, Boys & Girls Club
- Needs assessments – psychosocial issues, topics important to youth, adolescent sexuality, reproductive health, drugs & alcohol, support systems, coping mechanisms, self confidence, flu pandemic, risk-taking behaviors
- Where to conduct them – doctor's office, schools, classes, YMCA, where the kids are

- Have youth teaching other youth about health related topics - kids instructing on diet, exercise, groceries to buy, activity, risk behaviors (reality-based)
- Off-hours healthcare access
- Family-based weight control program
- Earn while you learn program to earn vouchers to purchase items depending on how many times you attend weight control workshops – great business involvement
- Immunizations/Flu shots – mobile
- Have adolescent mental health facilities
- Parent volunteer organization to transport children to health club facilities/sports
- Families earn “Rec Bucks” so they can afford the health facility entry free (earn by cleaning up roadsides, etc.)
- Exercise
- Statewide health insurance for all children
- Faith-based education for healthcare: prevention and promotion
- Include adult physical activity and nutrition with children
- Mental health parity
- More workshops for health education
- More knowledge about health classes for parents
- Have meals as a family – entertaining one another, invite friends into family, open discussions
- Faith-based programs
- At child birth class include nutrition component
- Nutrition classes for WIC and food stamps
- Programs peer-to-peer in churches, scouts, etc.
- Obesity – facts of proper nutrition
- Youth health info to other youth
- Kid Lines–Phone or web-mental health issues
- Prescription medication – nominal fee
- National healthcare
- Senior-youth activities
- Family walks through neighborhood and community
- Prior to prescription for ADHD, family has to go through nutritional courses and screening (ADHD could be caused in part by diet)
- Consistent sleeping patterns discussed at nutritional screening
- Topics of concern – diabetes, nutrition and exercise, mental health, drug abuse, reproductive health
- Use medical offices, community centers, parent interaction to spread knowledge about health education
- Inform young adults about available groups and organizations to maintain contact with youth (Big brothers, Big sisters, etc.)
- Use e-mails to talk with use (think about how to make less impersonal)
- Selling ideas – teens are about “I” “Me” so gear programs towards them
- Nutritional approaches to ADD/ADHD and depression
- Website for youth nutrition
- Get parents and kids to stop smoking
- Less illegal drugs
- More prenatal education for parents
- Drink water
- Teen committee and Teen-Line to help spread the word on issues
- Mentoring
- Child development classes link with childcare center for education credits or money
- “Cadet parenting”
- More organized system for children whose neighborhoods are not safe to play outside (Boys & Girls club, recreational center, music, arts & crafts)
- More good health promotion like government's current efforts
- Public walks include youth and adult teams
- More well lit walking trails
- Adult-child healthy cooking classes
- Funding for family recreational teams
- Annual sports drive - used sports equipment
- Events that team adults with children
- Alternative non-competitive sports (hiking, canoeing, swimming)
- Vouchers at farmer's market
- Healthier food at food pantries
- Try to engage Purdue/Ivy Tech in assisting with nutrition
- Mental health nutrition groups for kids
- Develop programs to incorporate youth, health professionals, parents, community leaders, etc. that are about nutrition, exercise, asthma, diabetes, support groups, community service hours, bullying, risk-taking behaviors and tolerating differences
- Puppet show – Kids on the Block program
- Offering volunteer opportunities to bring kids into other cultures and their needs, locally or globally
- Youth workers café brings together diverse organizations
- Youth clinic – mental and physical health (adolescent focus, the “in” place to go), addition to school-based programs
- More of the planned parenthood stuff but flexible, no problems just checking in

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## Health – School

- “Three for me” in schools education beyond early intervention settings
- Health class at school, include childcare, health and wise food choices
- Open workouts at school
- Class in school for extra credit, teach portions of class, teach what they learn
- Pre school kids programs aimed at educating parents
- Consistency in education across elementary and middle school
- More social groups afterschool and some with parents
- Junk food in schools, will it keep kids from eating or encourage good eating habits?
- Sex education for youth
- If teacher's suspect kids aren't receiving healthcare because of parents, call CPS
- Food take home over weekend
- Charge for kindergarten to get money for free lunches
- Let kids know there is help for STDs
- School lunches – input from youth - even with health menus, students choose snack food
- Should child development and related classes be mandatory?
- Dangers of obesity, is P.E. enough?
- Better screening for daycare license, drug screening, hair follicle test
- Encourage enrollment of elderly in school programs
- Childcare at school after school hours by students
- More sex education that is more direct and taught sooner
- Teen mothers teach education
- Middle-school mentored by Purdue students
- Child development classes in high school mandatory
- Develop clubs, arts, crafts for children after school and at the school
- Schools more proactive with health education and sex education
- Science-fair projects related to health issues
- School nurse outside of school (just in case)
- Schools remain open for adults/families to use facilities
- Health experts come into schools to talk on health education
- Sick child daycare
- Adult daycare – team up grandparents and kids at daycare to build trusting relationships
- School-based health – peer mentoring, peer involvement, parent involvement, PTA get the word out on health, volunteer services, ask kids what they want and value, educate parents and youth on what community is
- Education – service learning as part of curriculum
- Reintroduce gym class
- Youth can go out to older community members and interact with them – ask parents, organize through internet or school club

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## Justice – World Café

### Justice – Ideals

- Youth feel that there are some adults who care about them
- Consequences are appropriate sometimes
- Use your resources; learn from your mistakes
- Making choices; what do you believe? What is right?
- Reach for the sky
- Stand up for what you believe in even if you're standing alone? But are you given the opportunity?
- Care about people and meet them
- Share ideas – know what you believe and care about what others believe
- Respect – treat people with respect. When treated well, act accordingly
- Know people – share ideas – and be welcome to neighbors and people in your area
- Start early, know problems and share possible solutions
- Open opportunities – give equal
- “retraining” of parents
- Adults need to let youth know how to get involved
- Educating students to make better choices
- Safe avenue for conflict resolution
- Parents need to be held accountable
- Be a good example – socially responsible
- Golden rule
- Be accessible
- Be a friend/supporter to all others – not so me-oriented
- Catch kids doing something right once and a while
- Fair enforcement of the rules
- Psychiatric issues – parents and children – drug abuse, school failure, risk taking etc

- Do it for right reasons
- No label for at-risk kids
- Be proactive
- Why is community service a consequence of juvenile offending? Needs to be meaningful not putative
- Organizations need to figure out how to utilize youth more and better
- Value people can't be taught, it has to be caught
- Parental participation
- Break the cycle with families
- Justice has to have moral base
- We can encourage participation but we must make it interesting for parents to want to participate
- Give emotional support to parents so they can pass along to kids
- Integrate children's needs in and out of justice system
- Institutionalize youth involvement at every level
- Good community guidelines

## **Justice – Concrete Suggestions**

- Parents and kids to talk about dangers of drugs
- Expand school/officer resource program – build relationship kids and cops
- Expand mayor's youth council
- Have more kids job shadow adults regarding job/careers
- More camp/activities for kids – including sheriff's career camp/law day at Columbia Park
- Community days at Purdue – married student housing – understanding cultures
- Family and consumer sciences health class at Tecumseh
- Learning about sex ed nutrition
- Parenting – when to tell adult if child is being neglected/abused
- Visitation between inmates and family – not at jail facility, at supervised visitation
- Observation of court proceedings – CHINS and delinquency
- Police initiate park grill-outs in all parks of community
- Encourage area plan commission to develop social-family friendly areas and housing developments
- Wellness training for community
- Support group for parents of children in trouble in system
- Advocate in classrooms
- Target/involve youth through school announcements, newsletters, school websites, church bulletins
- Scare tactics – reality check provide knowledge of what consequences can be
- Alternative discipline versus punishments – teen courts
- Parenting 101 – teach parents effective ways to discipline
- School punishment/dismissals? What are the alternatives for application of the rules?
- Peer mediation
- Recruit successful people in system to mentor families
- Aggressive recruiting of mentors
- Lunch mentors in school once/week
- Removal team to get children's security items from home
- Adult mentors for juveniles
- Make children more involved in treatment planning – empowerment
- Have children be included in legislation
- Increase communication between juvenile justice/DCS/school system
- Non-traditional activities/low cost for adults and kids together (guitar lessons, skateboarding, bands)
- Create drugfree zones- peer facilitated?
- Some adult supervision (identify/prevent fights/injuries)
- Transportation opportunities for fun activities
- Encourage kids and adults partnering in extra-curricular activities vs. dominate/dictate
- Warning signs/system for first offense
- How can Purdue police work with youth without taking skateboards?
- Publicize success stories – who overcome drug issues/education problems
- Making/helping people to become more aware of services/programs/forums
- Work with case managers
- Media portray positive aspects
- Fun acts/ropes course with law enforcement/youth
- Parent/children counseling
- Use Purdue students for hands-on work with parents and children
- Educate people in rules/consequences in school and community
- Student organizations with parent involvement – have person from judicial committee speak

- No support to non-profits who offer community service – must be willing to take at-risk kids
- Volunteer activities for kids that lead to paid employment – working with young kids and elderly
- PSAs regarding right/wrong – ex. Stealing small things, lying indicate consequences of actions (consider having JEFF high school AV class film PSAs)
- Justice programs in high/middle school curriculum
- Input from parents and children when involved in justice system
- Community service projects involving parents and children
- Teaching respect for community members and family at early age – moral and ethical training
- Provide a place outside of class where youths can feel free to speak their minds and have adults listen
- Youth council publicize with representation of troubled youth
- Encourage professionals at free/discounted rate for those in need
- Career fairs for youth
- More collaboration among community systems, service providers, business, schools
- More emphasize on life skills in schools for non-college bound students
- Life skills mentors for parents – volunteers, non-professionals, homemakers fill out resume/job skills
- Adults approach kids about what is needed in community and promote their ideas
- Volunteers in probation
- Mock trials
- Youth rotary club
- Youth advisory board
- Literacy with senior citizens
- Family court
- Develop youth interests – neighborhood skate parks
- Truancy court
- Youth rep in government
- Developing after-school/summer activities for county youth
- Encourage youth facilitates to stay open later (9-10 pm)
- Create community –law enforcement endorsed youth dance/social club
- Initiate neighborhood watch groups – all neighborhoods
- Mayor declare community –wide block party
- Systems of care for justice dept
- In-house suspension for school youth
- Presentations to schools about programs that are available such as teen court
- Encourage/make it mandatory for parents to interact with youth when going to probation or any justice services – make parents accountable
- Youth services fair
- Include churches/other valuable community service to connect families in need before crisis
- Church parenting classes open to community
- Sitting and having lunch with kids
- Adopt a school
- Youth academy/justice club
- Children in trouble and children not in trouble doing comm. service together
- Law enforcement sponsor project like Habitat for Humanity with youth
- Youth and law enforcement build building for youth
- Safehouse with police and counselors for youth to go to

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## **Neighborhoods and Community – World Café**

### ***Neighborhood/Community – Ideals***

- Mutual respect between adults and youth
- Supervise games and competitions
- Increase interaction opportunities
- Community service as duty
- Be the neighbor – reach out to children in the neighborhood
- Take first step counteracting media portrayal of neighbors
- More family time at home – make it priority
- Neighborhood can include social groups/church/daycare/sport/parents/ workplace
- Be aware of mixing youth – adults (child molesters – parents should be there as well)
- Involvement without obligation
- Set land boundaries – all inhabitants equal members
- Reestablish neighborhood concept
- Trust
- Who has refrigerator rights?

- Schools become bridge to community and neighbors
- Good communication – initiate conversations
- Make youth feel like part of community – educate/involve in community politics
- Be aware of what's going on in community – read/watch news
- Adults should go to youth programs to share opportunities
- See youth as assets
- Don't just address bad behavior – ask why
- Take people where they are, not push them into our molds
- Parents should find out where their kids are
- Go where the kids are
- Skateboard yields advocacy – learning the processes that create results
- From me society to we/you society
- Single parents need other parents for support

## **Neighborhood/Community – Concrete Suggestions**

- Churches provided mentoring and opportunities
- Community picnics, block parties with free food
- Identify and equip average families to reach out to other families
- Reach out to meet needs of neighbors
- Open forum for young people – mutual discussion on boundaries and rules
- Empower and work with parents on responsibilities and parenting skills
- Make community service a school requirement
- Employers encourage and support employee community service at least one day a year
- Employers encourage minimal contribution from each employee for support of a community project
- Make community aware you can provide support to someone on your own without being part of an organized program
- After school programs – not just sports – hands on building
- Need funding in schools for extras
- Neighborhood get togethers – cookouts, potlucks, give kids responsibility (put out fliers), have other neighborhoods come
- Activities – decorate bikes, parades, costumes –
- Coat exchange
- Ascertain skills in neighborhood – cooking, fix bikes, woodworking, babysit
- Church members – change oil for seniors
- Feed the neighborhood kids
- Sit on porch
- Play in yard
- Organize game night for neighborhood
- Be present in neighborhood
- Take cookies to new neighbors – welcome wagon
- Senior center in neighborhood – children visit
- Promote connections between youth and organizations –tour of businesses, organize parents in activities with their children, workplace reward for helping others
- Small jobs – spending time with positive people (raking leaves, shovel snow)
- Schools get together on vacation schedules
- Unplugged weekend – no TV, phone, computer, etc – play games, spend time together
- Neighborhood organizing community event
- Offer help when tragedy, surgery, illness occurs
- Neighborhood newsletter – personal anecdotes
- Buy candy from kids
- Block party hog roast
- Neighborhood associations
- More counselors in the school
- Expand Big Brothers/Big Sisters
- Youth counselors –non-faith based
- Outside agencies using schools as community centers
- Parent potluck night
- Hire neighborhood youth to do various jobs – yardwork, petcare, window washing, water plants
- Churches to mediate solution
- Crossing guards know the children
- Neighborhood schools should be maintained
- Purdue profs and students take youth under their wing
- Find out what kids are interested in and connect
- Organize family service groups
- More public service campaigns with positive community messages – kill your TV
- Early education for parenting and the right teaching for sex and other issues
- Adopt a grandparent/mom/dad program
- Youth teach adults about computer activities

- School should let families come and enjoy
- Transportation should allow people of different ages ride for free
- Work together to improve neighborhood appearance
- Youth given budget to plan neighborhood parties
- Remember older youth – sports, music, eating contests, paintball
- Neighborhood teams/intramurals – citywide, implement through school, community organizations sponsor, based on participation not school grades, no fee for kids
- Teens plan neighborhood clean up
- Agencies/organizations accept younger volunteers
- Sponsor/provide programs celebrating youth
- Community wide celebration of families
- Local government be mindful of zoning and growth – mandate areas for recreation
- Youth shop with older people
- Use Purdue students as bridge between generations
- Adopt a senior citizen
- Establish clubs for community service – flags next to graves of veterans, adopt-a-highway, special interest clubs
- Provide services for work and home
- Worker auction
- Send Walla members into schools to speak on expertise
- Community wide improvement day
- Speakers in schools – on volunteerism
- Invite other seasoned citizens for grandparents
- Have open gyms
- Reach parents of marginal kids
- Give kids what they want, ask them what they want – i.e. surveys in schools
- Community wide discussion on best parenting practices
- Weekly block parties
- Create hang out places
- Sporting events that pair adults with youth
- Expose youth to colleges – through programs, homework helpers to bring college students and youth together
- Having community summits/meetings for both youth and adult
- Explain programs more effectively to youth
- Know everyone's names
- Happy hour – games, food
- Rejuvenation of neighborhood parks
- Moms babysitting co-op – exchange of coupons for services
- Community centers – places to build relationships
- Bring a neighbor throughout the community
- Church outreach to neighborhoods, not just congregation
- Neighborhood meetings/community activists to promote ownership/investment where they live
- Give kids cameras to take photos of neighborhood to create photo essay of their worldview
- Brother-sister neighborhoods
- Community gardens
- Mom's groups to reduce stress
- Transportation committee in neighborhood – kids to library, elderly to grocery
- Walk your Senior Citizen Day
- Neighborhood holidays – May Day
- Cookouts
- Neighborhood babysitting club
- Visiting program for neighborhood

## **Quality Child Care – World Café**

### ***Childcare – Ideals***

- Shared vision
- Reasons to not join the crowd or succumb to peer pressure (understanding consequences)
- Adults need to seek to understand and focus on most important issues
- Parents need to be better role models
- Adults need to allow for mistakes – forgive and forget
- Community-wide parenting
- Communicate with men on the level that they are on – something that interests them
- Utilizing older youth to model/support younger kids
- Need more positive outlets for youth energy
- Need parent education and support groups that are low cost/incentives for becoming involved and activities that engage youth at same time and place
- Respect – build trust
- Honest – adults relearn
- Responsibility blame
- Accountability listen
- Common interest include
- Apathy – parenting

- Values – pocket and time
- TIME
- Parents need to give their children a voice
- Take a chance – offer support to parents or children when you see they need it
- Be inclusive – don't isolate at-risk families
- Grow neighborhood leaders
- Expectations and consequences
- More patience
- More quality time with parents
- Support – praise/encouragement/guidance
- Parents – Get involved!
- Start good habits early
- Check in with each other – set aside a time to be together
- Community health leaders and youth leaders, helping parents communicate with children
- Everything comes down to love
- Clear limits and expectations at an early age – starts at home
- Same rules at home and childcare facility
- More stay at home parents
- Parents entertain your kids rather than having a facility do it
- Make your children your priority – for parents
- Respect childcare as a profession
- Give children an understanding of what parents are going through
- Media/cultural message about what is "cool" at certain ages
- Youth use clothing to express who they are
- Parenting today's kids is scary, exhausting
- Being a teen today – lack of trust, invade privacy
- Parents give up too easily, too scared to set rules
- Need to find ways to allow children to develop good decision-making
- Childcare providers commit to quality – will lead to community awareness/partnerships
- Positive role models (diversity)
- Parents model positive behavior – create family traditions, family rituals
- Value the whole family: childcare programs should focus on and help whole family (have resources; parental involvement)
- Don't be afraid to reach out and help each other
- Model good parenting behaviors
- Adults could be silly, child-like, get down to their level
- Too many TV's – it separates family encounters
- Look at the same page
- Family time
- Youth and parents engage more together
- Parents encourage family time – have friends over, less out of house time
- Parents support youth outreach to families in need
- Parents knowing clues when children need quality time
- Eat meals together
- Family time, games, etc.
- Be open for conversations spontaneously
- Create traditions
- Get away from technology, get outdoors and face-to-face
- Parents get involved with your children and other children
- Educate parents so they can pass knowledge to children
- Educate adults on new technologies, have kids teach
- Volunteer opportunities for entire family (serving dinner, shovel neighbor's walk)
- Teams/coaches volunteer in community
- Family night to just hang out
- Listen to kids
- Help older teens feel empowered/improve self esteem through engaging and modeling positive outlook/behaviors to younger kids
- Don't completely isolate youth from adults' work life because it helps ease anxiety about what work life is like

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### **Childcare – Childcare Services**

- Offer more childcare options to support kids and parents
- More funding for childcare
- Childcare accessible to everyone
- Use teenagers as a resource to assist in childcare
- Childcare offered through work
- Parents help children learn to do childcare
- Grandparents volunteering in childcare facility
- Plan games and functions that involve parents and children
- Community grants for childcare programs
- Visiting childcare programs
- Send a card of appreciation to childcare programs
- Aftercare activities at daycare – movie nights, dinner nights (helps parents connect with teachers)

- Childcare provider have resource room or bookshelf available to parents
- Open up communication between childcare providers and parents, more than meals and dirty diapers, talk about milestones
- Focus on the positive aspects of child and childcare provider and relay that to parents
- Need regulations for home childcare
- Schools more involved in providing childcare to community – students taking parenting/family life classes
- In-school childcare for student parents
- School for young mothers and father – half day helping and daycare
- Daycare provide a parent night out, at least once a month
- Daycare provide parent-child events
- Utilize different age groups to assist in childcare education for families

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## **Childcare – Other Services**

- Adults/Youth with good activities
- Youth input on shared youth and adult activities
- Simplify language for youth
- Need parenting classes
- Education for pregnant teens
- Support group/parenting classes for Dads
- Help pick up trash
- Parents more included in Middle School
- Focus more on Middle School
- Eliminate wait list for Boys & Girls Club
- Need volunteers adults and kids
- Child abuse prevention in schools
- Parenting classes for grandparents or other “seasoned adults”
- Community center for drop-in babysitting
- More after school organized activities at a center
- Seasoned parent adopting a young family – sharing experiences, monitoring
- Callouts in newspaper for “seasoned” volunteer opportunities with young families
- Parents participate in neighborhood groups
- Start or expand a neighborhood group
- Parents help children form youth group
- Life skills, child development – mandatory educational curriculum
- Support groups for parents and youth
- Promote programs that educate new parents
- Provide mentor support for parents
- Babysitting training for teens
- Child development classes at high school
- Educate teens about teen pregnancy and parenthood consequences
- Create a “Starbucks” for youth
- Create a partnership for youth to work in the business sector (products created)
- Parent and student volunteer hours
- Communicate with teen parents/teens – what are they interested in
- Involve teen dads
- Create volunteer opportunities for teens (13-16)
- Mentoring and role-modeling
- Build in rewards to volunteering (coordinate with education)
- Social/emotional curriculum (preschool and elementary education – build values/foundations for future volunteers)
- Support before and after school programs
- More summer programming; reach outside of city limits
- Encourage low income families to get involved in schools, community programs, and volunteering (be accommodating, provide transport)
- Teen mothers – faith-based programs modeling
- Grandparents as parents, provide respites
- Give options to teen mothers – adoption, babysitting, WIC
- Parents’ night out
- Give single moms a break
- Give parents time together
- Utilizing churches as outreach and after school programs
- Youth leadership program – present community leaders, work with youth on leadership skills, could expand to include youth from all areas including at-risk (bringing together kids from difference schools, maybe a county-wide program)
- Tendency to keep people in “clusters” – encouraging youth to volunteer
- Showing kids how things apply to real world- community speakers, internships to high school students (could be for short time periods)
- Businesses offering incentives for employees working with youth
- Functions that encourage parents to get to know each other and their children
- More peer tutoring and teaching programs
- Encourage family meetings

- Involve families in planning of curriculum and events in schools
- Organize parents clubs – chance for parents to network
- Community organizations provide free educational and fun events
- Bring back mentor programs

## **School Aged Youth – World Café**

### ***School Aged Youth – Ideals***

- Let kids define good citizenship
- More diverse parent/involvement opportunities
- Schooling to fit the needs of kids
- Need parenting for children 0-18 years
- Class for parents – fun and exciting but still learning
- Increase parental involvement
- Parent networking opportunities
- Educate parents about education
- Relationships
- Community educate the child
- Find opportunities for overlap
- Parents get to know their kids' friends
- What are the barriers? Poverty, language, healthcare
- Combination of education/acknowledgement of the real issues kids/families go through
- Parenting that is poor vs. parenting that is harmful – how can we distinguish?
- Ask youth what they want
- Linking between agencies to obtain information to help children
- How do we develop relationships with parents?
- Better define what abuse is
- Less stigmatizing for children
- Include families more
- De-stigmatize reporting
- How can we support looking at the ways we contribute to stereotypes and violence?
- Reduce fear of authority figures
- More empathy
- Better communication
- Trust
- Advocate
- Mentor
- Care
- How to develop caring? Needs vs. resources
- Try to instill how learning applies to life, how subjects (math, science, etc) are used in employment and life
- Explore
- Make sure kids have good examples
- Encourage parents and kids to value education
- Get parents and kids to trust the system
- Common goal – designated goals
- Similar values/morals; discussion of values/morals
- Respect differences
- Education of our students to appreciate/respect other cultures
- Schools have good and bad aspects for youth
- Schools fit to the kids needs
- Flexibility of schools
- Need more hands-on
- More opportunities to lead
- Accessibility

### ***School – Concrete Suggestions***

- Use more volunteers
- New law creating problem for kids who are unable to obtain credits
- Mentoring
- More student-led parent teacher conferences
- More life-skills programming
- Get kids involved with the adults in school-positive talk with administration vs. discipline talk
- Allow parents to come to parent conferences at different times (evenings, mornings...)
- Different tracks of classes – people can get the help they need with their problems
- Provide help for parents with forms
- Community service into schools
- Playgroups – multigenerational
- Have PTA and student government meet
- Intergenerational support groups
- Encourage at-risk teens to help others
- Non-traditional teaching methods- bring a special person, mom's day at jr/sr high
- Using parents occupation as it relates to curriculum guidelines
- Kids and parents work together on projects

- Corporations should let employees off to volunteer at school/community wide initiative
- Parents involved in volunteering after/during school
- Ask kids what they think a good solution would be
- Teachers' assessment to understand each child's home situation
- Communication between school and DCS when kids are removed
- Education on nutrition for school-aged children
- Education on violence and domestic violence for school aged children
- General/user friendly report line
- More services to help families right away rather than legal action
- Moving funds toward prevention
- Create a better/more informative environment for educators to handle suspected abuse
- Safe and comfortable ways for children to report abuse
- Eat meals as a family – keep teens at the table
- City organizations – i.e. boys and girls outreach to county schools; county schools offer facility to outreach programs
- Transportation for kids to safe, healthy community activities
- Sponsoring school clubs – volunteer bureau for adults to sponsor and assist
- Common project – clean a park, plant a tree, play ball at park
- Teach adults- skateboard, internet
- Have kids identify other kids with problems, drugs, stress
- Separate places at local centers for older kids
- Need places where adults and children can do things together
- Volunteer at nursing homes
- Parental involvement – lunch program, ride school bus, flex time from work, homework clubs
- Flex time for youth to be in service
- Youth involvement in elementary education
- High school internships – options, exposure to variety of fields and jobs, exposure to social agencies and government, work with community (more aware of issues in area)
- Expand Challenge Day
- Curriculum to expose students to real-life experiences
- Faith-community interactions
- Be sure schools are safe places for youth
- Provide breakfast-lunch
- Learn more about Baby Talk program
- Expand community monthly newsletters for professionals and parents
- Increase awareness of 211
- Find out why child is struggling – bring in professionals from outside of school
- Schools should be open all the time
- Family mentoring
- Neighborhood party
- Awareness of community resources
- Person to person contact/schools to parents (reinforce good times, don't always call about negative issues)
- Focus on older challenge students – self-esteem building
- Youth and adult events – game nights, concerts, dinners, service projects, bowling, table talk/focus groups, dog walks/animal sharing, sharing art, sharing reading, writing, poetry, hobbies
- Make center for recreational activities
- Café format in schools – meet new people, avoid cliques, youth + teachers together
- Retreat for peer counseling
- Teacher sponsors for school clubs
- Teach financial life-skills – mini-economics
- North-end organizations – open doors – find folks, money, and energy
- T-CAP – youth take actions for our community, events coordinator, adults to the legwork, youth lead
- Alt. schools full day
- School as community center – speakers, pancake breakfasts, libraries, gyms offer programs, soup kitchen, coats for kids

...community values youth, youth as resources, service to others, safety, family boundaries, school boundaries, neighborhood boundaries...  
...personal power, self-esteem, sense of purpose, positive view of personal future, family support...

...restraint, planning and decision-making, interpersonal competence, interpersonal competence, cultural competence, resistance skills, peaceful conflict resolution...

...adult role models, positive peer influence, high expectations, creative activities, youth programs, religious community, time at home, achievement motivation...



### Summit Steering Committee

Pam Biggs-Reed, Community and Family Resource Center

Trish Brutus, Community and Family Resource Center

Jane Cook, Community Volunteer

Pat Corey, Ivy Tech Community College

Matt Emery, United Way

Helene Hogan, Community Volunteer

Patty Jischke, Community Volunteer

Jillian Miller, Indiana Nonprofit Resource Network

Arvid Olson, Faith Baptist Church

Lynn Richardson, Lafayette Life

Judge Loretta Rush, Tippecanoe County Superior Court #3

Susan Smith, Family Services, Inc.

Kathy Timberlake, Tippecanoe Superior Court #3

Cheryl A. Ubelhor, The Community Foundation of Greater Lafayette



...school engagement, homework, bonding to school, reading for pleasure, caring, equality, integrity, honesty, responsibility...  
...positive family communications, other adult relationships, caring neighborhood, caring school climate, parent involvement in schooling...

