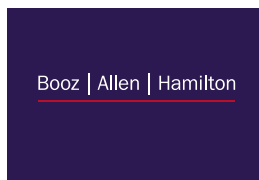




Youth Leadership Summit *Student Report 2005*

NCCEP/GEAR UP Annual Conference
July 16–20, 2005 • San Francisco, CA

Youth Leadership Summit 2005 sponsored by:



**GEAR UP
FOR EXCELLENCE**



encouragement



At first, I had a hard time believing that we all had similar, if not the same challenges in pursuing a higher education. But then I realized that some problems, problems which we felt were major, are universal to the majority of teens today.

— Ashiena Khan, Flushing High School, Hollis, NY

I loved the ability I was given to network with so many people — people who actually care about education and the students it affects. It opened my eyes that there are people out there who are passionate about pushing for a better education system and to push for more students going onto postsecondary education.

— Mel Montanez, Robert E. Lee High School, Brownsville, TX



collaboration



After the Summit, I became more confident in myself, and because of that I can now speak to a big audience. Before the Summit, I did not know how to get over my shy mood; with all the workshops and great people, I overcame that mood. The major skill I got out of the Summit was more confidence.

— Sam Barrozo, John Marshall High School, Los Angeles, CA

leadership

There are not enough words to express how much I enjoyed spending time with my friends in San Francisco. I believe every person who attended the Summit gained something more than leadership; they gained friendship and love for one another.

— José González, Pathways Middle College, Oklahoma City, OK



Returning home was an interesting transition from the Summit's atmosphere of brainstorming and planning, to the reality of implementing the ideas and strategies into my community. I've been asked by many, "Did I enjoy my vacation?" I let them know that I was there to help change the face of education in America,

and hopefully instead of just telling them, I will soon be able to show my local society what I was really doing on my "vacation." I truly plan to become more involved in my community and to attack the educational barriers at hand. Thanks to the Summit, I now have various ways to do just that.

— Kadeem Myrick, Southeast Halifax High School, Hobgood, NC

motivation



Youth Leadership Summit

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NCCEP recognizes that students are our best resource for learning more about our educational system. As participants in the educational process, students provide a unique perspective. They understand the issues facing their peers and can identify programs and interventions that connect with young people. In an effort to tap into the knowledge and opinions of GEAR UP students, NCCEP and Booz Allen Hamilton, Inc. have developed the Youth Leadership Summit. The Summit, held in concurrence with NCCEP's annual GEAR UP conference, allows students from across the 51 states and territories that host GEAR UP programs to make their voices heard. Students work collaboratively over the course of the Summit to create a report focusing on their concerns with education today. This report is presented to conference attendees—an audience of over 1,800 teachers, administrators, policymakers, and business leaders.

Using a selective application process, 30 students are invited to attend the summit as Scholars each year. Additionally, four Alumni from the previous year return to serve as guides and counselors for the Scholars. Unlike most selective leadership development programs, students are not responsible for any of the costs associated with their attendance. Most of our Scholars could not afford to attend an event such as this if the expenses were left to their families. By sharing the costs between Summit sponsors and the student's local GEAR UP program, many Scholars have the opportunity to experience their first trip on an airplane, and often their first venture outside of their home county.



Blending leadership development with the experience of participating in a professional conference, the Summit teaches participants how to be advocates for their schools and communities, empowering them to become a voice for their peers. Students are given the opportunity to present their thoughts and opinions to a large group of educational stakeholders, ensuring their message is heard.

The Summit not only allowed us to have a voice, but it allowed our voice to be heard on a totally different level.

— Haley Wilson,
Preston High School,
Moatsville, WV



Va Yang
Wassau, WI

Blending leadership development with the experience of participating in a professional conference, the Summit teaches participants how to be advocates for their schools and communities, empowering them to become the voice for their peers. Students are given the opportunity to present their thoughts and opinions to a large group of educational stakeholders, ensuring their message is heard.



Will Lane
Kansas City, MO

The 2005 Youth Leadership Summit was held in San Francisco, California on July 16–21. The group included students from 24 different states and Puerto Rico, ranging in age from 16 to 19. This extremely diverse group worked diligently to identify the four educational barriers they felt were most important to address and create potential strategies for eradicating these barriers. Not only did they present their message to the NCEP Annual Conference attendees, they developed the following report to ensure their message reached people beyond the audience that day. We encourage you to read the enclosed report and consider the solutions the students proposed.



Mike Dunham
Hagerstown, MD

What I learned most of all was how to work together as a team. I learned that everyone’s idea does count and that by putting all ideas together the ultimate goal can be achieved.

— Mike Dunham, South Hagerstown High School, Hagerstown, MD



Anh Tran
San Jose, CA

My experience as a Scholar during the Youth Leadership Summit gave me an opportunity to express my questions, suggestions, and concerns about leadership and education to anyone who holds the power to teach.

— Anh Tran, Andrew P. Hill High School, San Jose, CA

2005 Youth Leadership Summit Executive Summary

Written and presented by the 2005 Youth Leadership Scholars

As society's youth, we recognize first-hand the outstanding issues present in the education system that hinder a student's ability to thrive at school. Therefore, thirty GEAR UP scholars from across the country were selected to attend the Youth Leadership Summit held in San Francisco. These scholars identified the four major issues they feel could use the most improvement. The issues include: student apathy, health education, emotional and psychological barriers, and financial difficulties.

Student Apathy

Student apathy, or the lack of motivation for success and achievement, remains a large barrier while pursuing higher education. Some of the specific barriers associated with an apathetic attitude include high and low expectations set on students, poor self-esteem in which motivation is neglected, and a lack of communication. The problems within setting these expectations on students fall along the lines of family history, beliefs and society's views where stereotyping resonates. For low self-esteem, the problems that exist are peer-pressure and lack of role models. Lack of communication goes hand-in-hand with generation gaps, close-minded family members, and getting out of your comfort zone. This topic is a mission for us all to address.

Health-Related Topics

The education of health-related topics is greatly overlooked and/or ignored in our schools. This is not because school officials have not attempted to solve these issues, for health class is generally a graduation requirement, but mainly because of the immense nature and growing demands of the topic. Health-related issues range from developing healthy eating habits and understanding nutrition to the abuse of drugs and alcohol, teen pregnancy and even health insurance. Schools that attack these problems effectively need to begin at the foundation. The principal solution is to educate teachers and administrators on how to control and deal with specific health-related difficulties. Accessibility of resources to students such as counseling, extra-curricular activities, health clinics, drug screening, and disease testing also play an important role in health-education. Programs like GEAR UP that involve students' attention on their educational goals are effective and needed in our education system.

Emotional and Psychological Issues

Emotional and psychological issues are barriers students face when striving to pursue higher education. It is essential that the environment students are subjected to



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— YLS Scholars



Top — Justin Schafer (Anderson, CA), Alyssa Ruiz (Donna, TX), Apryl Silva (East Providence, RI), Chris Smith (Portales, NM), and Wilo Torres Carattini (Caguas, PR).

Bottom — Lissett Casillas (Chicago, IL).

daily is supportive and safe. Some of the negative environmental issues student's face are cultural barriers, racial and academic stereotyping, harmful peer pressure, and even issues at home. Harassment affects many different types of people including homosexuals, handicapped, and/or of diverse races or cultures. These barriers may lead up to anything from depression, poor attendance/performance in school, drug and alcohol abuse and negative effects on their self-confidence. Solutions to these issues range from having role models from the community come back to school to give speeches, creating mentors and even starting support groups such as the Gay and Straight Alliances within schools to offer the support students need to succeed.

Financial Hurdles

When addressing the issue of financial difficulties, there are two main problems; students who simply can't afford to pay the cost of college and those who can't even afford to leave their family to attend college. While we understand that student initiative is essential in helping eliminate these issues, we offer a variety of solutions. Primarily, by raising student awareness to the financial aid available to them

through school counselors and other forms of notifications, students will have greater resources to afford college. Additionally, attending college for four or more years is not a feasible solution for some students. By promoting vocational colleges, and even incorporating more vocational style programs in high school, students will have the opportunity to learn life skills they can immediately apply after high school.

Conclusion

For all the barriers that we have addressed, we hope to be part of the solutions and continue to drive change as leaders in our communities.

2005 Youth Leadership Summit Report

INTRODUCTION

As time goes on, it seems to become harder and harder for teenagers to obtain a higher education. There are many factors that contribute to the failure of these individuals to go on to postsecondary education, including student apathy, health, emotional and psychological, and financial barriers. As Stedman Graham said, "You can't make it by yourself." Therefore we believe it is our collective responsibility as students, teachers, administrators, community members, and elected officials to work together to help students overcome these barriers. This report presents possible solutions to help all students achieve their full potential.

STUDENT APATHY BARRIERS

Merriam-Webster online defines "apathy" as a lack of interest or concern. A recent random poll of students attending the NCCEP conference found that this definition applies to many of the students at their schools. In fact, according to the National Center for Education Statistics, some 3.8 million students were not enrolled in a high school program, and five out of 100 adults in high school dropped out without successful completion as of October, 2000 (<http://nces.ed.gov/>). We feel that this is caused by apathy within our schools. This apathy stems from inappropriate expectations from teachers and parents, external pressures such as family and society, and low self-esteem.

One factor of apathy is the level of expectation placed on students. So many times, students are expected to achieve goals that are either too high or too low. Students then become a "victim" of expectations. They feel they must perform a certain way and are not encouraged to take the path they want to take. Usually, these high or low expectations are influenced by their peers or parents. Teachers also may play a major role in student apathy by expecting too much or too little of their students.

Often times when students are faced with expectations that are either too high or too low, it can lead to low self esteem and lack of motivation. When students have low self-esteem, they're not likely to get involved and become contributing members of their schools. As a result, they don't accomplish as much as they could and take no pride in themselves. In the end, they have nothing to look forward to and have no desire to continue their education.

Expectations can come from many different sources and be influenced in a variety of ways. Family history may contribute to student apathy because sometimes students feel that they can only accomplish as much as their family members have. Another factor is society's view and stereotyping. Because of their gender, race, or social status, they are expected to act certain ways. Students must learn that education knows no gender, no race and no social status. Education is for everyone. Media influences are also a factor to levels of expectation. Many times networks such as BET, MTV, VH1, and other channels that appeal to young adults promote the use of drugs and/or alcohol, sexual intercourse, and violence. They do not encourage the pursuit of a college education.

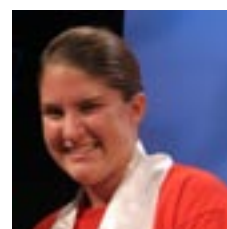
Clearly, lack of motivation is one unfortunate result of apathy and low self-esteem, but it's not the only result. Lack of motivation can also be due to peer pressure and the false sense that it's not "cool" to actively participate in your school and



Ashley Haley
Box Elder, MT



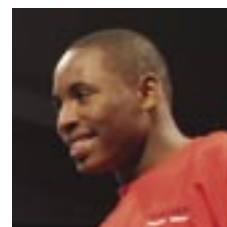
Juan Carlos Vizcaino
New York, NT



Katie Hill
Orovado, Nevada



Comfort Magba-Kamara
Bridgeport, CT



William Brownlee
Philadelphia, PA

to get good grades. Moreover, students may be pressured to skip school, do drugs, drink alcohol, and engage in other activities that limit their opportunities for future success.

When there is lack of communication within the educational community it takes its toll on the whole community, not just the students themselves. When the school does not provide the students and parents with the information that they deserve they become blind in their school and even the world about what they could do with their lives. Consequently, the bridge of communication between parents and students is weakened. We believe that conflicting expectation levels within the educational community contributes to the lack of communication between the parents, teachers, and students. When the students don't have support at home or at school, they feel as if they have no reason to go on to further education following high school.

So what do we propose as solutions to these problems? To solve the issues of expectations and pressure from families, we feel that an orientation before school starts in the fall between parents, teachers, and students will be helpful. Teachers should have one-on-one sessions with students and parents to see what their levels of expectation are. This way, students and their parents have the opportunity to meet their teachers, and administration. Another solution is to make it mandatory that all teachers give their school information and schedules to their students. Contact information and daily schedules should be posted on teachers' doors so that everyone is able to find where a particular teacher is at any given time. Our final solution is to have a student-run information assembly that is based around a talent show. All students can present their accomplishments to fellow peers, teachers and parents. Presentations may include student musical performances or presentations on community volunteering that students have done.

To help students who have low self-esteem, one idea is to set up anonymous student support groups. For example, students with depression could meet on Mondays. Students with similar problems can then help one another get through the problems that are causing them to have low self-esteem. For those who lack motivation, we recommend allowing students to have complete control over a designated area of their school, which we'd like to call "student space." This way, students can take pride in one area of their

Left — Jorge Martínez (Bronx, NY) encourages the crowd to take action.

Right — Mike Dunham (Hagerstown, MD) and Candy Craddick (Hinton, OK) perform in a skit about teen pregnancy.





school's structure, where they can post information and host events that will attract their fellow classmates and encourage them to participate and have more motivation. Moreover, communities all across the country need more role models. Our plan is to start programs called "student motivators", where students can set good examples and be leaders in their communities. The more role models we have, the easier it will be to help students raise their self-esteem and to motivate their peers to succeed.

We feel that with an orientation, the "student space", anonymous support groups, encouragement of role models, and more contact information for our teachers, we can really come together and change the way students feel about school. Students must understand where they stand and how they can improve in order to succeed. With the institution of the above programs, our goal is to erase student, parent, and teacher apathy from school systems throughout the nation.

HEALTH BARRIERS

Society constantly influences our use of products and behaviors that negatively affect our health. These influences develop into habits and actions that may become a part of our lives while the harmful effects often go untreated. Education on health-related topics addressing these negative side-effects becomes essential. Therefore, health programs need to be established within middle and high schools. Health education and awareness and the establishment of clinics, which provide information, materials, and specialists for alcohol and drug usage, pregnancy, STDs, and health insurance, are crucial to students' success in attaining a higher education.

Everyday the need for student health-related knowledge increases across the world. Teen pregnancy remains a prominent social issue. Nearly four in ten young women become pregnant at least once before they reach the age of 20. In addition, 94% of these girls are not married and nearly 80% end up on welfare. Teenage mothers must

The 2005 Youth Leadership Scholars and alumni joined by Barbara Haight, Senior Community Relations Manager, Booz Allen Hamilton, and Hector Garza, President, NCCEP.



Left — Isela Arias, (Santa Ana, CA) is awarded her stole by Dr. Mildred García.

Middle — Dr. Peter Dual congratulates Matt Wilhelm (Portland, OR).

Right — Mai Fujii, (Kapaau, HA) receives kudos from Dr. Laura Rendón.

suffer the consequences of their decisions, however many of these mistakes can be blamed on poor health education. Nearly half of these pregnant teenagers are using drugs or alcohol which may inhibit their clear decision making and 1 in 4 were under the influence when they last engaged in sexual activity. The decisions teenagers make are constantly influenced by their environment, including their parents, peers, and society. What can we do? Some schools already have courses that educate teen girls to be responsible parents. For example, in Puerto Rico these classes are part of the upper-level curriculum, but they prove insufficient.

Classes concerning nutrition also exist within schools. Breakfast, the most important meal of the day, often remains the one meal skipped due to a student's class schedule. Serving breakfast during a first-period class gives students every opportunity to start off every day with energy. We have established health classes, but the focal points and information provided by each teacher differ. Since teachers focus on different information, not every student is aware of risks that could potentially harm them and prevent them from reaching higher education goals. Additionally, classes may cover STDs, drugs, alcohol, and other major concerns, but not really hit on problems such as diabetes, obesity, and anorexia, which affect much of the youth today. We can help to down size the percentage of people facing health related issues by informing students of these rising issues. For example, the Hispanic population is more prone to diabetes due to their cultural diet.

Many people nationwide are facing the complexity of not only diseases and pregnancy, but also costly bills that contribute to even more health problems such as stress. Providing health insurance to teens secures their future; having a healthy body and mind are important parts of life. Before enrolling in a post secondary education, certain needs such as immunizations have to be met. Some students and families are unaware of eligibility to become insured and they don't bother seeking out information and applying. In situations where adult citizens know only one language, help needs to be available for them to understand the process to apply for insurance for themselves and their children.

How can we achieve our goal of spreading health information? We need to place qualified health professionals in high schools and surrounding communities as well as start health education at an earlier level, such as middle school. By introducing clinics to high school campuses we provide health professionals and information to students. These clinics could provide pamphlets to educate people about risks

concerning nutrition, drugs, alcohol, STDs, and pregnancy that could change a person's life. We need to be able to help the students as well as inform them; one way to do this is to provide tests and items such as condoms or health insurance packets. Including students in outreach programs like GEAR UP and community-service oriented organizations like the Red Cross is necessary to establish these clinics successfully. Depending on resources and location, the clinic can simply open once a month, or whenever a specialist is available.

There are many health barriers that hold students back in education, and we want to knock those barriers down. Our task as student leaders is to spread the knowledge to conquer health-related problems. Slowly but forcefully these problems creep up on us and create barriers to higher education. We need to catch and rid ourselves of these barriers before they have the chance to block our educational opportunities. Reaching out to people within your community, or even those abroad, is one of the essential steps to spreading health education. There are great things we can accomplish if we simply put in a little effort and work together. So get M.A.D. (Make A Difference!!!!)

EMOTIONAL AND PSYCHOLOGICAL BARRIERS

Students face emotional and psychological barriers when striving to pursue higher education beyond high school. Students who pursue a higher education are more likely to be successful in their careers, have a better self-image, and a better attitude toward life. We've come up with a few examples of how a student's ability to learn is hindered due to their emotional and psychological state of mind. These barriers include harassment, peer pressure, and differences in our cultures and the environment we live in. In the words of Jim Loehr, "With confidence, you can reach truly amazing heights; without confidence, even the simplest accomplishments are beyond your grasp."

"Cracker, apple, chink, nigger, fag, dyke, fairy, lezbo, retard, idiot, nerd, freak."

These are just a few of the things we are called on a daily basis in our schools. Adults are able to relate to this struggle due to the fact that at some point in their life, whether personally or professionally, they might have been called such names. Far too often, society turns the other cheek when gay and lesbian students, the handicapped, and students of various races are harassed, thus creating a far more severe result than the original misconduct.

While high school dropout rates continue to be an issue, there are many students who remain in school and have higher educational aspirations than ever before. Yet these goals are being undermined by some crucial barriers. Frequently, these educational ambitions cut across racial and ethnic lines. Harassment based on race is unwelcome; it can include verbal, written, or physical conduct based on the student's race, such as nicknames emphasizing stereotypes, racial slurs, and negative references. Some students do not have the urge to go to college because of the harassment they receive in school. Harassment is also an important issue for gay and lesbian students. Four out of five gay and lesbian students say they have been verbally harassed in schools. The average G.P.A. of a gay/lesbian student who says he/she has been the victim of frequent verbal harassment is 2.9, whereas a rarely-harassed student's average G.P.A. is 3.3. If a student cannot feel safe in their school, their sense of insecurity will result in a negative outlook in the student's education.

There are great things we can accomplish if we simply put in a little effort and work together. So get M.A.D. (Make a Difference!!!!)
— YLS Scholars



In order to be the people we want to become, we must follow our own values, our own beliefs, and live the way we want to live and not how society defines us. By believing in ourselves and having a strong freewill, we believe students will not only reach their full academic potential but also find their own individuality. — **YLS Scholars**

YLS Scholars participated in four days of team-building activities, strategy sessions, and workshops.

There are solutions that can address the needs and issues of gay and lesbian students in our nation. Gay/Straight Alliances (GSAs) are support groups that serve as a positive solution to the lack of awareness about these students' rights. By implementing this group in schools, students will get a support system that can help them deal with their problems and the harassment they face daily. This same solution is applicable to other students who are victims of harassment. Peer support groups that celebrate student individuality would help because they would make the student feel like they are not alone.

Students with disabilities are also at a disadvantage. Through a survey conducted by the United Nations Children's Fund (UNICEF) on the quality of special help for physically- and mentally-disabled students in schools across the nation, it has been discovered that eighty nine-percent of schools reported having no set criteria for the admission of disabled students. Imagine if you were a child with a learning disability and were rejected from a school that you wished to attend because of a quality you can't be held responsible for. One resolution would be a set criterion that gives special preference to handicapped students. Another solution would be to encourage the academically-inclined students to volunteer to tutor and become peer-mentors to the mentally-handicapped students, and also to provide a program in which students volunteer to work with and spend time with the physically-handicapped students.

External influences also affect student achievement. In-home issues can create barriers, such as parents forcing their child to get jobs, help out around the house, or stay home from school. Violence at home affects students' emotions, which decreases their ability to concentrate on their education. Peer pressure can cause students skip school, begin using drugs, and have behavioral problems. Students feel pressured to fit the norm and not be secluded from their peers. Stereotyping is another concern that puts students into categories and labels them into certain clichés. This type of behavior is an issue as it prevents the students from reaching their academic goals. If a student is surrounded by lack of encouragement, the student will never go beyond what is expected of them. A solution to these problems would be extracurricular visits away from their current environment such as planned visits to vocational schools or colleges. This would expose them to a life outside of what they're used to.

Culture plays a big part in defining our values, our beliefs, and our way of life. The way a student has been raised or taught to think can really affect their progress in high school. For instance, in some families, the thought of education or continuing your

education does not seem as an important aspect in achieving success in life. Issues at school, such as harassment or peer pressure, can also have a negative impact on student achievement. Stedman Graham, one of our motivational speakers, once said, "We must cut from our history and start living our future." This statement reinforces the idea that in order to be the people we want to become, we must follow our own values, our own beliefs, and live the way we want to live and not how society defines us. By believing in ourselves and having a strong freewill, we believe students will not only reach their full academic potential but also find their own individuality.

FINANCIAL BARRIERS

Many students are able to overcome the obstacles they face in pursuing higher education. Yet even the brightest, most determined students' aspirations can be blocked by financial barriers. We believe it is the responsibility of the schools, communities, and governments to raise student awareness on the availability of financial aid and scholarships. Additionally, schools should offer a greater selection of vocational classes and practical skill programs for those who choose not to attend college due to financial difficulties.

The lack of awareness of scholarships exacerbates the scope of financial difficulties more. Students are unable to attend college because of their family's low socio-economic status, which prevents them from financing college. As a solution, our counselors recommend loans, grants and scholarships. Many students choose not to follow the path of loans because of the difficulty of paying the federal government back for the money borrowed. Grants have become increasingly competitive amongst students based on merit or income status; these criteria for grants have become a major deterrent for many students. With these two solutions undesirable or unavailable, that leaves us only scholarships. There are many scholarships available, but they are can be esoteric. We must consider that even our high school counselors are not aware of every scholarship.

One possible solution to this quandary is to create a class entirely devoted to assisting students with financial aid and scholarships. It could be similar to a study hall but with more direction and structure. Students would attend the class daily, where their teacher/counselor would give them an assignment, such as a financial aid form or a scholarship application, which they would fill out and receive class credit for upon completion. Any assistance they find necessary during the process of filling out these forms, whether it be writing an essay or compiling personal information, could be facilitated by the teacher, thus greatly accelerating and assisting the financial aid process. This class would be voluntary, open to high school students of all ages and to those who wish to help themselves financially on the path to higher education. We feel we must make every high school across the country implement this class.

The class that we mentioned above can not function unless we have the proper and adequate support of counselors. We mentioned that even our counselors are not aware of some scholarships. Some scholarships are so obscure that they are believed to be non-existent. We feel counselors need to be adequately prepared to train students who are gearing up for college in addition to those who are graduating high school. These counselors would promote the many scholarships that are school-specific as well as dispersing scholarship information throughout the community. This could be done by putting posters of different scholarships on bulletin boards, informing students



Sam Dyar
Stong, ME



LaShauna Hadley
Chanute, KS



Haley Wilson
Moatsville, WV



Erika Monarrez
Phoenix, AZ



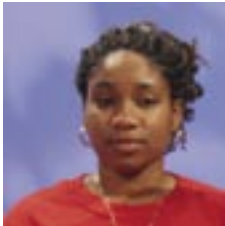
Amanda Sanders
Columbus, KS



Deloreon Burton
Lexington, KY



Danielle Bombardier
Colchester, VT



Ryan McPhaul
Tampa, FL



Eryn Reinhardt
Laredo, TX

on a one-to-one basis, posting the information on a website, and mailing scholarship information with their applications.

The majority of our society advocates higher education to continue at the university level; however, it is difficult for some students to achieve this expectation. While it is understood that family financial issues at home contribute to this problem, there are students who feel that they have to work to save up for college or support their families. What a lot of students are unaware of is that there are alternative methods to financing their own education after high school. Many students are unaware that they can attend vocational schools that offer a certificate in a special trade which will help them gain opportunities to work in their area of interest while earning a salary. During that time students can also save and accumulate money to support their families and simultaneously further their trade and skill at a university level. Counselors can also inform students that cannot or do not wish to pursue college about these vocational schools. We must also take into consideration that some students wish to have a career that does not require a college degree as a prerequisite. These students must have the same opportunity on access of information as well as those students who wish to attend college.

By increasing awareness of financial aid opportunities, assisting students in the financial aid and scholarship search process, and creating opportunities for students to work or attend vocational schools, we can help students overcome financial barriers.

CONCLUSION

There are many solutions to the endless problems that we face on a day-to-day basis. As far as student apathy, students should set reasonable expectations for themselves, learn to voice their opinions in a positive manner, and continuously motivate each other to pursue their personal and professional goals. For the issues of emotional and psychological barriers, peer support groups can be created in which students can express themselves freely and bring much needed awareness about students' rights to the schools, students could find role models in their own communities, and students teach their peers about strong ethics. To help resolve the burdens of financial difficulties, students can promote vocational institutions, incorporate more vocational style programs in high school to give students the opportunity to learn life skills that can be immediately applied after high school.

For many years, parents, educators, leaders, mentors, role models, and community members have told students that in order to succeed they need to go to college. Many high school students have heard that message, but they feel that they cannot succeed because of some barriers, such as the strong possibility of opposition they will face if they continue on to a higher education, due to their noticeable differences in appearance, talents/abilities, backgrounds, orientation, and personality.

*For more information about the Youth Leadership Summit
or to become a sponsor, please contact:*

Betty Paugh Ortiz, Director, K-16 Initiatives
National Council for Community and Education Partnerships
1400 20th Street, NW • Suite G-1 • Washington, DC 20036
tel: (202) 530-1135 ext. 225 • fax: (202) 530-1135
email: Betty_PaughOrtiz@edpartnerships.org • www.edpartnerships.org

Youth Leadership Scholars and Alumni!

SCHOLARS

Isela Arias

Saddleback High School
Santa Ana, California

Sam Barrozo

John Marshall High School
Los Angeles, California

William Brownlee

Overbrook High School
Philadelphia, Pennsylvania

Deloreon Burton

Paul Laurence Dunbar High School
Lexington, Kentucky

Lissett Casillas

Farragut Career Academy
Chicago, Illinois

Candy Craddick

Hinton Public School
Hinton, Oklahoma

Michael Dunham

South Hagerstown High School
Hagerstown, Maryland

Mai Fujii

Kohala High School
Kapaa, Hawaii

José González

Pathways Middle College
Oklahoma City, Oklahoma

LaShauna Hadley

Chanute Senior High School
Chanute, Kansas

Ashley Haley

Box Elder High School
Box Elder, Montana

Katie Hill

McDermitt High School
Orovado, Nevada

Ashiena Khan

Flushing High School
Hollis, New York

Comfort Magba-Kamara

Bassick High School
Bridgeport, Connecticut

Jorge Martínez

Dewitt Clinton High School
Bronx, New York

Ryan McPhaul

Blake High School
Tampa, Florida

Erika Monarrez

Alhambra High School
Phoenix, Arizona

Melvin Montanez

Robert E. Lee High School
Baytown, Texas

Kadeem Myrick

Southeast Halifax High School
Hobgood, North Carolina

Eryn Reinhardt

J.B. Alexander High School
Laredo, Texas

Alyssa Ruiz

Donna High School
Donna, Texas

Justin Schafer

West Valley High School
Anderson, California

Apryl Silva

East Providence Senior High School
East Providence, Rhode Island

Chris Smith

Portales High School
Portales, New Mexico

Wiló Torres Carattini

José Gautier Benítez High School
Caguas, Puerto Rico

Anh Tran

Andrew P. Hill High School
San Jose, California

Juan Carlos Vizcaino

George Washington Media
and Communications High School
New York, New York

Matt Wilhelm

Roosevelt High School
Portland, Oregon

Haley Wilson

Preston High School
Moatsville, West Virginia

Va Yang

Wausau West High School
Wausau, Wisconsin

ALUMNI

Danielle Bombardier

Colchester High School/University
of Rochester
Colchester, VT

Sam Dyar

Mount Abram Regional High School
Strong, Maine

Will Lane

Central High School
Kansas City, Missouri

Amanda Sanders

Columbus Unified High School
Columbus, Kansas



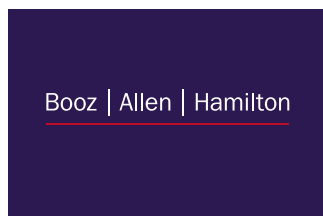
YOUTH LEADERSHIP SUMMIT

Paving the Road Ahead: Improving Student Achievement, Schools and Communities

NCCEP/GEAR UP Annual Conference 2005 • July 16–20, 2005
Hilton San Francisco • San Francisco, CA

SATURDAY **16** JULY 16, 2005 SUNDAY **17** JULY 17, 2005 MONDAY **18** JULY 18, 2005 TUESDAY **19** JULY 19, 2005 WEDNESDAY **20** JULY 20, 2005

<p>6:00 – 8:30 pm Orientation Meeting</p> <p>8:30 – 9:45 pm Identifying Barriers <i>(Session for Scholars)</i> Alumni Training <i>(Session for Alumni)</i></p> <p>9:45 – 10:15 pm Logistics & Hotel Tour</p> <p>10:15 – 11:00 pm Suite Time</p>	<p>7:30 – 9:00 am Breakfast & Travel to Booz Allen Hamilton Offices</p> <p>9:00 am – 12:00 noon The Summit Report: What It Is and What It Will Cover</p> <p>12:30 – 1:30 pm Lunch</p> <p>1:30 – 5:15 pm Identifying Strategies and Solutions</p> <p>5:15 – 6:30 pm Dinner & Travel to Hotel</p> <p>6:45 – 7:00 pm Welcome from Hector Garza, NCCEP President</p> <p>7:00 – 10:00 pm 7 Habits of Highly Effective Teens</p> <p>10:00 – 11:30 pm Suite Time</p>	<p>7:30 – 8:45 am Continental Breakfast</p> <p>9:00 – 10:15 am ROLL CALL OF THE GEAR UP STATES</p> <p>OPENING PLENARY <i>Speaker: Stedman Graham</i></p> <p>10:30 am – 12:00 noon YLS Report Begin Creating Report & Presentation</p> <p>12:15 – 1:30 pm LUNCHEON PLENARY <i>Speaker: Congressman Chaka Fattah</i></p> <p>1:30 – 5:30 pm YLS Report Complete Report & Presentation</p> <p>5:30 – 7:00 pm Dinner at Pizzelle</p> <p>7:00 – 10:00 pm Gear Up for Excellence: Leaders in Action</p> <p>10:00 – 11:30 pm Suite Time</p>	<p>7:30 – 8:45 am Continental Breakfast</p> <p>9:00 – 10:30 am Presentation Rehearsal</p> <p>10:30 – 11:15 am Presentation Rehearsal on Stage</p> <p>11:15 am – 12:00 noon Lunch</p> <p>12:15 – 1:30 pm BUSINESS LUNCHEON PLENARY <i>“Voices of the Youth”</i> <i>Youth Leadership Summit Report</i></p> <p>2:00 – 5:00 pm Sight Seeing on Fisherman’s Wharf</p> <p>5:00 – 6:30 pm Dinner at Hard Rock Cafe</p> <p>7:00 – 8:00 pm USA Funds Focus Group</p> <p>8:00 – 9:00 pm Presentation Debriefing</p>	<p>7:30 – 8:45 am Continental Breakfast</p> <p>9:00 – 10:15 am MORNING PLENARY SESSION <i>Educating Immigrant Children and Their Parents</i> <i>Premier of “Una Historia Más/One More Story”—A No Child Left Behind Tele Novela Educativa</i></p> <p>10:30 – 11:45 am Taking Charge and Leading Change</p> <p>12:00 – 1:15 pm Summit Closing</p> <p>1:30 – 2:30 pm CLOSING LUNCHEON <i>Speaker: Hector Garza</i></p> <p>2:30 – 3:30 pm Scholar/Alumni Checkout in Suite</p>
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GEAR UP FOR EXCELLENCE

