
REFLECTIONS ON EARLY IMPLEMENTATION DURING PHASE 2 OF CAPD'S SCHOOL-BASED INITIATIVE FOR ADOLESCENT PARENTS AND THEIR YOUNG CHILDREN

- It takes considerable effort to reduce the invisibility of this population. A broad set of stakeholders are needed both within the district and beyond it. In some instances, it makes sense to link the needs of these students with other students within the comprehensive high school.
- Each district faces considerable budget crunches. Under these circumstances, these programs struggle to maintain their funding base. Despite this, sites have managed to make some progress at expanding the scope and scale of school-based programs for this population.
- Flexible resources administered at the state, county or city level have played a significant role in supporting core elements regardless of welfare status of the adolescent parent. This has been particularly important in supporting child care and case management.
- There has been considerable uncertainty in these programs as a result of the newness of Temporary Assistance to Needy Families (TANF), the welfare reform bill. During this period, communities have not known exactly how the bill would be implemented in each state and community.
- Despite the fact that teen parents are required to stay in school to receive welfare benefits, schools are by and large left out of the welfare planning process at the local level and are not provided support to participate in this planning.
- While districts tackle the social, emotional, health and developmental needs of the adolescent parent and their children, special attention needs to be paid to the creation of educational environments conducive to the learning needs of these teens who historically have had poor patterns of performance in school.