Putting Positive Youth Development Into Practice

a resource guide

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A Resource Guide

FEBRUARY 2007

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About the Family and Youth Services Bureau

The HHS/ACF/Family and Youth Services Bureau (FYSB) provides national leadership on youth and family issues. The Bureau promotes positive outcomes for children, youth, and families by supporting a wide range of comprehensive services and collaborations at the local, Tribal, State, and national levels. FYSB endorses the Positive Youth Development approach, which recognizes that empowered young people need support, guidance, and opportunities during adolescence. Using Positive Youth Development strategies, FYSB programs give young people the chance to build skills, choose healthy lifestyles, exercise leadership, and participate in their communities.

FYSB grant programs:

- Basic Centers for runaway and homeless youth

- Transitional Living Programs for older youth, including maternity group homes for pregnant and parenting young people

- Street Outreach

- Mentoring Children of Prisoners

- Family Violence Prevention

- Abstinence Education

The Bureau collaborates with other Federal agencies to convene conferences, meetings, and forums for youth and youth-serving professionals and to coordinate Federal policies and programs related to the Nation's young people. The Bureau also recruits youth to help review grant proposals from community- and faith-based organizations, believing that young people know best what makes a good youth program. With its research and demonstration program, FYSB encourages State and local collaboration to strengthen the Positive Youth Development approach in local communities and neighborhoods.

FYSB also supports:

- the National Runaway Switchboard, a confidential, 24-hour, toll-free hotline (1-800-RUNAWAY)

- the National Domestic Violence hotline (800-799-SAFE)

- the National Clearinghouse on Families & Youth (NCFY)

- training and technical assistance for grantees

Introduction

The signs of Positive Youth Development are everywhere. Across the country, more than 7 million youth are learning to lead through the 4-H. As many as 200,000 girls, ages 11 to 17, are serving their communities through the Girl Scouts. More than 40,000 young people have already worked to rehabilitate their own neighborhoods through YouthBuild. And that's just the beginning.

From organizing fundraisers to cleaning up parks, groups of young people in every city and town across the Nation are engaged in both organized and grassroots efforts to enrich their neighborhoods, their schools, and their futures. In many communities, youth have taken activism a step further by participating directly in policy decisions that impact their lives.

❏ In Kentucky, the Lexington mayor's office has created a youth council that meets bimonthly to weigh in on issues that affect youth.

❏ On the South Side of Chicago, youth are on a planning board that is studying how gentrification will influence the future of Bronzeville, one of the most historic African American communities in the country and the birthplace of such notables as Louie Armstrong and Tommy Dorsey.

❏ In Sarasota, Florida, youth involved in the S.T.A.R. Leadership Training program are voting members on 47 boards and commissions in city and county governments and in the nonprofit arena.

To help their young people thrive, communities are embracing the coalition-building approaches espoused by Helping America's Youth, a White House initiative, and America's Promise, a national alliance of groups and individuals working to improve young people's well-being.

But much more still needs to be done to empower today's young people to make healthy choices and avoid risky behaviors. By embracing and implementing Positive Youth Development principles, families, schools, communities, youth service organizations, policymakers, and the media can help create a solid future for America's youth.

Positive Youth Development (PYD) is based on the belief that, given guidance and support from caring adults, all youth can grow up healthy and happy, making positive contributions to their families, schools, and communities. The approach favors leadership and skill-building opportunities, such as Boys and Girls Clubs and 4-H. Unlike "deficit-based" programs that focus narrowly on issues like drug abuse and teen pregnancy prevention, PYD does not address youth primarily as problems to be solved, but rather assets to be developed.

When community members and policymakers harness the positive energy and initiative of youth, rather than focusing on their problems, everybody benefits. Why?

❏ Youth believe they can be successful instead of internalizing the negative statistics (regarding alcohol and drug abuse, juvenile crime, teen pregnancy, and low test scores) about them that often appear in the media.

❏ Youth engage in productive activities that build job and life skills and reinforce community-mindedness.

❑ Youth grow comfortable questioning and exploring their roles as citizens in a participatory democracy.

Putting Positive Youth Development Into Practice was conceived to provide those interested in youth development with a solid understanding of the theory behind the PYD approach, as well as practical advice for launching and running programs that support the positive development of young people. Chapter One provides readers with the theoretical evolution of Positive Youth Development. Chapter Two discusses the characteristics of programs that promote PYD and gives examples of promising practices. Finally, Chapter Three highlights some ways youth, communities, and State and local governments can collaborate in their efforts to promote PYD.

Chapter One: What is Positive Youth Development?

"I am deeply grateful to all the young people here who have discovered what a privilege it is to make a difference in the life of your communities. By staying committed to your work and sharing your experiences with others, you'll inspire others to dedicate their time and talent and energy to helping their communities." First Lady Laura Bush, speaking at the 2005 National Youth Summit in Washington, DC.

Understanding adolescents can seem like a full-time job. They talk back. Cut school. Break rules. All in an effort to find their places in the adult world. In response, parents, teachers, and communities are learning that they must take extra care during this crucial time to reinforce positive values in young people.

But it hasn't always been that way. The concept of adolescence as a distinct developmental stage is relatively recent. In fact, it wasn't until after the turn of the 20th century that society began to recognize that youth need special support to transition successfully into adulthood. Since then, America's thinking about youth development has gone through a variety of phases. Positive Youth Development, the framework discussed in this chapter, is the latest stage in the growing understanding of what youth need to succeed.

Youth development concepts reached the national political agenda in the 1950s, when Americans grew concerned about increases in juvenile delinquency and other problems brought on by changes in the post-war social fabric. Early interventions focused on crisis management, targeting the immediate problems of runaways, dropouts, teenage parents, and delinquents. As the field evolved, however, youth services practitioners turned their attention to prevention in an attempt to head off adolescent problems before they could surface. Starting in the 1970s, dedicated prevention

programs proliferated for drug abuse, smoking, truancy, and teen pregnancy, among others.

Around the same time, youth development concepts began to germinate. Some of the earliest work on the subject came from the Youth Development and Delinquency Prevention Administration (YDDPA), the predecessor to the Family and Youth Services Bureau (FYSB). In developing its delinquency prevention strategy, the YDDPA sought to identify the characteristics that "protected" youth from engaging in risky behaviors. What it found was that youth who developed in a positive way felt a sense of:

✔ competence

✔ usefulness

✔ power

✔ belonging

YDDPA, and later, FYSB, sought to reinforce each of the four qualities in the youth they served by building programs that focused on the strengths rather than the potential weaknesses of young people.

Youth development gained a much greater following in the 1980s, though, when it became clear that prevention programs targeting specific "risky" behaviors were

either not achieving significant positive results or were not doing enough to help youth become healthy, productive members of society. As Karen Pittman, a noted youth researcher, famously observed: "Problem-free is not fully prepared." She advocated for a massive conceptual shift "from thinking that youth problems are merely the principal barrier to youth development to thinking that youth development serves as the most effective strategy for the prevention of youth problems."

So what do youth need to be fully prepared for life's challenges? Research in recent years has provided a number of valuable findings.

One of the most comprehensive, and frequently cited, works comes from the Search Institute, which put forward in 1990 a list of the 40 developmental "assets" it believes are critical to the positive development of young people. Twenty assets come from the outside world of community and family, and 20 come from inside the youth themselves.

The Search Institute's 40 Developmental Assets©

EXTERNAL ASSETS

Support

1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries and Expectations

11. **Family boundaries**—Family has clear rules and consequences, and monitors the young person's whereabouts.
12. **School boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. **Religious community**—Young person spends one or more hours per week in activities in religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do," two or fewer nights.

INTERNAL ASSETS

Commitment to Learning

21. **Achievement motivation**—Young person is motivated to do well in school.
22. **School engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about his or her school.
25. **Reading for pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values

26. **Caring**—Young person places high values on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for his or her beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or drugs.

Special Competencies

32. **Planning and decision-making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity

37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

Research by the Search Institute has shown that having a greater number of these developmental assets reduces a young person's tendency toward alcohol use, tobacco use, illicit drug use, antisocial behavior, violence, school failure, sexual activity, attempted suicide, and gambling. Beyond simple prevention, developmental assets have also been shown to help youth "thrive"— to overcome adversity, delay gratification, succeed in school, value diversity, help others, demonstrate leadership, and be physically healthy.

To many researchers, "thriving" is a critical measure of Positive Youth Development. In his book, *Liberty*, youth development expert Richard Lerner theorizes that young people will thrive if they develop certain behaviors, dubbed the "five Cs," over the course of childhood and early adolescence: competence, connection, character, confidence, and caring/compassion.

SOME ATTRIBUTES OF THE FIVE Cs

COMPETENCE: intellectual ability and social and behavioral skills

CONNECTION: positive bonds with people and institutions

CHARACTER: integrity and moral centeredness

CONFIDENCE: positive self-regard, a sense of self-efficacy, and courage

CARING/COMPASSION: humane values, empathy, and a sense of social justice

According to Lerner, a youth with the five thriving behaviors is on the path to attaining a sixth C: contribution — to self, family, community, and civil society. It is the sixth C that leads to positive adulthood. "Committed—behaviorally, morally, and spiritually—to a better world beyond themselves," he writes, "they will act to sustain for future generations a society marked by social justice, equity, and democracy and a world wherein all young people may thrive."

It's the focus on community that informs the Positive Youth Development framework for the America's Promise alliance. According to the alliance, young people need five elements, or Promises, in their lives to thrive: Caring Adults, Safe Places, A Healthy Start and Future, Effective Education, and Opportunities to Help Others. Youth with the Promises do better in school, are more likely to pursue higher education, and enjoy better relationships with their peers and families. They are less likely to engage in risky behaviors, and are 5 to 10 times more likely to become productive citizens in their communities.

THE FIVE PROMISES

1. **CARING ADULTS:** Ongoing relationships with caring adults—parents, mentors, tutors or coaches—offer youth support, care and guidance.

2. **SAFE PLACES:** Safe places with structured activities provide a space for youth to learn and grow.

3. **A HEALTHY START AND FUTURE:** Adequate nutrition, exercise, and health care pave the way for healthy bodies, healthy minds, and smart habits for adulthood.

4. **EFFECTIVE EDUCATION:** Marketable skills through effective education help youth navigate the transition from school to work successfully.

5. **OPPORTUNITIES TO HELP OTHERS:** Opportunities to give back to the community through service enhance self-esteem, boost confidence and heighten a sense of responsibility to the community.

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Developing theories that guide and measure Positive Youth Development is only the first step in creating an environment in which young people thrive, however. In a recent Search Institute survey of more than a million students in grades 6 through 12, American 6th graders reported having an average of only 21.5 of the 40 Developmental Assets. What's more, the number of assets declined steadily over the school years: High school seniors reported having an average of only 17.2.

Though young Americans have serious concerns about their ability to achieve their goals in life, they have a high degree of optimism about their futures, according to an America's Promise poll of about 1,200 young people ages 10 to 17. In order to provide them with the best possible chance of success, adults throughout each community need to think purposefully about how to create environments that build on the strengths of all young people. Chapter two provides some guidance on putting PYD into practice.

Youth Development Resources

Community Programs to Promote Youth Development. Author: National Research Council, Institute of Medicine. 2002. Available from National Academy Press, 2001 Constitution Ave. NW, Box 285, Washington, DC 20055; (800) 624-6242; www.nap.edu.

Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development. Authors: P. Scales, N. Leffert, and R. Lerner. 1999. Available from Search Institute, Banks Building, 615 First Avenue, N.E., Suite 125, Minneapolis, MN 55413; (800) 888-7828; si@search-institute.org; www.search-institute.org.

Developmental Assets and Asset-Building Communities: Implications for Research, Policy, and Practice. Authors: R. Lerner and P. Benson. 2002. Available from Search Institute, Banks Building, 615 First Avenue, N.E., Suite 125, Minneapolis, MN 55413; (800) 888-7828; si@search-institute.org; www.search-institute.org.

Liberty: Thriving and Civic Engagement Among America's Youth. Author: R. Lerner. 2004. Available from Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320; (800) 818-7243; fax: (800) 583-2665; www.sagepub.com.

Trends in Youth Development: Visions, Realities, and Challenges. Editors: P. Benson and K. Pittman. 2001. Available from Springer, 233 Spring Street, New York, NY 10013; (800) SPRINGER; fax: (212) 460-1575; service@springer-ny.com; www.springeronline.com.

The Youth Development Handbook: Coming of Age in American Communities. Editors: M. Hamilton and S. Hamilton. 2004. Available from Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320; (800) 818-7243; fax: (800) 583-2665; www.sagepub.com.

Youth Development: Issues, Challenges and Directions. Author: Public/Private Ventures. 2000. Available from Public/Private Ventures, 2000 Market Street, Suite 600, Philadelphia, PA 19103; (215) 557-4411; fax: (215) 557 4469; publications@ppv.org; www.ppv.org.

For additional resources on Positive Youth Development, please visit www.ncfy.com.

Chapter Two: Putting PYD Into Practice

Four senses. Forty assets. Five Promises. The theories may be hard to keep straight, but the underlying principle is the same: youth need positive, nurturing environments in which to learn and grow into healthy adults. So, what does a positive environment look like? What are the characteristics of an effective program?

In an attempt to answer those very questions, a committee of youth policy experts at the National Research Council of the Institute of Medicine undertook a 2-year review of theoretical research and promising programs to determine which features of positive developmental settings could be proven effective. They released their results in 2002. What they found was that programs were more successful if they provided youth with:

✔ Physical and psychological safety and security

✔ Structure that is developmentally appropriate, with clear expectations for behavior as well as increasing opportunities to make decisions, to participate in governance and rule-making, and to take on leadership roles as one matures and gains more expertise

✔ Emotional and moral support

✔ Opportunities to experience supportive adult relationships

✔ Opportunities to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors

✔ Opportunities to feel a sense of belonging and being valued

✔ Opportunities to develop positive social values and norms

✔ Opportunities for skill building and mastery

✔ Opportunities to develop confidence in their abilities to master their environment

✔ Opportunities to make a contribution to their community and to develop a sense of mattering

✔ Strong links between families, schools, and broader community resources

Some of the most often-cited examples of successful Positive Youth Development programs are the well-known Boys and Girls Clubs, scouts, and 4-H, nationwide organizations with healthy budgets and extensive support structures. Not all Positive Youth Development programs need to be large, expensive, or elaborate, however. PYD concepts can be implemented in big and small ways by businesses, parents, State and local governments, teachers and schools, community members, religious organizations, existing youth programs, and youth themselves. They can aim to support hundreds, dozens, or simply a handful of young people.

Consider the seamstress in Iowa City, Iowa, who was approached by young people in her community as they were mapping youth-friendly services. Until then, she never thought her small shop had anything to offer youth in the community. Then again, she'd never been asked. But come springtime, a group of young women were wearing prom dresses that she had painstakingly taught them how to make.

Positive Youth Development can come in a virtually limitless number of guises. Keeping the National Research Council's recommendations in mind, try to identify the positive attributes in the following examples:

❏ Elders in the S'Klallam tribe in Washington state recruited youth to paddle in the annual Tribal Journeys canoe trip that unites 40 Pacific Northwest tribes for several days of cultural festivities. In a time when many Native American youth are moving away from tribal traditions, theirs continues to be the only canoe filled largely with young people.

❏ In Washington, DC, the Latin American Youth Center invited young people in their transitional living program to help design and build a recreation space in the run-down vacant lot next door. Staff and youth worked side by side to select an architectural plan, clear debris, and eventually till the soil for a new vegetable garden.

❏ In Fremont County, Colorado, a group of six youth who call themselves the Better Tomorrow Team, Inc., worked together through months of paperwork to create their own 501(c)(3) nonprofit organization to more effectively spread their message about the needs of youth in the foster care system. They give presentations and write skits about their experiences in order to educate foster parents, community members, and policy makers about their lives in "the system."

❏ In more than 900 locations around the country, youth serve as judge, jury, prosecutor, and defense in Youth Court. First time youth offenders, who have committed minor crimes and agree to plead guilty, go before their peers to be sentenced to community service hours for their offenses. For the last 2 hours of their sentences, rehabilitated youth are required to sit on a jury themselves.

❏ Among the Chippewa Indians in Sault Ste. Marie, Michigan, the Waaniniigaanzijig Tribal Youth Council saw an urgent need to promote active living and healthy lifestyles in the community. The youth conduct media campaigns, needs assessments, and presentations to young people and adults alike. One campaign asked tribe members to relinquish their television remote controls.

❏ The Dream Tree transitional living program in Taos, New Mexico, asks youth to work together to draw up their own menus, plan budgets, and shop for groceries. Their new-found culinary skills will soon go into a cookbook that they plan to sell to benefit Dream Tree.

❏ At St. John Baptist Church in Columbia, Maryland, young African American males are mentored by men in the congregation for at least an hour every week. To kick off each year, participants are invited to an Opening Ceremony. A similar event at the end of the year recognizes the Mentee, Mentor, and Parent/Guardian of the Year.

Now that you know what some programs have done to a create nurturing environment for youth, what would you do? Fill in the chart below with the strategies you would use to bring PYD practices into your program or another program you are familiar with. (For some hints, turn to the sample grid at the end of this chapter.)

FEATURES OF POSITIVE SETTINGS	WAYS TO IMPLEMENT THEM
Physical and psychological safety and security	Example: To avoid unsafe commutes, put a program in a school 1. 2. 3.
Structure that is developmentally appropriate, with clear expectations, increasing opportunities to make decisions and to take on leadership roles	Example: Create a rule book, allow youth to vote on changes 1. 2. 3.
Emotional and moral support	1. 2. 3.
Opportunities to experience supportive adult relationships	1. 2. 3.
Opportunities to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors	1. 2. 3.
Opportunities to feel a sense of belonging and being valued	1. 2. 3.
Opportunities to develop positive social values and norms	1. 2. 3.
Opportunities for skill building and mastery	1. 2. 3.
Opportunities to develop confidence in their abilities to master their environment	1. 2. 3.
Opportunities to make a contribution to their community and to develop a sense of mattering	1. 2. 3.
Strong links between families, schools, and broader community resources	1. 2. 3.

SO, YOU HAVE AN IDEA?

Not all programs can be all things to all young people. Indeed, the most successful programs have one thing in common: the ability to think systematically about what they do well, and focus resources on those strengths. The seamstress from Iowa is an obvious example. But sometimes, an initial desire to get involved with youth in the community requires a bit more consideration and planning. This chapter will focus on developing, funding, evaluating, and publicizing your program.

Developing It

Taking the pulse of the community is one of the most important first steps in planning a youth-oriented program. Since the most effective programs are supported broadly by parents and guardians, schools, and other community members, it is a good idea to talk to representatives from as many of those groups as possible in the planning stages. Youth themselves should also play a vital role in the brainstorming and initial decisionmaking. The more outreach and planning you do before the program is launched, the more equipped you'll be to confront the challenges that will inevitably arise during implementation.

As you develop a plan of action, ask yourself:

❑ How will you involve youth in conceptualizing, planning, and implementing your project?

❑ Which assets do youth in your community need reinforced?

❑ What activities and resources have youth, parents, schools, and other community members said are needed?

❑ What skills do you and your team have to offer young people?

❑ Which specific group of young people do you want to work with (keeping in mind that a narrow population is easier to manage, at least at first)?

❑ What, specifically, do you hope to accomplish in the short and long term (your goals)?

❑ What steps (your objectives) will you take to achieve your goals?

❑ What resources will you need to achieve your objectives (people, materials, funding)?

❑ How will youth leadership be utilized to help the project achieve its goals and objectives?

❑ How much time will you allow yourself to complete each objective?

❑ Who will be responsible for making sure that each objective gets done?

❑ How often will you review your progress and make necessary adjustments?

❑ How will youth be involved in the review and adjustment process?

There are a growing number of publications and Web sites that can serve as resources for programs or organizations interested in embracing the tenets of PYD. Some are listed at the end of this section. Federal training and technical assistance events and resources for community- and faith-based organizations are listed at www.whitehouse.gov/government/fbci/technical-assistance.html.

In the end, though, some of the best advice about starting an effective youth program comes from others who have done it. Try visiting other programs for youth in your community or in nearby towns. Ask the staff members how their programs got off the ground. Quiz them on what worked for them and what they would have done differently. Talk to the youth participants about what they like about the program and how they are involved in decision-making. Get them to share their ideas about how things could be improved or how youth could become more meaningfully involved. You could make alliances that will continue to bear fruit for the life of your program.

Planning and Implementation Resources

Assets into Action: A Handbook for Making Communities Better Places to Grow Up. Author: Deborah Fisher. 2003. Available from the Search Institute, 615 First Ave. NE, Suite 125, Minneapolis, MN 55413; (800) 888-7828; www.search-institute.org.

Community Guide to Helping America's Youth. Author: Helping America's Youth. 2005. Available at www.helpingamericasyouth.gov.

Community Programs to Promote Youth Development. Author: National Research Council, Institute of Medicine. 2002. Available from National Academy Press, 2001 Constitution Ave. NW, Box 285, Washington, DC 20055; (800) 624-6242; www.nap.edu.

The Five Promises Checklist. Author: America's Promise. Ongoing checklist of activities to promote PYD outcomes. Available at americaspromise.org/howhelp/checklist/checkout.cfm.

Guide to Action. Author: TakingITGlobal. Available from www.takingitglobal.org/guidetoaction/

Inside out: Tools to help faith-based organizations measure, learn and grow. Author: United Way of Massachusetts

Bay. 2003. Available from www.aecf.org/publications/data/8 _ uwmb _ insdout.pdf.

Strategy Series. Author: America's Promise. Ongoing series of technical papers. Available at americaspromise.org/products/stratserieslib.cfm.

Funding It

Finding the resources to start a PYD program or keep one going takes persistence and ingenuity. Faced with increasing competition, individuals and organizations have to think creatively about where to go for financial support, while marketing their programs skillfully. Keep in mind that energized youth can play an instrumental role in "selling" your PYD program to the potential funders or donors you identify.

Any funding search should include a call to the National Clearinghouse on Families & Youth at (301) 608-8098. The Clearinghouse can do a targeted search of funding opportunities for youth and family programs.

Funding Sources

There is increasing demand for **Federal government** grants. Search for government grants at the new Federal grants Web site: www.grants.gov. Other resources to check include www.acf.hhs.gov/programs/fysb, www.afterschool.gov, and www.whitehouse.gov/government/fbci.

State and local government grants are often targeted to challenges found in the jurisdictions they serve. Visit your State or local government Web site for grant information, or go to www.statelocalgov.net for a comprehensive list of all State and local government links.

Private foundation grants can be offered to youth organizations by a variety of philanthropic institutions, including the Annie E. Casey Foundation, W.F. Kauffman Foundation, and Bill and Melinda Gates Foundation, among others. Grants tend to be highly competitive, and can involve strict evaluation guidelines. For a list of national foundations that offer grants for youth programs, call the National Clearinghouse on Families & Youth at (301) 608-8098 or visit the Foundation Center Web site at www.foundationcenter.org/funders/grantmaker/gws _ priv/priv1.html.

Many national and international **corporations**, such as The Gap, Prudential Insurance Company, and the FleetBoston Financial Group, have charitable foundations that award grants specifically to youth development organizations. The Foundation Center has a list of corporate grantmakers at fdncenter.org/funders/grantmaker/gws _ corp/corp1.html.

Many localities have **community foundations** that aggregate donations from area businesses and award grants to a variety of local programs. Visit www.communityfoundation-locator.org for listings in each community.

The **Internet** has become an increasingly viable means of fundraising. Visit the ePhilanthropy Foundation at www.ephilanthropy.org/site/PageServer to begin your research.

Some organizations choose to hold **special fundraising events** to raise funds locally. A well-executed event can raise money, create awareness in the community, and garner media attention. Start researching how to host your own fundraiser at fdncenter.org/learn/useraids/events.html.

More and more frequently, organizations are requiring **board members** to solicit donations as condition of membership. One resource on the subject is Boards That Love Fundraising: A How-To Guide For Your Board by Robert Zimmerman and Ann Lehman, (available from Jossey-Bass at www.josseybass.com). Other advice can be found on the Web site www.boardsource.org.

Local **Chambers of Commerce** have an interest in making sure a community and its young people thrive, and are often willing to contribute to effective programs. To locate the Chamber of Commerce nearest you, visit www.uschamber.com/chambers/chamber _ directory.asp.

If they are not able to contribute monetarily, **neighborhood businesses** are often willing to provide in-kind donations, such as copying services, advertising, computer equipment, and groceries.

Many **individual community members** say that they haven't donated to local organizations because they were simply never asked. Yet, the majority of gifts are made by individuals.

Local **faith organizations** often have funds or other resources to allocate to community service projects.

More and more funding these days is contingent on forming **collaborations** with other organizations or government entities. See Chapter Three for more information on forming collaborations.

Letting Others Know About You

Whether looking for funding from a local source in your community or a Federal grant program, your ability to market your idea or program is crucial to its success. Donors want to feel that their contributions will be utilized competently and effectively, so pitches, whether in person or on paper, need to be thoroughly researched and highly professional. Having youth provide first-hand accounts

of your PYD program's effectiveness to donors can be a great confidence-building exercise as well as a powerful fundraising tool.

There are thousands of publications, Web sites, and workshops filled with advice on fundraising strategies and tactics. That information will not be duplicated here. In general, however, fundraising will be easier if you have already developed answers to the following questions:

✔ Who, exactly, do you plan to serve?

✔ What specific services will you be offering?

✔ Are there statistics to show that your proposed clients are in need of services?

✔ Is there research to prove your strategy works?

✔ How does your strategy promote PYD?

✔ Is there anyone else in your area providing the same services?

✔ How is your organization different from your peers?

✔ Why are you and your organization the most qualified to provide these services?

✔ How will you involve youth in decisionmaking?

✔ How much is your program going to cost every year?

✔ What are your other sources of revenue?

✔ How are you going to make the program sustainable over time?

✔ How are you going to measure and evaluate your outcomes?

✔ How will you report those outcomes?

And finally: What's in it for the funder? Grantmakers, businesses, and individuals get solicitations all the time. You can set yourself apart by looking through their eyes and thinking about how your program would benefit them. A Chamber of Commerce, for example, might pay closer attention to a project that included how your program would prepare youth to be better employees. A community member might be interested in hearing how your program could reduce neighborhood crime.

Resources on Fundraising and Writing Grant Applications

The Amherst H. Wilder Foundation
wilderpubs.org

The Association of Fundraising Professionals
www.afpnet.org

The Chronicle of Philanthropy
philanthropy.com

Compassion Capital Fund, Administration on Children and Families
www.acf.hhs.gov/programs/ccf/

White House Office of Community- and Faith-Based Initiatives
www.whitehouse.gov/government/fbci/grant-proposals.html

The Foundation Center
www.foundationcenter.org

The Grantsmanship Center
www.tgci.com

Grassroots Fundraising
www.grassrootsfundraising.org

Non-Profit Guides
www.npguides.org

U.S. Department of Education
www.ed.gov/fund/grant/apply/newapplicant.html

Evaluating and Improving It

Though many people think of evaluation as the last step of the implementation process, successful programs frequently build it in to their initial strategic planning. And for good reason: Most grantmakers now consider a rigorous evaluation component a requirement for a funding. Involve youth in thinking strategically about what outcomes should be measured, and how the research should be conducted.

Why Evaluate?

✔ To measure your contribution to clients and the community.

✔ To learn what works and what doesn't so you can refine your services midcourse and over the long term.

✔ To provide accountability to your funders and document success stories for your partners in the community.

✔ To share your experiences so that others can learn from your hard work.

Evaluation Resources

The Program Manager's Guide to Evaluation. Author: Administration on Children, Youth and Families, Administration for Children and Families, Department of Health and Human Services. 2003. Available at http://www.acf.hhs.gov/programs/opre/other_resrch/pm_guide_eval/index.html

Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide. Author Centers for Disease Control and Prevention. 2005. Available at www.cdc.gov/eval/whatsnew.htm.

Community-Based Project Evaluation Guide. Author: Callor, S., Betts, S., et al. 2001. Publisher: The University of Arizona Institute of Children, Youth & Families. Available from ag.arizona.edu/fcs/cyfernet/cyfar/stst_guide.pdf.

Evaluation Handbook. Author: W.K. Kellogg Foundation. 1998. Available from www.wkkf.org/Pubs/TZools/Evaluation/Pub770.pdf.

Inside Out: Tools to help faith-based organizations measure, learn and grow. Author: United Way of Massachusetts Bay. 2003. Available from the Annie E. Casey Foundation at www.aecf.org/publications/data/8_uwmb_insdout.pdf.

Logic Model Development Guide. Author: W.K. Kellogg Foundation. 2001. Available from www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf.

Making Evaluation Integral to Your Asset-Building Initiative: Employing a Theory of Action and Change. Author: William Mesaros. Available from the Search Institute at www.search-institute.org/research/knowledge/MakingEvaluationIntegral.html.

Publicizing It

The media can be a powerful tool for engaging members of the community, generating resources and volunteers, and adding a level of perceived credibility to the work that you do. One way to start publicizing issues of importance to your program is to have young people write and submit letters to the editor or editorials to city, community, or school newspapers. With a little media training, youth could also serve as the official "spokespersons" for your project. Here are some other general tips on working with the media:

Six Tips on Getting Media Interest

1. Be a resource. Build relationships with reporters in your area by inviting them in for a no-strings-attached lunchtime chat and tour of your program. Introduce them to the youth you serve. Ask about their priorities and offer to be a behind-the-scenes source of information about news and trends in the field. Follow through by occasionally alerting them to pertinent issues or events. You can also prepare short biographies of your most dynamic, well-spoken staff members and youth and e-mail them to reporters covering topics that overlap with the expertise of your "sources." When reporters call, always return messages promptly!

2. Craft your story. When you are ready to make your own pitch, start by thinking like a journalist. What is a journalist looking for? Something new, unusual, or controversial. Something that advances a story or issue already being discussed in the news. Something that has rich opportunities for audio (for radio), photography (for print), or video (for television). But most important, something that is part of a bigger picture. Can your story idea be tied to a debate over afterschool funding? Can it be linked to a new study that shows that mentoring improves youth outcomes? Can it be related to concern over a statewide increase in youth homelessness?

3. Consider who you are trying to reach. Press releases may be effective for publicizing events, but not as worthwhile when you have a special feature story that you'd like to have covered. Instead, go directly to a reporter whose work on a similar topic you have admired. For instance, if your story is about a unique afterschool program, try calling the local education reporter directly. If that reporter isn't interested in the story, ask for the name and phone number of someone who might be.
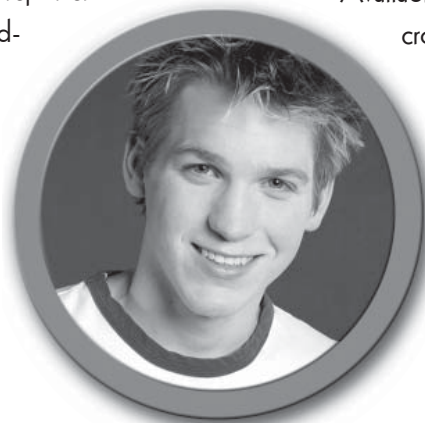
4. Make life easier for reporters. A typical story has several components: the news, the big picture "hook," relevant historical information or statistics, and the perspectives of one or more people affected by the news. Offer to provide reporters with as many of these components as you can. Compile pertinent statistics and their sources. Briefly summarize the history of the issue or program. Decide which people would provide compelling stories and offer to facilitate interviews. Keep in mind that some reporters may decline your help.

5. Consider the news "cycle." Trying to place a story in the media on election day or during a hurricane is much harder than when there is a lull in major news events. Target those slow times whenever possible, particularly when pitching a feature story that isn't strictly connected to the daily news. The best time to find a reporter with an eager ear is right before the end-of-the-year holidays.

6. Don't be discouraged by "no." There are many reasons why reporters choose to write or broadcast the stories that they do. If they reject your idea, they may have just covered a similar story, or they may simply be too busy with other pressing issues. Ask them what types of stories they would be interested in for the future, and keep trying.

Resources on Working with the Media

A Guide to Working with the Media. Author: Corporation for National and Community Service. No Date. Available from www.nationalservice.org/resources/cross/index.html.

Getting Your Message on the Air: A Guidebook for Community Nonprofit Organizations. Author: National Association of Broadcasters. Available from www.nab.org.

The Jossey-Bass Guide to Strategic Communications for Nonprofits. Authors: Kathy Bonk, Henry Griggs, Emily Tynes. 1998. Available from www.josseybass.com.

Media Outreach Made Easy: An Advocate's Guide to Working With the Press. Author: The National Resource Center on Domestic Violence. 1999. Available from www.vawnet.org.

National Mentoring Center Bulletin, Vol. 2, No. 1. Marketing and Media Outreach. Author: Susan

Weinberger. February 2004. Available from www.nwrel.org/mentoring/bulletins.html

Reframing Youth Issues For Public Consideration and Support. Author: The Frameworks Institute. 2001. Available from www.frameworksinstitute.org/products/youth.shtml.

Working With the Media. Youth in Action, Number 14, March 2000. Author: Office of Juvenile Justice and Delinquency Prevention. Available from www.ojjdp.ncjrs.org/publications/index.html.

Does Your Program Promote Positive Youth Development?

A Checklist for Existing Programs

How do you know if your program truly promotes the positive growth of all your youth? The following questions will get you started in thinking about how well your organization encourages Positive Youth Development.

Don't worry! You don't need to answer "yes" to every question to conclude that you're on the right path.

Do youth have opportunities for personal leadership?

- Do youth create their own personal growth plans, in collaboration with staff?

- Do youth create a personal file with items relating their activities in the program?

- When youth make mistakes, do staff help them problemsolve to make things right?

- Does your organization have a process through which youth, moderated by staff, can adjudicate personal disputes with each other?

Do youth have opportunities for organizational leadership?

- Do youth sit on your board or on board subcommittees? Do youth board members truly have a say in your organization's decisionmaking? Are they voting members? (Whether they can be may depend on your State's laws for board membership.) If not, do they have a forum to influence voting members? Do you train them as you would train other board members?

- Do youth interview new staff or sit on hiring committees? Do you train them beforehand?

- Do youth give input into new programs, from planning to writing grant proposals to implementing?

- Do youth raise funds, either for the overall organization or for new programming and activities they want?

- Do at-risk youth in your programs volunteer within the organization, for instance by mentoring or tutoring other youth?

- Do youth have opportunities for employment within the organization?

- Do youth help enhance the physical space of your organization by partici-pating in discussions about what improvements are needed, planning how to make changes, and implementing them?

- Does your organization ask alumni of its programs for feedback or advice?

Do youth have opportunities for community leadership?

- Do youth in your programs serve as peer educators in local schools or community organizations?

- Does your program collaborate with schools or local and State government to give youth a voice through service on youth councils or boards or on adult-run committees?

- Do youth act as spokespeople for your organization and for youth issues in your community?

- Do youth in your program have ways to make their voices heard in the community and in the media? These might include youth summits or forums or a youth-run newspaper, Web site, or radio station.

- Does your staff encourage youth to volunteer at other community organizations?

- Does your community have a youth court?

- Does your organization help youth use and display their talents, such as art, writing, and athletics, in your community?

Reprinted from FYSB's *The Exchange*, May 2005.

PYD FEATURES	WAYS TO IMPLEMENT THEM
Physical and psychological safety and security	-Put the program in a school -Work with the local police -Provide chaperones/shuttle vans -Develop codes of conduct between peers
Structure that is developmentally appropriate, with clear expectations, increasing opportunities to make decisions and to take on leadership roles	-Post written rules/create a rule handbook -Use team concepts in planning activities -Allow youth to evaluate the program -Put youth on the Board
Emotional and moral support	-Listen, listen, listen -Reward small accomplishments -Take an interest in youth's other activities -Ask older kids to mentor younger kids
Opportunities to experience supportive adult relationships	-Program adult-youth time into each day -Encourage all staff to seek interactions -Get kids outside of their peer comfort zone -Develop small group activities
Opportunities to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors	-Conduct teamwork activities -Ask youth to plan and run activities -Teach conflict resolution -Model close, trusting relationships
Opportunities to feel a sense of belonging and being valued	-Hand out t-shirts, etc. with program logo -Ask older youth to mentor younger kids -Ask youth to give back to the program -Maintain alumni groups, open-door policy
Opportunities to develop positive social values and norms	-Provide time for meaningful discussions with good role models -Teach peer conflict resolution -Hold prevention workshops/role playing
Opportunities for skill building and mastery	-Promote "learning by doing" -Collaborate with groups that offer advanced skill building in many areas -Provide chances to learn from mistakes
Opportunities to develop confidence in their abilities to master their environment	-Keep expectations modest -Break down goals into small steps -Talk about your own challenges -Don't be afraid to let them fail
Opportunities to make a contribution to their community and to develop a sense of mattering	-Allow them to make decisions about what would improve the community -Provide opportunities to volunteer -Ask youth to conduct community mapping
Strong links between families, schools, and broader community resources	-Include parents in program decisions -Care about how ALL youth are doing -Collaborate with other local groups -Work with policymakers

Chapter Three: Collaborating for Change

"Communities should not just sit back and assume that their youth are being taken care of. This means they need to have someone or some agency that attends to the community menu of programs, who has responsibility for oversight and coordination, and perhaps even helps youth get connected to community programs that suit their needs and abilities." (National Research Council, p. 117)

Every big city and small town across America has resources to help promote Positive Youth Development. Some of the most obvious—schools, recreation centers, and public housing facilities—offer direct services to whole neighborhoods of youth. And youth-serving organizations like Boys and Girls Clubs and the YMCA provide meaningful programming to millions of young people during the afterschool hours. But youth development doesn't stop there. Everyone in the community has a role to play in making sure that all youth have opportunities to flourish: State and local elected officials, the media, businesses, arts and culture organizations, law enforcement, neighbors, parents, friends, and the youth themselves.

It's not enough for everyone to know his or her role, however. To make sure that every young person develops mentally, physically, intellectually, and spiritually, all the different actors need to work together, not just to weave a safety net, but to build a springboard from which youth can thrive. Most important, the youth themselves need to be right in the middle of the construction, designing, implementing, and running the programs that lead to their own brighter future.

Consider the following youth-led project. What partnerships were undertaken? What opportunities for collaborations did she miss?

At 14 years old, Deborah (Chi-Chi) Hsieh decided that something needed to be done to improve the prospects of the largely Hispanic, low-income community down the road from her home in Chandler, Arizona.

"This sounds kind of bad, but I drove by it every time I went to the mall," said Hsieh, now an energetic college junior with a brilliant smile. "You can't help but notice the difference. In the middle of all these affluent communities, it goes from a big road down to a one-lane road, and there were no street lights, just stop signs."

Her first stop was to contact the local Chamber of Commerce, which encouraged her to visit the community center that housed an after-hours high school for working teens. One of the first things she noticed was a pile of broken computer equipment in the corner of the lone classroom.

"I was really surprised, since every room in my high school had a television set and at least one computer," she said. "They were still writing up reports by hand, which is good for penmanship, I guess, but not necessarily very good for job skills."

After enlisting the support of the manager of the facility and its only teacher, she set about trying to upgrade the computer lab. Her computer engineer father pitched in by recruiting some of his colleagues to help rehabilitate the

equipment. When most of the computers proved to be unsalvageable, Hsieh had to look elsewhere, though not far. The Best Buy down the road happened to be soliciting proposals for its youth grant program, "Now That's a Great Idea." Hsieh's proposal won, which allowed her to buy five computers, a scanner, and a printer.

During class hours, the highschoolers used the computers. After school, Hsieh and a group of volunteers from local high schools put together programs for elementary and middle schoolers. They offered typing and word processing, and an open lab time to allow neighborhood kids to come in and type up school papers. Hsieh's mother served as the adult supervision.

"One of the younger kids, when she first came in, went up and hugged the computer," Hsieh said.

During the summer, the group of volunteers recruited preschoolers who were on the waiting list for the local Head Start program. Using online materials, they offered a curriculum that taught letters, numbers, shapes, and colors, as well as some computer activities. The program became so popular that a local newscaster broadcast a lengthy story about it on the five o'clock news. The publicity brought in enough donations to cover the rent and utilities at the facility.

Hsieh said that the experience was a constant challenge for the volunteers, with language barriers, troubled children, and young people that would disappear for weeks at a time without notice. But their perseverance paid off—the Boys and Girls Clubs eventually stepped in and took over the program, promising it a long life.

Collaborating With Youth

While not every youth will want to commit to an intensive project like Hsieh's, many have similar capabilities. Each day, more and more adults across the country are discovering ways to harness the energy and vitality of young people for leadership roles. Youth make programming decisions. They manage projects. They recruit new clients or volunteers. They present their work to the public, the media, and government entities. In short, there is little that young people cannot do.

What's more, youth benefit greatly from leadership opportunities. They build crucial self-esteem and self-confidence at the same time as they develop professional and social skills that will help them for the rest of their lives. In the community, their work helps dispel myths that young people are not capable or reliable enough to lead.

Youth leadership doesn't just benefit young people, though. Given opportunities to lead, youth can:

✔ infuse an organization with energy, creativity, and positive thinking

✔ make services more effective and accountable to youth

✔ bring new clients and volunteers from their peer and family networks

Though the payoff is large, working with youth does require some extra time, effort, and expense. For comprehensive advice on youth-adult partnering, consult the resource list at the end of this section. To get started, some things to consider include:

1. With school and afterschool activities, youth have many time conflicts. Flexible scheduling and reminder phone calls are key.

2. Youth sometimes lack resources for transportation, childcare, or eating out. Consider handing out stipends or bus tokens. And any meetings or events that last through a mealtime should include food.

3. Youth are sensitive to being the "token young person." Consider pairing up young people on boards and committees. Make sure that responsibilities are meaningful and that youth understand why they are important to the project or organization. Recognize that one young person cannot speak for all youth any more than one adult can speak for all adults.

4. Youth often don't have experience negotiating the adult working world. Explicitly train them on how leadership and decisionmaking structures work. Consider assigning each young person a mentor who answers questions, provides support, and makes sure that he or she feels useful and included. Avoid jargon.

5. Youth-adult partnerships sometimes break down because of generational misunderstandings or uneven power sharing. Train both youth and adults on how to work with each other on even footing. Explore stereotypes and preconceptions that could affect teamwork. Make sure the atmosphere invites ongoing discussions about youth-adult cooperation.

6. Youth need to be managed, just like any other staff members. Establish goals, provide regular supervision, address problems, and recognize accomplishments. Allow youth to make mistakes and correct them.

7. Parents or guardians often determine the extracurricular priorities and commitments of young people. To avoid turnover in your youth leadership, keep caregivers informed and engaged.

WHAT CAN YOUTH DO FOR YOU?

Given the opportunity, youth can assume many substantive roles in your organization—as volunteers, interns, employees, or members of the board. Here are some possible tasks. What ideas can you add to the list?

- Answering phones, greeting visitors
- Designing Web sites, posters, flyers, T-shirts, etc.
- Budgeting for events and projects
- Recruiting and training new interns or volunteers
- Making presentations to the public or to government entities
- Writing press releases
- Mentoring new clients
- Giving tours of the facility

Resources on Youth Involvement and Youth-Adult Partnerships

14 Points: Successfully Involving Youth in Decision Making. Author: Youth on Board. 2001. Available from 58 Day St., Somerville, MA 02144; (617) 623-9900 x1242; www.youthonboard.org.

An Asset Builder's Guide to Youth Leadership. Authors: J. Griffin-Wiesner, et al. 1999. Available from Search Institute, Banks Building, 615 First Avenue, NE, Suite 125, Minneapolis, MN 55413; (800) 888-7828; si@search-institute.org; www.search-institute.org.

Building Community: A Tool Kit for Youth and Adult in Charting Assets and Creating Change. Authors: The Innovation Center for Community and Youth Development and National 4-H Council. 2001. Available from the Innovation Center for Community and Youth Development, 6930 Carroll Avenue, Suite 502, Takoma Park, MD 20912; (301) 270-1700; fax: (301) 270-5900; info@theinnovationcenter.org; www.theinnovationcenter.org.

Promoting Youth Participation. Author: National League of Cities. Available from the National League of Cities; www.nlc.org.

Working Shoulder to Shoulder: Stories and Strategies of Youth-Adult Partnerships That Succeed. Author: Deborah Fisher. 2004. Available from Search Institute, Banks Building, 615 First Avenue, NE, Suite 125, Minneapolis, MN 55413; (800) 888-7828; si@search-institute.org; www.search-institute.org.

Youth-Adult Partnerships: Training Manual. Author: Youth Leadership Institute. Available from 246 First Street,

Suite 400, San Francisco, CA 94105; (415) 836-9160; www.yli.org.

Youth Involvement Research and Practice Agenda. Author: The Innovation Center. 2003. Available from the Innovation Center for Community and Youth Development, 6930 Carroll Avenue, Suite 502, Takoma Park, MD 20912; (301) 270-1700; fax: (301) 270-5900; info@theinnovationcenter.org; www.theinnovationcenter.org.

Youth on Board: Why and How to Involve Young People in Organizational Decision-Making. Author: Youth on Board. 2001. Available from www.youthonboard.org

Youth Voice: A Guide for Engaging Youth in Leadership and Decision-Making in Service Learning Programs. Author: Points of Light Foundation. 2001. Available from www.servicelearning.org.

Collaborating With Other Community and Government Actors

When you are working to improve the lives of young people, virtually everyone around you is a potential collaborator. Here are just some of the reasons you should consider developing relationships with others in your community:

❑ Your youth will have better access to services in the community.

❑ Your project will be more attractive to funders if you can show that you have community support and existing networks.

❑ You can take on bigger projects when you are working with people who have different expertise and access to resources in the community.

❑ Your work can be easier, quicker, and more cost-effective when you are working with others rather than competing with them.

❑ In a cooperative environment, your staff are less likely to get frustrated and quit.

❑ By working with others, you are setting a good example for youth.

Collaboration often means thinking creatively about how to maximize positive experiences for young people in your community while minimizing redundancies and streamlining costs. For example, if you can't afford to hire a job counselor for your youth (or even if you can), encourage some big employers from your community to give presentations or workshops on resume writing and interviewing. Have faith-based organizations from the neighborhood invite your youth to their socials or community service projects. Ask members of community arts groups to conduct drawing, music, writing, or dance classes for youth.

WHO SHOULD BE AT YOUR TABLE?

Select from the list below, or add your own partners to the table.

- Youth
- School district/principals
- Police department
- Colleges and universities
- Parks and recreation department
- Public housing authority
- Child welfare agencies
- State/city/community governments
- Mental health services
- Unemployment agencies
- Big local employers
- Hospitals/clinics
- Substance abuse treatment facilities
- Job counselors

- Fine arts institutions
- Sports clubs or professional teams
- Faith-based organizations
- Lions/Kiwanis/professional clubs
- Women's groups (American Association of University Women, etc.)
- Chamber of Commerce
- Parent-Teacher-Student Associations
- Vocational schools/apprenticeship organizations
- Neighborhood organizations (Neighborhood Watch, etc.)
- Local chapter of AARP, retirement homes, senior centers
- Local media
- Advocacy groups

The Family and Youth Services Bureau is just one of the government agencies actively working to promote collaboration. The Bureau has awarded demonstration grants to some State and local governments interested in fostering community-wide PYD efforts. Grantees were first charged with building collaborations that promote PYD among State government agencies. More recently, they expanded their collaborations to include local organizations and agencies. Here are some of the projects now under way:

❑ In Phoenix, Arizona, the Governor's Division for Community and Youth Development has joined forces with the Murphy School District and other community groups like Camp Fire USA, the Wheel Council, and Neighborhood Partners, Inc., to improve outcomes for youth in the 8-square-mile school district, which is also home to a jail, a garbage dump, and an interstate highway. In an initial meeting between grantees and fifth to eighth graders, students asked what services they would be getting from the program. Grantees responded by asking the kids how they wanted to get involved in improving their community. "These kids are used to being recipients, rather than fully empowered," a coordinator said. "We tell them that the grant won't happen if they don't make it happen." A community Halloween party warmed the kids up for future civic activities, and parents, though wary of broken promises, have gotten on board.

❑ In four counties in Nebraska, Lakota youth are working to change negative attitudes about young people in their Tribe and communities. Some of their activities have included holding a wellness gathering, hosting the Friends of Intertribal Gathering Pow-Wow, which included a youth fun run and walk, a competitive 5-kilometer race, and a 3-day youth camping trip, discussing ways to make health and human services more culturally appropriate for Native Americans through regular meetings with the Health and Human Services Area Administrator and the Native American Health and Human Services Committee, and holding community healing meetings to address community respect for other cultures and other families within a culture.

❑ In the Grove Hall section of Roxbury, Massachusetts, local youth are employed by collaboration partners as Youth Policy Associates, going into the community to conduct forums and help the community come up with solutions to its own problems. One of their first initiatives was to clean up a park that had been over run with garbage and drug paraphernalia. In the meantime, project collaborators the Massachusetts Executive Office of Health and Human Services, Roxbury Boys and Girls Clubs, and the Youth & Police Partnership Program have worked with the juvenile justice system to pinpoint troubled youth. After discovering that 472 neighborhood kids accounted for more than 11,000 criminal cases, collaborators have started to focus on providing activities and support for those youth.

For more information on these projects and others funded by FYSB, go to www.acf.hhs.gov/programs/fysb and click on "Special Initiatives" under the heading "Youth Programs."

As with youth partnerships, community collaborations have their challenges. Programs that are used to struggling for funding are sometimes territorial. Other groups have bureaucracies that may

be difficult to manage. And still others may have different ideas about how project goals should be met. The following are some things to think about as you begin to develop your collaborative environment.

Making Collaborations Work

✔ Test the political climate for receptiveness to your project by speaking informally with community leaders.

✔ Consider how your efforts will be sustainable over time (in terms of both financial and human resources).

✔ Bring many different stakeholders —preferably those with decisionmaking authority—to the table, including those you are planning to serve.

✔ Make sure all participants share a common perception of the issue and similar goals for addressing it.

✔ Define the key terms so that everyone is using them in the same way.

✔ Build personal as well as professional relationships with your partners. Meet face to face.

✔ Air out and discuss each member's agenda throughout the collaboration.

✔ Select leadership and define what responsibilities it will have.

✔ Agree on rules, even if that means agreeing not to have formal rules.

✔ Set specific goals. Think in terms of both short-term and long-term outcomes.

✔ Conduct needs assessments, but don't use them as an excuse not to move forward.

✔ Set clear milestones and assign specific tasks to reach your objectives.

✔ Agree on and enforce deadlines.

✔ Formally define "done." Don't let a collaboration go on past its usefulness.

✔ Evaluate and readjust, as necessary.

Too many coalition meetings on your calendar? Consider how the groups can be merged to more efficiently serve the community's goals.

Collaboration Resources

Building Community: A Tool Kit For Youth & Adults in Charting Assets and Creating Change. Authors: The Innovation Center for Community Youth Development and the National 4-H Council. 2001. Available from www.theinnovationcenter.org.

Collaborating to Promote Positive Youth Development. Author: Family and Youth Services Bureau; Administration on Children, Youth and Families; Administration for Youth and Families; Department of Health and Human Services. May 2006 issue of FYSB Update. Available from the National Clearinghouse on Families & Youth, www.ncfy.com.

Collaboration: What Makes It Work, 2nd Edition. Authors: Paul Mattessich, Marta Murray-Close, Barbara Monsey. 2001 Available from the Amherst H. Wilder Foundation, www.wilder.org/pubs/collab _ wmiw/index.html.

Community Guide to Helping America's Youth. Author: Helping America's Youth. 2005. Available at www.helpingamericasyouth.gov.

Creating Communities of Promise: Mobilizing The Collective Power of Communities To Enrich the Lives of Children and Youth. Author: America's Promise. 2004. Available from www.americaspromise.org.

Conclusion

In 1999, during an afternoon of roller-blading, two friends in their late teens got to talking about the valuable experiences they had had serving as youth leaders in their communities and nationally. Wouldn't it be great, they thought, if youth around the world could learn about and have access to similar opportunities? Within a year, the pair of young people, Jennifer Corriero and Michael Furdyk, had formed TakingITGlobal, a Web portal designed to foster communication, inspiration, and action in youth globally.

Hundreds of thousands of youth now visit the portal's five different language areas—English, Spanish, French, Arabic, and Russian—each month. What's more, the site has since partnered with UNESCO, UNICEF, the International Institute for Sustainable Development, and a variety of other adult-run organizations and businesses that have found value in TakingITGlobal's methods and results.

Champions of Positive Youth Development argue that powerful youth-led initiatives like TakingITGlobal are a direct result of young people being given the opportunities and tools they need to thrive in their own homes, schools, and communities. Once empowered locally, young people feel like they can move mountains, and many of them do.

This is only one example of the many promising local, national, and international initiatives dreamed up and put in to action by young people who see needs and fill them. Do you have such high expectations for youth in your community? With opportunities and encouragement, all young people could be mobilized to work side-by-side with adults to build thriving communities, a stronger Nation, and a freer, more equitable world.

Appendix A
Community Education Fact Sheets

The following five Community Education fact sheets—Team Up With Youth—were designed by the National Clearinghouse on Families & Youth for the Family and Youth Services Bureau to be distributed to different populations in your community in order to encourage Positive Youth Development initiatives. Feel free to copy and distribute the fact sheets, or visit www.ncfy.com to download them.

Team Up With Youth!

A Guide for Businesses

Why team up with youth?

It's good for youth. It's good for business.

As fundamental building blocks of thriving communities, businesses are in a unique position to promote Positive Youth Development, an approach that builds on the assets and the potential of today's youth. The Positive Youth Development approach fosters relationships between young people and caring adults who can mentor and guide them; provides youth with opportunities to pursue their interests and focus on their strengths; supports the development of youths' knowledge and skills; and engages youth as active participants and leaders who can help move communities forward.

It's also good for the bottom line. People are attracted to communities that are decent places to live and work. And most people want to support businesses that support their communities. Also, an investment in youth is an investment in the future workforce.

Many businesses already contribute financially to their communities. But businesses can offer much more in terms of time and opportunities for young people, and by doing so, they can help create safe and inviting environments in which youth can assemble, learn, and grow.

How can businesses team up with youth?

- Offer job training to help youth develop marketable skills

- Offer internships and mentored employment for young people

- Provide job shadowing opportunities for high school students

- Offer job sharing experiences, especially for youth living in more isolated rural areas where transportation is more difficult

- Give full-time opportunities for advancement or management experience to youth who are transitioning into the workforce

- Collaborate with other businesses to cosponsor a job fair or career awareness day in the local high school or youth development organization

- Partner with the schools on service learning projects and school-to-work or career development programs

- Ask youth to help plan a training or orientation for other youth coworkers

- Ask youth to train older employees on new technologies

- Bring youth with you to local business association meetings, or offer junior memberships

- Sponsor a local youth entrepreneurship contest and offer startup grants for youth-run businesses; invite young people to serve as judges

- Consider youth advisory committees in product development, marketing programs, and community affairs

- Sponsor youths' attendance at leadership conferences and training sessions

- Invest time and money in your community— for instance, by sponsoring community service projects for employees, donating funds to a new

playground or park, or loaning your office space to afterschool groups

Getting down to business

National Groundhog Job Shadow Day gives young people a new perspective on their studies through hands-on learning and a daylong mentoring experience. Students are invited to shadow a workplace mentor for a day for a firsthand look at how the academic skills they learn in the classroom are put into action in the workplace.

Participating in National Groundhog Job Shadow Day, the Alexandria Education Partnership of the Alexandria Chamber of Commerce in Virginia partnered with many area businesses to offer job shadowing experiences to local high school students. Students first attended an informational session to cover some of the basics, such as employer expectations and the importance of a firm handshake, good eye contact, proper dress, and being on time. They were also taught the value of networking and were advised to collect business cards. But most of all, students were encouraged to have fun.

National Groundhog Job Shadow Day is a joint effort of America's Promise — The Alliance for Youth, Junior Achievement, the U.S. Department of Education, and the U.S. Department of Labor. Companies participating in the event have included Best Buy, J.C. Penney Company, and Verizon. For more information on how you can participate in job shadowing to help prepare students for work in the 21st century, visit www.jobshadow.org.

Resources

America's Promise — The Alliance for Youth
www.americaspromise.org

AmeriCorps
www.americorp.org

Innovation Center for Community and Youth Development
www.theinnovationcenter.org

Junior Achievement
www.ja.org

Job Corps, U.S. Department of Labor
jobcorps.doleta.gov

Youth on Board
www.youthonboard.org

Team Up With Youth!

A Guide for Schools

Why team up with youth?

One of the most valuable resources for improving schools is right under adults' noses: Youth!

Students can provide insight into everything from instructional methods to school climate to curriculum. When teachers and administrators ask for and listen to their advice, students become more interested in improving their schools. And by contributing to school change, they learn to communicate with teachers, address problems, work in teams, and set and achieve goals.

Regardless of ethnicity, religion, economic and family background, talent, and GPA, students who have a say in their educational environment gain self confidence and leadership skills. Student participation in decisionmaking inside and outside the classroom can bring many benefits for schools: attendance and discipline improve, dropout rates decline, and communication between students and teachers becomes stronger. Schools that encourage student participation can transform into safer, healthier, better places to learn. Even small changes can make a big difference.

How can educators team up with youth?

- Encourage youth to play a role in educating their peers, for instance by tutoring after school, planning group projects, or mentoring younger students

- Invite students to team teach with their teachers

- Ask students to train teachers in subjects in which young people have an interest, such as technology, service learning, and diversity, and give them support in planning, presenting, and evaluating the training

- Give students opportunities to evaluate their teachers and classroom experiences

- Involve students in the school's self-study process by asking them to serve on committees, collect data, design surveys, lead focus groups, and help report on findings and proposed changes

- Create a process by which students can give input into curriculum planning, design, and evaluation on both the school and district levels

- Invite students to join the local school board (24 of 35 states studied by SoundOut.org have laws allowing students to serve on local school boards)

- Explore using student-led parent conferences in which students, with the support of a teacher, evaluate their own educational progress and accomplishments

- Have students prepare personal learning plans and goals

- Form a student committee to advise on the selection of textbooks and instructional materials

- Allow students to provide appropriate input into hiring decisions; for instance, invite them to sit on hiring committees and interview panels for the selection of staff who will interact frequently with students

- Involve students in making discipline and classroom management policies

- Ask for students' ideas in planning school renovations or new facilities

- Start a leadership class for all students

- Form a student committee that evaluates budget issues at your school or in your district and proposes ideas on how to spend funds

- Ask students to help identify financial needs not met by your budget and to help write grant applications or raise funds in other ways for projects such as library technology or student activities

- Organize student action committees to tackle such issues as elective subjects taught at your school, student activities, teacher-student relations, peer leadership, and safety

- Hold student-organized-and-facilitated forums on issues of interest to students, with involvement from all members of the school community

- Train your student press on journalistic standards and methods and then allow student reporters as much independence as possible

You may need approval from your school board before you try some of the suggestions above!

Resources

Print

Meaningful Student Involvement. Author: A. Fletcher. 2003. Available from The Freechild Project & HumanLinks Foundation, (425) 882-5177; www.humanlinksfoundation.org.

Student Involvement Handbook. Author: California State PTA. 1992. Available from California State PTA, www.capta.org/sections/membership/student-involvement-full.cfm

Student Voices Count: A Student-Led Evaluation of High Schools in Oakland. Author: REAL HARD. 2003. Available from Kids First, (510) 452-2043; www.kidsfirstoakland.org.

Web

Northwest Regional Educational Laboratory
www.nwrel.org

National School Boards Association
www.nsba.org

SoundOut.org
www.soundout.org

National PTA
www.pta.org

What Kids Can Do
www.whatkidscando.org

Team Up With Youth!

A Guide for Youth Service Professionals

Why team up with youth?

As someone who works with adolescents every day, you want to give all young people the keys to success. You probably know that the best way to help youth become happy, productive adults is to involve them in programs and activities that give them opportunities to grow and lead. But you may not always know exactly what those programs should be.

Many youth serving organizations have found an easy solution to that problem: Ask youth what they need! Get them involved in planning and running the programs that will help them best. Incorporate their ideas into every decision, from the personal (such as what they eat) to the bureaucratic (such as how to evaluate your programs). The strategy works because young people are more likely to trust adults who trust them and to invest in programs in which they have a say.

Giving youth decisionmaking power can enable an organization to increase the effectiveness of its programs and better fulfill its mission to serve young people.

How can youth-serving organizations team up with youth?

Any youth-serving organization can

- Invite youth to sit on your board of directors or on board subcommittees

- Assign youth to help interview new staff or sit on hiring committees

- Seek youth input into new programs, from planning to writing grant proposals to implementing the programs

- Ask youth to help raise funds, either for the overall organization or for youth-planned activities

- Find ways for youth to volunteer within the organization, for instance by mentoring or tutoring other youth

- Employ youth, particularly current and former clients, in the organization, perhaps as peer counselors, resident managers, staff aides, or interns

- Create an organizational process through which youth, moderated by staff, can adjudicate personal disputes with each other

- Encourage youth to plan group recreational and educational activities

- Invite youth to participate in discussions about enhancing the physical space of your organization, and then ask them to help plan and make the changes

- Solicit feedback or advice from alumni of your programs

- Have youth act as spokespeople for your organization and for youth issues at community events and forums where legislators or funders are present

A residential program can

- Help youth create their own treatment plans

- Hold regular "youth council" meetings in which youth make decisions about activities, policies (such as curfew hours and rules for visitors), and day-to-day issues

- Ask youth to help plan meals, shop, and budget for groceries

- Allow youth to lead their own discharge planning team, made up of people they choose, to put together a plan for their relationships, employment, housing, and finances after they leave the program

- Help youth create a personal file or portfolio of documents and items relating to their past, present, and future; items could include report cards, school records, photos, artwork, and personal documents

Resources

Print

14 Points: Successfully Involving Youth in Decision Making. Authors: K. Young and J. Sazama. 2001. Available from Youth on Board, (617) 623-9900 x1242; www.youthonboard.org.

At the Table: Making the Case for Youth in Decision-Making: Research Highlights from a Study on the Impacts of Youth on Adults and Organizations. Author: Innovation Center for Community and Youth Development. 2001. Available from the Innovation Center for Community and Youth Development, (301) 270-1700; www.theinnovationcenter.org.

A Guide to Youth Development, Second Edition. Author: Networks for Youth Development, Youth Development Institute. 1998. Available from Networks for Youth Development, Youth Development Institute, Fund for the City of New York, (212) 925-6675; www.fcny.org.

Working Shoulder to Shoulder: Stories and Strategies of Youth-Adult Partnerships That Succeed. Author: Deborah Fisher. 2004. Available from Search Institute, (800) 888-7828; www.search-institute.org.

Web

At the Table
www.atthetable.org

Innovation Center for Community and Youth Development
www.theinnovationcenter.org

National 4-H Council
www.fourhcouncil.edu

Global Youth Action Network
www.youthlink.org

Team Up With Youth!

A Guide for the Media

Why team up with youth?

Media are in a unique position to promote Positive Youth Development, an approach that builds on the assets and potential of youth. Key elements of Positive Youth Development include fostering relationships between young people and caring adults who can mentor and guide them; providing youth with opportunities to pursue their interests and focus on their strengths; supporting the development of youths' knowledge and skills; and engaging youth as active participants and leaders who can help move communities forward.

Media can provide mentoring and expertise, practical training, and hands-on experience. Young people need a public forum for sharing their experiences, exploring the issues that affect their lives, and identifying their common concerns. For young writers and artists, participating in the production of a publication or Web site can be a meaningful learning experience.

But it's not just the youth who benefit. Engaging youth can give news outlets a different perspective on community issues. Young people are more likely to read and heed stories that accurately reflect their experiences and concerns. And often, parents want to know what their kids are reading. So, involving youth could lead to a wider audience for your publication or Web site.

How can the media team up with youth?

- Interview youth to get their perspectives on local events or policies affecting them
- Invite young people to write editorials
- Dedicate a section of your publication or Web site to youth issues, and include interactive items like writing contests and opinion polls
- Offer internships for middle or high school students and provide mentors for interns
- Invite youth to brief reporters and give a fresh perspective on community issues
- Initiate a column or a radio or TV spot written and produced by and for youth
- Help start a youth-run publication or volunteer to advise a school paper or TV station
- Conduct workshops on effective methods for working with the media for staff of community youth organizations
- Help a local youth agency start a youth-produced newsletter or Web site
- Sponsor a youth writing contest that youth help organize or judge
- Hire youth reporters
- Invite youth to participate on your advisory or editorial board
- Offer awards or scholarships for young writers and reporters
- Offer grants for community and school projects that promote youth media

Read all about it!

The Seattle Times' NEXT is a forum for young people to voice their opinions and to communicate with each other. It has its own team of freelance writers, mostly high school and college students, and its own **advisory board**, made up of young people and veteran journalists. Every Sunday in The Seattle Times' editorial section and every day online, NEXT features commentary, polls, and letters that take a smart, fresh look at issues important to young readers. Online at seattletimes.nwsource.com/html/next/.

YO! Youth Outlook is an award-winning 28-page magazine by youth in the San Francisco Bay Area, with a national distribution of 25,000. Featuring in-depth reporting pieces, first-person essays, comic strips, and poetry pages, YO! chronicles the world as seen by young people between the ages of 14 and 25. In addition, YO! has an online news service, a local-access weekly TV show called YO!TV, partnerships with local and national radio broadcasts, and an annual expo of youth communicators. YO! stories also run nationally and internationally over the *Pacific News Service wire*. Online at www.youthoutlook.org.

Represent is a bimonthly magazine written by and for young people in foster care. It has a paid circulation of 10,000 with subscribers in 46 states. Represent provides a forum for an open exchange of views and gives a voice to young people living in the foster care system. In addition, many adults, including social workers, group home staff, and advocates read the magazine to understand what foster youth are thinking and experiencing. The magazine is written by a core staff of 15 young people, but accepts and receives submissions from across the country. Online at www.youthcomm. org/Publications/FCYU.

Extra! Extra!

The following examples will give you ideas about how to involve youth in your work:

Newz Crew
www.newzcrew.org

Street Level Youth Media
www.street-level.org

The Freechild Project
www.freechild.org/youthmedia.htm

Youth Communication
www.youthcomm.org

Team Up With Youth!

A Guide for Local and State Governments

Why team up with youth?

Youth under age 18 can't vote. But they can contribute to civic life, and many of them already have opinions about how to improve the services their local and State governments provide. To tap into the energy and passion of young people, a large number of local and State governments across the country are soliciting their opinions on everything from schools to homelessness to city planning. When youth have a say in local and State decisionmaking, they gain self-confidence, trust, and practical knowledge.

Communities benefit when youth get involved. Adults who interact with young people on government councils or who see the positive things that youth can accomplish will be more likely to view young people positively and to listen to their needs. When communities empower their youth by giving them leadership opportunities, support from caring adults, and chances to make a difference, the communities in turn become safer, healthier, and better places to live.

How can local or State government team up with youth?

- Start a city or statewide youth council

- Hold an annual local or statewide youth summit

- Appoint youth representatives to your school board, or organize a student advisory council for your public schools

- Hold neighborhood meetings or "town halls" with youth

- Establish an annual youth volunteering day or week

- Recruit volunteer or paid peer educators for community outreach programs

- Appoint youth to community task forces

- Create a grant program for youth civic engagement projects and involve youth in the grant review process

- Invite young people to testify about bills that affect them

- Invite young people to suggest ideas for new legislation

- Organize regular forums for youth to communicate with police

- Ask youth to join commissions studying issues that affect them such as education, violence, arts, health, poverty, recreation, and so on

- Start a youth court in which juvenile offenders are judged by their peers, who act as judge, jury, prosecutor, and defense

- Hire youth as poll workers during elections

A perfect union

- In Nashville, Tennessee, members of the Mayor's Youth Council are liaisons to a number of local boards and commissions related to health, transit, the arts, social services, parks and recreation, education, and libraries.

- Since 1997, the city of Hampton, Virginia, has hired two part-time youth planners who work 15 hours a week after school and oversee youth-related aspects of the city's comprehensive plan. For instance, in 2001 the youth planners researched transportation

options for young people. The city also has a 24-member youth commission, which represents the ideas and opinions of Hampton's young people. The commission also allocates funds to other youth groups and activities.

● The city of Hurst, Texas, sponsors a Youth in Government program in which 11 area students attend monthly seminars on youth and municipal issues and complete an independent project, under the guidance of a city council member.

Resources

Print

Collaborating To Promote Positive Youth Development. Author: National Clearinghouse on Families & Youth. In FYSB Update, May 2006. Available at www.ncfy.com

Political Empowerment at the Local Level: A Review of Youth Civic Engagement Efforts in 11 U.S. Cities. Author: Summer in the City Program. 2004. Available from the Council of U.S. Mayors at www.usmayors.org.

The Youth Involved Process. In Best Practices in Youth Development in Public Park and Recreation Settings. Authors: P. Witt and J. Crompton. 2002. Available from National Recreation and Park Association at www.nrpa.org.

Web

Center for Youth Development and Policy Research, Academy for Educational Development
www.aed.org

Innovation Center for Community & Youth Development
www.theinnovationcenter.org

Institute for Youth, Education, & Families, National League of Cities
www.nlc.org/IYEF

National Conference of State Legislatures
www.ncsl.org

National Youth Court Center
www.youthcourt.net

National Youth Leadership Council
www.nylc.org

Appendix B

Leadership: A Self-Assessment

The following leadership self-assessment contains questions under four sections: (a) leadership style, (b) leadership in relation to staff and board members, (c) leadership in relation to youth and community, and (d) leadership in action. Answering the following questions will help agency leaders contemplate their own leadership style. More important, they can begin to think about how to most effectively exercise their leadership to ensure that new youth policies meet the needs of young people and communities.

A. Leadership Style

1. Do I consider myself a leader or a manager, and how do I define those different roles?

2. What do I consider to be the key characteristics of a strong leader, and how many of those characteristics do I possess?

3. How do I define my leadership style, and through what means do I obtain feedback about how that style affects individual's and the organization's growth and success?

4. How would I rate my willingness to continually rethink old processes and ideas?

5. What are my greatest fears when I think about collaborating with others (for example, loss of power, adverse effect on the agency or young people, time constraints)?

6. What methods do I use to handle my fear of loss of power or other personal fears when moving to a "power sharing" method of collaboration within or outside the agency?

7. What would I be willing to give up (power, funding, credit) to ensure that youth received the best possible care in my community?

8. What is my learning style, and how does it differ from the learning styles of the people with whom I work most directly (staff, board members)?

9. Do I worry about who will get the credit for a new idea or initiative within the agency or the community?

10. Am I willing to admit being wrong?

11. Do I view each mistake, mine and those of others, as opportunities to solve problems and create new systems?

12. Is my approach primarily reactive or proactive?

B. Leadership in Relation to Staff and Board

1. What decisions do I choose to involve staff in making, and what process do I use to ensure their full involvement?

2. How would staff and board members rank my willingness to involve them in continuously "reinventing" the organization to better serve youth and the community?

3. How open am I to accommodating the different learning styles of others? What methods have I used to help my staff and board explore their learning styles?

4. Do I continually ask questions of staff and board members, and do I really listen to their answers?

5. Do I use my mistakes as opportunities to model learning through experience with my staff?

6. Do I encourage my staff to take leadership on specific tasks?

7. Do I model proactive leadership with my staff or board?

C. Leadership in Relation to Youth and Community

1. What process do I use for periodically reviewing the organization's mission statement to determine its continuing value and applicability to young people and the community?

2. What values, beliefs, and paradigms about youth and community do I hold? Which are important to me, and which am I willing to rethink?

3. What methods do I use to keep in touch with the changing needs of young people and the community?

4. What decisions do I choose to involve youth and the community in making, and what process do I use to ensure their full involvement?

5. How would youth and community members rank my willingness to involve them in developing new services or advocating for new policies?

6. Do I continually ask questions of youth and community members, and do I really listen to their answers?

7. Do I provide opportunities for youth and community members to take on leadership roles?

8. Do I model proactive leadership with youth or community members?

D. Leadership in Action

1. What actions have I taken recently to build my leadership capacity?

2. What actions have I taken recently to build leadership or management skills among my staff and board? youth and community members?

3. Do I have people upon whom I can rely to serve as an honest sounding board with regard to my new leadership ideas?

4. How often do I step back from my day-to-day work to reexamine the appropriateness of the organization's mission and my effectiveness in leading the agency toward that mission?

5. How often do I schedule time for planning, both short and long term, and who do I include in the planning process?

6. What process do I use for planning?

7. What proactive steps have I taken in the past 6 months to enhance the organization's capacity to improve youth services and policy?

Appendix C

Implementing A Youth Development Approach:
An Organizational Assessment Questionnaire

The following questionnaire may be used by organizational leaders to begin assessing their organization's readiness to implement a youth development approach to serving young people. The assessment tool contains questions under three sections: (A) organizational development, (B) programs and services, and (C) collaboration.

A. Organizational Development

1. What is the organizational vision or mission with regard to implementing a youth development approach? Who was involved in creating that vision or mission?

2. What has the organization done to ensure that all programs are based on a youth development rather than a problem-centered approach?

3. What will be necessary to help staff and board members shift their thinking about youth from a "deficit based" to an "attribute based" approach?

4. What is the staff and board members' understanding of the life development process, and what has the organization done to help them understand their own ongoing development?

5. How has the organization trained staff and board members about the adolescent development process?

6. What has the organization done with regard to examining conditions that exist within the community, how young people experience those conditions, and how negative conditions might be improved?

7. What has the organization done to remove the barriers to healthy youth development that exist within the neighborhood, community, and Nation?

B. Programs and Services

1. Does the organization offer young people programs that do the following:

   a. Provide a full range of services and opportunities?

   b. Enable young people to develop new skills?

   c. Teach personal life skills, such as problem solving, making decisions, setting and achieving goals, and creating and maintaining harmonious interpersonal relationships?

   d. Connect young people to caring adults (non-staff) and then support those connections?

   e. Support young people's educational experience?

   f. Provide academic and employment preparation and internships ?

   g. Enable young people to consider and plan for their future?

   h. Address the general problems of adolescence or specific difficulties without labeling youth as "troubled"?

   i. Mix young people from various backgrounds?

   j. Expose youth to new events, circumstances, opportunities, and locations?

k. Teach young people about what to expect from, or how to handle, real-life situations such as planning for the future, getting married, having children, maintaining employment, developing hobbies or special interests, celebrating successes, or adjusting to loss?

l. Place young people in supported leadership positions through which they are exposed to the challenges and satisfactions of collaborating with others to explore options, make decisions, and achieve positive outcomes?

m. Connect youth to the community through special projects or linkages to on-going community efforts or activities?

2. Does the organization offer guidance to youth about how to take advantage of services and opportunities (provided through the organization, through other agencies, and in the larger community)?

3. How does the organization address young people's need to take part in activities that are functional, educational, and fun?

4. What characteristics demonstrate that a youth development approach underlies program efforts?

5. How are the results of program efforts to support adolescent development measured and shared?

C. Outreach and Education

1. What is the prevailing youth policy (State or local), and how has the organization worked to inform the policy process with regard to youth development?

2. How has the organization worked with the community to create and communicate a vision of what is necessary for the positive development of young people?

3. How has the organization addressed the culturally based negative feelings about adolescents? How will it do so in the future?

4. How has the organization used the media to counteract the current projection of negative images about youth that shape public opinion and therefore public policy?

D. Collaborating with Other Youth Service Providers, Young People, and the Community

1. How does the agency collaborate with other youth service providers to develop strategies for moving toward a youth development approach to helping young people within the community? the State? the region?

2. How would other youth service providers characterize the agency's contributions to improving youth policy and practice?

3. What has the organization done to truly involve youth, families, and community members in designing and evaluating programs and developing strategies for rebuilding communities?

4. What types of situations has the organization created in which young people are valued and included?

5. How will the organization help the community shift from thinking about youth from a "deficit based" to an "attribute-based" approach?

6. How will the organization help the community to understand and value adolescent development as part of a lifelong developmental process?

7. What real outcomes have resulted from the organization's collaborative efforts in the past?

8. What real outcomes is the organization working toward through its current collaborative efforts?

Internet Resources on Positive Youth Development

The American Youth Policy Forum www.aypf.org

America's Promise www.americaspromise.org

Annie E. Casey Foundation www.aecf.org

Center for Youth Development and Policy Research www.aed.org/us/youth.html

The Child Welfare League of America www.cwla.org

Community Guide to Helping America's Youth www.helpingamericasyouth.gov

Community Toolbox ctb.ku.edu/index.jsp

Family and Youth Services Bureau www.acf.hhs.gov/programs/fysb

The Finance Project www.financeproject.org/TFPPubs.asp#Youth Development

Free Management Library www.mapnp.org/library

Innovation Center for Community & Youth Development www.theinnovationcenter.org

National Clearinghouse on Families & Youth www.ncfy.com

National Conference of State Legislatures www.ncsl.org

National Network for Youth www.nn4youth.org

National Resource Center for Youth Development www.nrcys.ou.edu

National Service Learning Clearinghouse www.servicelearning.org

The National Youth Development Information Center www.nydic.org

National Youth Leadership Council www.nylc.org

Promising Practices in Afterschool www.afterschool.org

Urban Institute www.urban.org

U.S. Department of Labor, Office of Youth Services www.doleta.gov/youth services

Youth on Board www.youthonboard.org

YMCA of the USA www.ymca.net

YouthBuild USA www.youthbuild.org/publications.html

For more information on Positive Youth Development,
please contact the National Clearinghouse on Families & Youth:

NCFY

P.O Box 13505

Silver Spring, MD 20911-3505

Phone: (301) 608-8098

Fax: (301) 608-8721

E-mail: info@ncfy.com

www.ncfy.com