Appendix 2

ADDITIONAL

YELL RESOURCES

Notes

What is Youth Development?

Youth Development is an area of scholarship and practice devoted to understanding and supporting the developmental process between adolescence and adulthood. A youth development approach sets positive outcomes for young people and provides information on how best to support young people's growth and transitions into healthy, stable adults.

There is consensus among researchers, teachers, parents, and community members that young people need to develop certain assets. According to the National Research Council and the Institute of Medicine's 2002 report "Community Programs to Promote Youth Development,"[1] positive youth development requires healthy growth in and across the following areas:

• Physical Development – Good health habits and risk management skills.

• Intellectual Development – Knowledge of essential life and vocational skills, school success, critical thinking, reasoning and decision-making skills, ability to navigate through multiple cultural contexts.

• Psychological and Emotional Development – Good mental health, positive self-regard, social identity, coping and conflict resolution skills; "planfulness," autonomy, pro-social values, strong moral character.

• Social Development – Connectedness, sense of social place/integration, attachment to conventional institutions, ability to navigate in multiple contexts, civic engagement.

Success from a Youth Development Perspective:

The Community Network for Youth Development[2] defines success as what we want young people to be able to do as they enter early adulthood. There are three broad categories of what, at a minimum, we hope all young people will attain:

• **Economic Self-Sufficiency** means that all youth should expect as adults to be able to support themselves and their families, and to have some resources beyond basic survival needs. They should have decent jobs and the education or access to education to improve or change jobs.

• **Healthy Family and Social Relationships** means that young people should grow up to be physically and mentally healthy, be supportive parents if they have children, and have positive family and friendship networks.

• **Contributing to Community** can take many forms, but we hope that young people will look to do more than be taxpayers and law-abiders – to contribute at a level where they add to their community, however they define the term.

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[1] The most comprehensive report of its kind that evaluates and integrates the current research related to community programs for youth: Eccles, J. and J.A. Gootman, Eds. (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. www.nap.edu/openbook.php?isbn=0309072751 http://www.nap.edu/openbook.php?isbn=0309072751

[2] CNYD. (2001).Youth Development Guide: Engaging young people in after-school programming. Community Network for Youth Development, San Francisco: www.cnyd.org/trainingtools/index.php.

What is a Youth Development Environment?

A growing body of evidence suggests that certain features of a young person's environment play an important role in promoting healthy development:

FEATURE	SAMPLE SUPPORT IN YELL CURRICULUM
Physical and Psychological Safety Youth experience safe, health-promoting facilities and safe, structured peer group interactions that support positive communications strategies and problem solving.	• Team building activities built into program structure. • Youth-designed group agreements and policies. • Staff and youth consistently enforce group agreements. • Skill building in communication and problem solving.
Positive Social Norms Youth experience a consistent program or organizational culture rooted in a strengths-based approach to group processes and outcomes; values and morals for the group are modeled and reinforced through program staff and structures.	• Team building activities that highlight empathy, assets, and peer support. • Focus on personal assets. • Focus on group and community assets. • Integration of adults as co-participants. • Use of "props" and other affirmations among group members.
Age-Appropriate Structures Youth experience appropriate limits, consistent boundaries, rules, and expectations, continuity and predictably; relevant rewards and incentives; age-appropriate monitoring.	• Consistent session structure. • Based in youth development research. • Tested in middle school and high school settings.
Supportive Relationships Youth experience warm and caring staff who provide support and guidance, and who are responsive to youth goals, needs, and concerns. Youth feel a sense of connection to peers and adults in the program, and clear communication is modeled and encouraged.	• Team building activities in which adults and youth participate as equals. • Youth-staff check ins. • Informal events, conversations, and check ins that support knowledge of the interests, needs, and strengths of youth and their families. • Opening and closing circles in which both youth and adult staff participate. • Active listening exercises structured around personal perspectives and experiences.
Support for Efficacy and Mattering Youth experience adults who take them seriously, support them in making their own decisions, and provide opportunities for them to make a real difference in their community.	• Focus on authentic community issues. • Attention to personal growth and improvement (rather than comparison relative to others). • A "partnership" approach to working with youth.
Opportunities for Skill Building Youth experience opportunities to learn and grow across developmental domains.	• Research, leadership, and communication skills developed in authentic learning contexts. • Youth set personal and programatic goals and assess their own progress. • Focus on social, emotional, and cognitive development.
Opportunities to Belong Youth experience meaningful social involvement in group projects, activities, and events regardless of gender, ethnicity, sexual orientation, or disabilities. Staff demonstrate and model cultural competence, treat youth equitably, address comments or issues that could alienate individual youth and that intentionally build connections among different peer networks.	• Opportunities for identity exploration, cultural sharing, and group dialogue. • Team-building activities that break down barriers and assumptions and build group identity. • Youth inform program goals and outcomes. • Broad definition of leadership and opportunities for youth to take a variety of leadership roles. • Youth designed elements (e.g., t-shirts, room decorations) that establish group identity and ownership.
Integration of Family, School, and Community Efforts Youth experience connections and overlap among their family, school, and community.	• Potlucks, celebrations, and presentations that involve youth's families and friends. • Invitations to other teachers or staff to join activities where appropriate. • Youth-designed newsletters to families and/or other youth in the school or community. • Research and action activities that involve school and community leaders. • Opportunities for advocacy and youth leadership on critical community issues.

Eccles, J. and J.A. Gootman, Eds. (2002). Community programs to promote youth development. Washington, DC: National Academy Press.

What is Community Youth Development?

When a community views young people as essential partners in creating positive conditions for themselves and those around them, shares responsibility for youth outcomes, and deliberately invests its institutional and organizational resources in promoting the positive development of young people within and across contexts, it is taking a community youth development approach. When communities take on this approach, both youth and the community benefit. A community youth development approach:

•   **Embraces youth as authentic partners in the task of community development.** Youth are supported and prepared to be not only responsible and committed members of their community in the future but as active and contributing leaders now.

•   **Promotes programs and practices that support youth leadership and impact the community.** Programs and organizations provide opportunities for youth to have a voice in establishing, designing, and evaluating the services, supports, and opportunities intended to serve them. Furthermore, these programs include goals and practices that have a "reach" that extends beyond individual program goals to generate positive change in the community.

•   **Encourages collaboration and shared responsibility for youth outcomes.** The community (including programs, schools, families, policies, and decision-making structures) intended to support youth work together to develop a common vision, a consistent message, and a coherent plan for the future of its young people and the communities in which they live and grow. This includes sharing and aligning resources.

Resource Tip:

Check out Community Network for Youth Development. It offers online resources, as well as the comprehensive "Youth Development Guide: Engaging Young People in After-School Programming."

www.cnyd.org

YELL Program Models

The following models have been used by the John W. Gardner Center in partner schools and communities. Each model has a slightly different scope, objective, and approach. The ingredients below help make any YELL program successful.

YELL GOALS	COMMUNICATION AND LEADERSHIP BASICS	+ RESEARCH	+ ACTION CAMPAIGN	+ CLASSROOM LEARNING
YOUTH WILL:	• Build peer relationships • Build leadership skills • Build positive connections with adults • Increase communication skills	• Further develop leadership skills • Build and apply research skills • Promote critical thinking • Promote teamwork for change • Utilize communication skills in real-life context	• Enhance leadership skills • Take action from research • Develop action plans, projects, and advocacy efforts • Project development, action planning, and advocacy to inform local decision makers	• Apply research and critical thinking skills • Connect academic learning to community knowledge • School project development with potential community impact
THE SCHOOL OR COMMUNITY WILL:	• Forum for identifying youth concerns and issues • Concrete projects that benefit the school or community	• Provide critical youth data to the broader community • Make recommendations based on their research	• Develop projects and actions to inform school and community decision making • Make local decisions with lasting influence	• Promote academic learning and share community knowledge • Identify local community issues
YELL CONTINUUM PLANNING AND RESOURCES	COMMUNICATION AND LEADERSHIP BASICS	+ RESEARCH	+ ACTION CAMPAIGN	+ CLASSROOM LEARNING
POTENTIAL SETTINGS	• After-school programs • Community organizations • School leadership class	• After-school programs • Community organization • Curriculum units in class • Philanthropic settings	• In and out of school decision-making bodies • Community organizations • City government boards	• As a curriculum unit in class • High school project requirement • Community service requirement
MEETING FREQUENCY	1-3 days a week for 1-½ hours or daily for 1 hour	1-4 times a week after school or as needed to complete in-class unit	1-3 times a week after school for 1 ½ hours and as needed	Year-long; 2 times per month for check-ins and weekly workshops
RESOURCES NEEDED	• 1 paid coordinator equivalent to 20 hrs/wk or 2 at 10 hrs/wk for every 20-25 youth (6th grade & older) • Program supplies	• 1 paid coordinator equivalent to 20 hrs/week or 2 at 10 hrs/wk for every 20-25 youth (6th grade & older) • Volunteers 10 hrs/week • Program supplies	• 1 paid coordinator equivalent to 20 hrs/wk or 2 at 10 hrs/wk for every 15-20 youth (8th grade & older) • Program supplies • Incentives (stipends, trips, etc.)	• 1 adult advisor at 10 hrs/wk along with an experienced high school senior as peer mentor 5 hrs/wk per cohort
POTENTIAL PARTNERS	School staff, local organizations, volunteer organizations, businesses	School staff, students teachers, volunteers, community groups, businesses	School staff, community groups, government, youth training organizations	Local teachers, tutors, mentors, previous program participants, college students

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YELL Program Expense Budget Items

The below budget items are based on the John W. Gardner Center's experience implementing YELL in two different communities. Both programs are based at public schools with approximately 1,000 students. At each site, YELL serves 60-100 students in multiple grades and employs youth mentors to support program implementation. The programs are administered in partnership with the school sites.

SAMPLE EXPENSE BUDGET ITEMS

(Based on YELL as an after-school program four days per week, and youth development support for other school-based programs and classes)

DIRECT COSTS

PROGRAM COSTS

Travel – Field trips/retreats/conferences for YELL participants	$2,500
Communications – Internet/phone access	$300
Food and related supplies for YELL sessions/parties/events	$800
Program materials – Office and art supplies	$800
Photocopy/printing	$300
Films, slides	$200
T-shirts with program logo	$500

STAFF COSTS

Full-time project director	$40,000
Benefits for project director	$10,080
1 full-time AmeriCorps member	$11,000
4 Peer Mentors (youth) @ $120 per month x 9 months	$4,320

INDIRECT COSTS   **usually a percentage of the total budget**

OPERATING COSTS (IN-KIND SUPPORT FROM SCHOOL AND DISTRICT)

Facilities: classroom meeting space and daytime office space on school campus	in-kind
Communications/equipment: phone, fax, copier, printer, computers	in-kind
Computer software/support: School District	in-kind
Supervision and secretarial support: School Family Center	in-kind

STAFF COSTS

Amount matched by AmeriCorps agency for 1 full time AmeriCorps member	$11,000

TOTAL	**$81,800**

YELL as a Sustainable Program: Sources of Support

Project Support is vital to the success and continuity of the project. Not only is financial support needed, but humanpower and in-kind resources are required as well.

KNOW YOUR RESOURCES – START WITH A LIST

Awareness of what resources you have and what resources you need is important. Also, remember there will always be surprise expenses along the way, so be realistic and round up on estimates of costs and time, NOT down.

Questions to start your list (you can also use the sample budget as a starting point):

• What do I need to support me personally – who or where can I go with questions or concerns?

• Where will YELL meet? Does the current space meet the needs of the program?

• What do I need for materials? Where can I get these materials?

• Who are already supporters of the program in my community?

• Who doesn't currently know about the program that might support it?

SOURCES OF SUPPORT FOR YOUR PROGRAM OR PROJECT

• IN-KIND SUPPORT FROM SCHOOLS

Most schools will be able to offer some in-kind support. In-kind support could be anything on your list that already exists at the school that can be used for the YELL program (such as a classroom that is designated for the program, access to copy machines, access to a school library, or release time for a teacher or facilitator to plan for YELL). Finding allies and resources within the schools that youth attend is an important part of creating a sustainable program.

• FINANCIAL SUPPORT FROM SCHOOLS

Some schools do have some form of funding to support youth programs. Often the funds for youth programs have been set aside for a specific use (e.g., violence prevention, health education). It can take considerable effort to uncover which funds could be utilized to support YELL, but if you can find the right supporters in an individual school's administration, then you are more likely to learn about opportunities for financial support for your work.

• SUPPORT FROM CAREGIVERS

In addition to encouraging support for the youth in the program, learn more about what caregivers might want to contribute to the program. Donating time and resources often is a good way to help caregivers feel connected and supportive of the program. Clear communication about what support you would like and how you would like to use it should be emphasized.

• SUPPORT FROM THE COMMUNITY

Many communities have community-based organizations and/or public facilities (e.g. park and recreation departments) to serve the youth in the communities in which you are working. Collaboration with others can benefit all youth in the community. Be aware that collaboration with other groups can be VERY time consuming. Be strategic about what kinds of conversations, which organizations you approach, and the organizations with which you are open to collaborating. Remember that unlikely allies can sometimes become the strongest allies.

Through collaboration with other organizations you may be able to:

• Secure additional in-kind support.
• Learn more about financial resources available in your community and access them.
• Create sustainable support networks for you and YELL youth.

• WORKING WITH AMERICORPS MEMBERS AND VOLUNTEERS

Previous YELL facilitators have worked closely with AmeriCorps members and other volunteers. Recruiting, supporting, and finding meaningful ways to involve others can enhance your program but can also be resource intensive.

For more information you may want to contact:

  • Your school's Parent Teacher Association (PTA)
  • A local United Way Office
  • A local AmeriCorps branch or the National Office:
        1201 New York Avenue, NW
        Washington, DC 20525
        Tel.: 202-606-5000
        TTY: 202-606-3472
        E-mail: questions@americorps.org

A FEW NOTES ABOUT AMERICORPS FROM ITS WEB SITE:

• What is AmeriCorps?: AmeriCorps is a network of local, state, and national service programs that connects more than 70,000 Americans each year in intensive service to meet our country's critical needs in education, public safety, health, and the environment.

• What would AmeriCorps provide?: AmeriCorps provides grants only to organizations, not to individuals. Grantees use the funding to support AmeriCorps members for intensive service in their community. AmeriCorps grants partially cover the expense of operating an AmeriCorps program and do not cover general organizational expenses. A cash and in-kind match is required.

• How do I find AmeriCorps programs in my own community? Visit the State Profiles on the AmeriCorps Web site. Grantees are listed by city and organization name. To find the appropriate corporation contact for your state, download the PDF labeled "National Service Contacts in my State."

Web site: www.americorps.org/for_organizations/overview/index.asp

• FINANCIAL SUPPORT FROM DONATIONS AND FOUNDATIONS

Though in-kind support can help most programs get a great start, it will be important to think long term about how to support and improve YELL in your community year after year. There are many ways to structure the funding of YELL. The more connected participants and community members are to the program, the easier it will be to find the financial resources needed to support the program. However, fundraising can be a very complex and resource-intensive process, so think carefully before you decide on what strategies you are going to use.

DONATIONS FROM COMMUNITY MEMBERS

Individual donations can add up quickly and can be spent flexibly, and donors often continue to contribute year after year. If you do choose to fundraise from individual community members, find out what fundraising events you could combine your efforts with and what types of events have been successful in your community in the past. Think carefully about engaging youth in fundraising as it can take up time and energy that could be better spent on other activities.

GRANTS FROM FOUNDATIONS

Community, family, and corporate foundations are another possible source of financial support for YELL. Foundations vary widely in the size of the grants they offer, in the level of intensity of the application process, and the length of time a funder will support a particular program. Think carefully about which foundations have giving patterns that align with your program's needs. Deciding which foundations to apply to and going through the application process can be very time consuming. However, developing lasting relationships with foundations can be a critical step in sustaining efforts that benefit youth and their communities. In addition, to work with a foundation you must be prepared to articulate the reasons it should support YELL and align those reasons with the foundation's criteria for funding programs.

DEPENDING ON YOUR COMMUNITY YOU MAY WANT TO SEEK OUT:

- **Corporate giving programs and local businesses that want to contribute to local youth.** Corporations often match the gifts of employees and give funds in the neighborhoods where their employees live and work.

- **Community foundations that focus on youth in your county.** Community foundations often fund locally with support from local donors.

- **Family foundations that support youth.** Family foundations vary widely in their funding priorities. Often family foundation's funding programs are focused on a particular way of supporting youth (e.g., education, youth development, college access).

• SUPPORT FROM JOHN W. GARDNER CENTER – STANFORD UNIVERSITY

The John W. Gardner Center supports YELL sites with technical assistance and by continuing to study the short- and long-term effects of YELL. Please contact the John W. Gardner Center if you would like to request technical assistance or to learn more about its current work with the YELL program.

CONTACT FOR THE JOHN W. GARDNER CENTER AT STANFORD UNIVERSITY:

John W. Gardner Center for Youth and Their Communities
Stanford University School of Education
505 Lasuen Mall
Stanford, CA 94305-3083

E-MAIL: gardnercenter@lists.stanford.edu
PHONE: 650-723-1137

WEB SITE: http://jgc.stanford.edu

Facilitation Tip:

When speaking with potential partners, be sure to mention that the YELL curriculum was developed at Stanford University and that it is based on years of research and practice.

Resources and Tools

REPORTS, ARTICLES, AND FRAMEWORKS

Community Programs to Promote Youth Development

This report from the National Research Council offers authoritative findings and guidance to practitioners, policymakers, and researchers on the role of youth development programs in promoting the healthy development and well being of young people. It lays out the key features of youth programs that contribute to young people's successful transition from adolescence to adulthood. (An executive summary of the report can be downloaded from the National Academy Press at www.nap.edu. The complete report can be read or ordered at: www.nap.edu/books/030907275/html.)

Community Counts: How youth organizations matter for youth development

Based on a dozen years of conversations with youth in challenging urban and rural settings, this publication describes what motivates youth to participate in community-based organizations. This study offers a better understanding of what effective youth-based organizations look like, what youth gain by participating in them, and what communities can do to cultivate and sustain more effective programs for youth. (A free copy of this publication may be downloaded from the Public Education Network at http://publiceducation.org/pdf/Publications/support_services/communitycounts.pdf Hard copies may also be obtained from the John W. Gardner Center for Youth and Their Communities.)

The Community Action Framework for Youth Development

This article by Michelle Gambone and James P. Connell provides a comprehensive description of promoting youth development within a community action framework and highlights the necessary interconnectedness of youth development and community development. (This article can be found in Volume 11(2) April 2004 issue of the Prevention Research or online at www.TPRonline.org.)

Community Youth Development: A framework for action

Written by Della Hughes and Susan Curnan, this article provides a comprehensive definition and framework for community youth development and outlines how community development is crucial to the positive development of young people and the power young people have to contribute to strengthen their communities. (This article can be found online at www.cydjournal.org/2000Winter/hughes.html.)

A Vehicle for Reform, Toward Collaboration: Youth development, youth programs, and school reform

This synthesis from the Center for Youth Development and Policy Research provides different strategic approaches to youth development and school reform. (To order, call 202-884-8266 - $5.00 prepaid.)

First Things First's Approach to Improving Instruction

This article from the Institute for Research and Reform in Education describes how youth development practices can be applied to a major school reform effort, particularly to support instruction. It also provides specific examples of practices which create an engaging learning environment for young people. This article will be of particular interest to those working in school settings or anyone interested in the link between youth development and learning. (This article may be downloaded from the Institute for Research and Reform in Education at www.irre.org/pdf_files/TLMonographwRef.pdf.)

Resources and Tools

Students as Allies in Improving Their Schools: A report on work in progress

This report from What Kids Can Do Inc. presents findings of youth researchers investigating two central questions: What if teachers and students became steady allies rather than frequent adversaries? What would it take for students to become stakeholders not just in their own success but also in that of their teachers and schools? (A free copy of this report and related materials can be downloaded at www.whatkidscando.org/publications/pdfs/saa_finalreport.pdf.)

Turning the Corner: From risk to resiliency

This publication from the California Healthy Start Field Office describes the importance of creating environments that nurture individual resiliency. Thirteen articles offer information on peer programs, collaboration as a catalyst for creative problem solving, multiculturalism, protective factors in prevention, the role of school restructuring in prevention, how schools convey high expectations to their students, mentoring, collaboration to foster children's resiliency, research on resiliency, and the integration of resiliency into communities. (This publication can be downloaded at http://hsfo.ucdavis.edu/download/Turning_the_Corner.pdf.)

Moving Youth Participation into the Classroom: Students as allies

Student voices describe the key ways that teachers can make their classrooms safe for meaningful participation. (This article from New Directions for Youth Development can be ordered from Jossey-Bass at www.josseybass.com/WileyCDA/WileyTitle/productCD-0787963399,descCDtableOfContents.html.)

Does Youth Participation in Out-of-School Time Activities Make a Difference?

This article by the Harvard Family Research Project integrates findings from academic research and program evaluation to provide a comprehensive look at the relationship between participation in out-of-school-time activities and positive youth outcomes, and point to new directions for out-of-school-time research and evaluation. (To download a copy of this article, go to www.gse.harvard.edu/hfrp/eval/issue21/theory.html.)

Shared Features of High-performing After-school Programs: A follow-up to the TASC evaluation
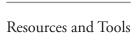
This Southwest Educational Development Laboratory study examined high-performing after-school projects funded by the After-School Corporation to determine characteristics shared by these projects. Key findings of shared programming, staffing, and support system characteristics found across the 10 projects are outlined here. (To download a copy of this publication, go to www.sedl.org/pubs/catalog/items/fam107.html.)

TOOL KITS AND GUIDES

Adults as Allies

This booklet from What Kids Can Do Inc., is designed for adults who hope to strengthen their work with young people and be allies to youth in their quest to effect social change. Its purpose is to increase awareness, pose questions, and increase intergenerational interaction. (A free copy of this publication can be downloaded from the W.K. Kellogg Foundation at www.wkkf.org/pubs/YouthED/Pub564.pdf.)

Resources and Tools

Helping Teens Stop Violence: A practical guide for counselors, educators, and parents

This guide provides model anti-bias workshops for teachers, counselors, clergy, or parents who work with young people. It includes antiviolence role-playing techniques, strategies for families and youth dealing with violence, and tools for youth leaders working toward social change. (To order a copy, call 1-800-266-5592.)

Learning and Leading: A tool kit for youth development and civic activism

This research-based tool kit from the Innovation Center for Commmunity and Youth Development provides practical training activities and tools on civic activism as a strategy for developing personal, community, and organizational leadership. It includes promising practices, vignettes, and training materials. (For more information, visit the Innovation Center for Community and Youth Development at www.theinnovationcenter.org/r_ydev_civeng.asp.)

Meaningful Student Involvement: Guide to inclusive school change (Sound Out)

This short booklet by Sound Out delineates theory, basis, practice, and examples of youth voice in action in schools. The accompanying Web site provides various evaluation tools. (A free copy of this publication and other related materials can be downloaded at www.soundout.org.)

Safe, Supportive, and Successful Schools Step by Step

A guide from the Institute for Research and Reform in Education on how to integrate student support, school reform, and safe schools principles. (Ordering information can be found at http://store.cambiumlearning.com.)

Student Involvement Handbook

This handbook, by the California State Parent Teacher Association (PTA), presents a plan of action for school officials and PTA members who are serious about student action. It provides a range of information, from a rationale for why students should be involved to numerous examples of actions participants can undertake to promote projects that benefit and excite both student and adults. (This publication can be downloaded in both English and Spanish from: ww.capta.org/sections/membership/student-involvement-full.cfm.)

Training Materials on Important Out-of-School Time Issues

Developed by the National Institute on Out-of-School Time, this training guide offers straightforward, user-friendly information on important out-of-school time topics. The materials are presented in a "train-the-trainer" format with handouts designed to be used by participants as they conduct training for program staff and volunteers. (To download a copy of the manual, go to http://www.niost.org/publications/papers.html.)

Working With Young People as Partners: A guide for school-linked services sites

This manual was developed in collaboration with middle school students by the California Healthy Start Field Office as a guide for school leaders to support students as partners in effectively coordinating school-linked services. The manual includes ideas and activities developed by students themselves. (This publication can be ordered at http://hsfo.ucdavis.edu/clearinghouse/catalog/hitlist.lasso.)

Resources and Tools

Youth-Adult Partnerships: A training manual

This manual by the Innovation Center for Community and Youth Development provides activities and resources that guide trainers and practitioners through the process of engaging youth and adults to create community change. The manual explores the foundations of effective youth-adult partnerships and includes nuts and bolts skill development activities. (This publication can be ordered from the Innovation Center for Community and Youth Development at www.theinnovationcenter.org/r_ya_partners.asp.)

Youth Development Guide: Engaging Young People in After-school Programming

This guide from the Community Network for Youth Development provides specific and practical advice on strengthening individual staff practices and organizational policies in after-school programs to support learning and young people's healthy development. Each chapter offers descriptions of core youth development practices and exercises and tools to use with staff members on site. (To download a free copy of the guide, go to www.cnyd.org/trainingtools/media/YDGuide.pdf.)

Youth On Board: Why and How to Involve Young People in Organizational Decision-making

This booklet is a useful tool for the busy staff person or board chair who wants to find out about involving young people in decision-making. It features an overview of Youth on Board's 14-point system for successfully involving youth in decision-making and addresses why organizations would want to include young people in their decision-making processes. (This publication and related materials can be ordered from at www.youthonboard.org/publications.htm.)

EVALUATION TOOLS AND RESOURCES

Measuring Youth Program Quality: A Guide to Assessment Tools

This report from the Forum for Youth Investment provides users with information to guide their decision making on what tools and systems they can use to assess and improve the quality of their programs. (A copy of the report can be found at www.forumfyi.org/Files//Measuring_Youth_Program_Quality.pdf.)

Say Y.E.S. to Youth: Youth Engagement Strategies

This resource packet includes sections to assess your team's readiness to involve young people in decision making, selecting young people for key positions, support, maintaining engagement over time, and evaluating your efforts. (To download this packet, go to http://downloads.cas.psu.edu/4h/yesbookweb.pdf.)

A Self-Study Guide for Managers and Staff of Primary Support Programs for Young People

This self-study guide is intended to help primary support organizations in meaningful involvement of their participants. It provides key tools and indicators for assessing the level of quality in youth programming. (This publication can be downloaded from the Chapin Hall Center for Children Web site at www.chapinhall.org.)

Indicators of Quality Youth Development Programs (Edna McConnell Clark Foundation)

This chart is based on an assessment approach developed and used by the Foundation, shows the characteristics of three levels of program effectiveness—from apparent at the low end of the spectrum to proven at the high end. (To download this chart, go to www.emcf.org/evaluation/process/programquality.htm.)

Resources and Tools

ORGANIZATIONS AND LINKS

Afterschool Alliance   **www.afterschoolalliance.org**

The Afterschool Alliance is dedicated to raising awareness of the importance of after-school programs and advocating for quality, affordable programs for all children.

Afterschool.gov   **www.afterschool.gov**

Connection to federal resources that support children and youth during out-of-school hours.

America's Promise   **www.americaspromise.org**

America's Promise is a collaborative network that builds upon the collective power of communities and partners to help fulfill the Five Promises (caring adults, safe places, healthy start, marketable skills, and opportunities to serve) for every young person in America.

Center for Cooperative Research and Extension Services for Schools (CRESS Center) http://education.ucdavis.edu/cress/

The CRESS Center at University of California, Davis, assists university faculty, education extension specialists, graduate students and K-12 educators in cooperatively designing and conducting educational research, curriculum, and professional development projects.

Center for Community Partnerships   **www.upenn.edu/ccp/index.php**

The University of Pennsylvania's Center for Community Partnership's is designed to create and strengthen local, national, and international networks of higher education institutions committed to engagement with their local communities.

Chapin Hall Center for Children   **www.chapinhall.org**

The University of Chicago's research and development center focuses on policies, practices, and programs affecting children and the families and communities in which they live. Many new publications and abstracts are available free of charge on Chapin Hall's Web site.

Children Now   **www.childrennow.org**

Children Now uses approaches that include nonpartisan policy positions to bring about change in government, business, and communities; communications strategies that inform, educate, and engage; analysis and research, including the voices of children and families; partnerships with community organizations, parents, advocates, business, and government; and leadership in motivating those with influence and power to act on behalf of children.

Children's Aid Society   **www.childrensaidsociety.org**

The Society's mission is to ensure the physical and emotional well being of children and families, and to provide each child with the support and opportunities needed to become a happy, healthy and productive adult.

Coalition for Community Schools   **www.communityschools.org**

The Coalition brings together local, state and national organizations that represent individuals and groups engaged in creating and sustaining community schools.

Resources and Tools

Community Network for Youth Development   **www.cnyd.org**
This organization works with partners at every level of the field (youth workers, youth agacy leaders, funders, and policy makers) to ensure that all young people have access to highest quality youth development experiences.

Forum for Youth Investment   **www.forumforyouthinvestment.org**
The Forum is designed to build connections and increase exchange in the allied youth fields. Forum services include a listserve and newsletter.

Harvard Family Research Project   **www.gse.harvard.edu/~hfrp/**
This Project strives to increase the effectiveness of public and private organizations and communities as they promote child development, student achievement, healthy family functioning, and community development.

The Innovation Center   **www.theinnovationcenter.org**
The Innovation Center seeks, tests, and promotes innovative concepts and practices that benefit youth and community development. Formerly a division of National 4-H Council, the Innovation Center is now an independent organization that operates as a project of the Tides Center.

National Clearinghouse on Families and Youth   **www.ncfy.com**
The National Clearinghouse is a free information service for communities, organizations, and individuals interested in developing new and effective strategies for supporting young people and their families.

National Commission on Service-Learning   **www.learningindeed.org**
The Commission brings a new level of public commitment to service-learning by developing recommendations and an action plan to make quality service-learning available to all K-12 students and encouraging adoption of service-learning among teachers, administrators, and elected and appointed officials.

National Institute on Out-of-School Time   **www.niost.org**
The mission of NIOST is to ensure that all children, youth, and families have access to high quality programs, activities, and opportunities during non-school hours.

National Network for Youth   **www.nn4youth.org**
A community of advocates of all ages who come to learn, to share, to dream, and to strengthen youth and adult partnerships.

Office of Juvenile Justice and Delinquency Prevention   **www.ojjdp.ncjrs.org**
From the U.S. Department of Justice, OJJDP seeks to provide national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization.

Public/Private Ventures   **www.ppv.org**
PPV's mission is to improve the effectiveness of social policies, programs, and community initiatives, especially as they affect youth and young adults.

Search Institute   **www.search-institute.org**
The Search Institute provides leadership, knowledge, and resources to promote healthy children, youth, and communities.

Resources and Tools

Sound Out   www.soundout.org

A national online resource center designed to promote meaningful student involvement in school change, which includes tool kits, a youth development library, and more.

Urban Health Initiative   www.urbanhealth.org

UHI's purpose is to determine whether a concerted, collaborative effort can bring about region-wide improvements in multiple measures of youth health and safety. Its ten-year effort is found in Oakland and four other U.S. cities.

What Kids Can Do   www.whatkidscando.org

What Kids Can Do connects the fields of school reform, youth development, community development, and service learning. Working at the intersection of journalism, research, and advocacy, WKCD finds and documents the best that young people are doing around the country.

Youth Leadership Institute   www.yli.org

YLI designs and implements community-based programs that provide youth with civic leadership skills on a variety of issues. It creates curricula and training programs that foster social change efforts while also promoting best practices in the field of youth development.

Youth on Board   www.youthonboard.org

Youth on Board is pioneering permanent change in how society views young people by changing attitudes and strengthening relationships among youth and between young people and adults; preparing young people to be leaders and decision makers in all aspects of their lives; and ensuring that policies, practices, and laws reflect young people's role as full and valued members of their communities.

Youth Development and Research Fund   www.ydrf.com

YDRF conducts research on effective practices and policies associated with providing services for at-risk youth. YDRF also specializes in disseminating information about urban youth culture to connect to youth and promote achievement. The Web site describes services, has a bi-monthly newsletter, and sells books, videos, and cassettes about youth empowerment.

Youth in Focus   www.youthinfocus.org

Youth in Focus gives local youth the opportunity to express themselves visually in a supportive environment. Classes with Youth in Focus ignite the imagination and provide valuable life and work skills.

Youth Infusion   youthinfusion.com

Youth Infusion's executive director, Sarah Schulman, graduated from Stanford University in 2005. Since the fourth grade, Sarah has worked as a health advocate, partnering with the Texas Department of Health and other organizations dedicated to the fight for a healthier future.

Youth Service America   www.ysa.org

YSA is a resource center and alliance of more than 200 organizations committed to increasing the quantity and quality of opportunities for young Americans.

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Presentations and Publications Based on YELL Research and Practice

JOHN W. GARDNER CENTER PRESENTATIONS AND WORKSHOPS RELATED TO YELL 2000-2006

May 2007 — National Service Learning Conference - Middle School to Graduate School: Community Youth Development in Action. (Albuquerque, NM)

April 2006 — Society for Research on Adolescence- Directivity and Freedom: Adult Support of Activism Among Urban Youth

October 2005 — California Policy Leadership Program on School Health — McClymonds Youth Leadership Council: A Model of Youth Voice in Decision Making (Berkeley, CA)

May 2005 — California Mental Health Advocates for Children and Youth — Youth Voice in Program Evaluation and Planning (Asilomar, CA)

April 2005 — California School Health Center Association — Youth-Led Evaluation and Decision-Making in School Based Health Centers (Sacramento, CA)

April 2005 — American Educational Research Association — Defining Meaningful Partnerships from Youth and Adult Perspectives (Canada)

March 2005 — Youth Services Providers Network — Community Youth Development and Youth Civic Engagement (Sacramento, CA)

October 2004 — Center for Venture Philanthropy — The Role of YELL in Promoting Youth Engagement in Schools (Redwood City CA)

September 2004 — International Conference on Civic Education — Learning to Use Research to Effect Community Change: Youth Civic Efficacy and Civic Skills (Reno, NV)

June 2004 — Youth Leadership Summit — Youth Leadership through Youth-Led Research (Oakland, CA)

June 2004 — Youth Leadership Summit — Students as Allies (Oakland, CA)

March 2004 — Society for Research on Adolescence — Practices Supporting Civic Development in Community-Based Youth Organizations (Baltimore, MD)

March 2004 — Society for Research on Adolescence — Youth Perspectives on the Value of Afterschool Settings (Baltimore, MD)

March 2004 — Peer Resources Conference — Youth Action Research (Berkeley, CA)

March 2004 — California Coalition for Youth — Making School Work for Youth (Sacramento, CA)

December 2003 — National Community Education Association — Authentic Youth Involvement in Collaboration (New Orleans, LA)

December 2003 — National Community Education Association — Youth Inquiry and Advocacy through YELL (New Orleans, LA)

November 2003 — International Conference on Civic Education Research — The Social Formation of Youth Voice (Baltimore, MD)

October 2003 — Search Institute Conference — Youth Inquiry and Advocacy for Community Change (San Jose, CA)

June 2003 — California Academic Partnership Program — Student Involvement in School Decision Making (Long Beach, CA)

March 2003 — California Coalition for Youth — YELL: Youth Inquiry for Community Change (Sacramento, CA)

August 2002 — Coalition of Community Foundations for Youth — YELL-Youth Engaged in Leadership and Learning (Atlanta, GA)

June 2002 — California Academic Partnership Program — Youth Voice in School Reform (Long Beach, CA)

June 2002   Youth Leadership Institute – Youth-Led Evaluation (San Francisco, CA)

April 2002   American Educational Research Association - Youth Community Engagement: A Sociocultural Study of Participatory Action
                Research (New Orleans, LA)

April 2002   Society for Research on Adolescence - Civic Involvement Among Urban Youth: A Qualitative Study of Pathways Towards
                Critical Engagement (New Orleans, LA)

April 2002   Society for Research on Adolescence – Choosing Indicators of Civic Engagement: The Influence of Social Justice Beliefs Versus Volunteer
                Service (New Orleans, LA)

February 2002 Center for Popular Education and Participatory Research – Youth-Driven Research to Inform School and Community Change (University
                of California, Berkeley)

YELL RELATED PUBLICATIONS

Summer 2007   Strobel, K., and Nelson, I. Model for Fostering Youth Leadership: The Youth Engaged in Leadership and Learning Program. Youth
                Developments, John W. Gardner Center, Stanford, CA.

Winter 2007   Strobel, K., and Nelson, I. Understanding Youth Leadership Development: An examination of the Youth Engaged in Leadership and
                Learning Program (YELL). Research Brief, John W. Gardner Center, Stanford, CA.

Winter 2007   Hofstedt, Mary. Building Bridges: A Summer Program for Middle School Students Highlights a Community School in Action. Brief, John
                W. Gardner Center, Stanford, CA.

Spring 2007   Osberg-Conner, J.H. & Strobel, K. R. (2007). Leadership Development: An Examination of Individual and Programmatic Growth. Journal
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Summer 2006   Kirshner, B. The Social Formation of Leadership in a Youth Activism Group. published in the proceedings of the International Conference
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 Winter 2006   Strobel, K., Osberg, J., and McLaughlin, M. Participation in Social Change: Shifting Adolescents' Developmental Pathways. In Gingwright, S.,
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Spring 2005   Kirshner, B., O'Donoghue, J., and McLaughlin, M. "Youth Adult Research Collaborations: Bringing youth voice to the research process"
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                and community programs* (pp. 131-156). Mahwah, NJ: Erlbaum.

Winter 2004   Penuel, W. R., Gray, J.H., and Kim, D. Integrating Technology into Community Youth Research. Brief, John W. Gardner Center and SRI
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Spring 2003   Kirshner, B., Strobel K., and Fernández M. Critical Civic Engagement Among Urban Youth. PENN GSE Perspectives on Urban Education,
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Winter 2003   Anyon, Y. and Naughton, S. Youth Empowerment: The Contributions and Challenges of Youth-Led Research in a High-Poverty, Urban
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Fall 2001   YELL: A Handbook for Supporting Community Youth Researchers (first edition). John W. Gardner Center, Stanford, CA.

Annually   Youth Engaged in Leadership and Learning (YELL) Annual Report produced by youth and adult staff from the YELL Programs in Redwood
                City and West Oakland.