

## ANNOTATED BIBLIOGRAPHY & KEY RESOURCES

**Y**outh action — young people making a difference in their lives and others' by taking on challenging, visible roles with others to address causes or improve community. Perhaps no set of ideas and activities is more critical to the well-being of young people, organizations and communities. Certainly, few areas of the allied youth fields are experiencing the momentous growth and well-warranted attention that now focus on youth action.

As more and more eyes turn their attention to young people as change makers, a nascent literature is emerging. New frameworks, research, reflections, documentation efforts and how-to guides are coming to life. Both the quality and quantity of work being produced is impressive. Yet this literature is often fragmented, inaccessible and non-cumulative.

At the same time, organizations around the country are bringing new momentum to youth action. The richness and variety of these organizations are impressive, as is the growth in the ways in which these organizations are promoting youth involvement.

This annotated bibliography and collection of resources captures some of this emerging work, both written and organizational. It represents a fraction of the current activity. The organizations included meet three criteria: 1) youth

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action, youth engagement and related work are among their core organizational strategies; 2) they are engaged in work on a national scale in the United States; and 3) they are “on the radar screen” of the Forum’s staff, partners and friends. The written materials included here are chosen with similar criteria in mind — they focus squarely on youth engagement and related ideas; they are of significance to a broad audience; and they have come across the desks of Forum staff and friends. Many other types of organizations and publications are excluded, either through design or ignorance.

This collection has a history that builds on the efforts of many Forum staff. Many of the resources were initially identified by Thaddeus Ferber as background information for papers on

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youth leadership and youth as effective citizens that were commissioned by the Evelyn and Walter Haas, Jr. Fund and the Surdna Foundation. It also draws heavily on the compendium, “Youth Participation Resources,” which Steve Mokena, a former team member at the Forum, and Sumita Pawha developed in their time at the International Youth Foundation. Finally, Aisha Cooper took the lead on updating the listings of resources found here.

This resource will continue to grow in depth and breadth as time goes on. Please make us aware of notable absences and other areas to which we should look for materials to include. It goes without saying that this guide is intended as a resource. Let us know how it can be a more useful one.

## ANNOTATED BIBLIOGRAPHY

### *I. Theoretical Overviews and Issue Analyses Making the Case for Youth Engagement*

Bell, J. (1996). *Adulthood*. Discussion paper. Washington, DC: Center for Youth Development and Policy Research, Academy for Educational Development.

*Adulthood* argues that young people have the least control over their own affairs of any social group, and points to ways in which young people are disrespected and denied productive or decision making roles by adults. This often lowers youth self-confidence and socializes young people to treat others disrespectfully. Bell suggests ways in which those working with young people can change this situation.

Brennan, M. (1996, March). “Schools as Public Institutions.” *Youth Studies Australia*, 15(1), 24–27.

The author questions the current focus on curriculum as a means of teaching youth about cit-

izenship and suggests that students should participate actively in “defining the culture and organization of the institution of schooling.”

Butler, B., & Wharton-Fields, D., with T. Ferber, & K. Pittman. (1999). *Finding Common Agendas: How Young People Are Being Engaged in Community Change Efforts*. Community & Youth Development Series, Volume 4. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.

In Part I of the paper, Ferber and Pittman reflect on the range of responses to youth among organizations that have community change as their primary mission, and provide an analytical framework to describe how and why young people are connected to Community Development Organizations (CDOs). In Part II of this paper, Butler and Wharton-Fields report on survey data from almost 100 CDOs regarding their engagement of youth and provide profiles of six CDOs doing relevant work.

Coles, B. (1995). “Youth and Citizenship: The Legal Context of Young People’s Rights.” *Youth and Social Policy: Youth Citizenship and Youth Careers*. London: UCL Press.

This publication discusses citizenship in Europe as it is understood in terms of “rights” and argues that various social and institutional factors interact to determine the realization of these rights for adults as well as young people. Young people are only “semi-autonomous,” as their rights are dependent on the family, the State and the labor market. Their rights are distinctive, including “welfare rights,” “protection rights,” “adult rights” and “rights against parents” that may increase or limit young people’s freedom. To promote the citizenship of young people, it is necessary to have a social policy, and not just a legal framework. The changing context of young people’s citizenship in the UK and Europe is discussed with reference to problems of unemploy-

ment and the social policy responses of the state and the European community.

Commission on National and Community Service. (1993). *What You Can Do For Your Country: Report of the Commission on National and Community Service*. Washington, DC: Commission on National and Community Service.

This report communicates the promise that service holds for America, summarizes what is known about the current state of community service in the country, and indicates what actions the Commission has taken.

Denham, H. (1993). *Building Power for Change: Young People Organizing in the United States*. New York: The New World Foundation.

This document reports on an investigation of organizations, networks and individual organizers, focusing primarily on those groups and individuals whose work is explicitly oriented to social change.

Eisenhower Leadership Group. (1996, May). *Democracy at Risk: How Schools Can Lead*. Available online at: [www.educ.wsu.edu/ELCP/leadership\\_studies/demo.html](http://www.educ.wsu.edu/ELCP/leadership_studies/demo.html)

This report frames the issue of youth's critical role in reviving democracy, and then describes a new approach to leadership learning that enables schools at every level to educate citizens for democracy. The Eisenhower Leadership Program uses a twenty-first century model of leadership to engage young people. This approach to leadership motivates students to be interested in and capable of doing the work required to create change.

Ennew, J. (1999, May). *How Can We Define Citizenship in Childhood?* Draft paper for Seminar on the Political Participation of Children, May 28, 1999. Cambridge, UK: Centre for Family Research, University of Cambridge.

The author discusses the historical and theoretical place of young people in nation states. The

idea of children's citizenship is discussed with reference to the principles of the Convention on the Rights of the Child, which provides discourses on children's participation and ideas of participation, democracy, identity, political thinking and maturity in modern states.

Ewen, J. (1994, Spring). "Youth Participation: Concepts and Structures." *Youth Studies Australia*, 13(3), 13–20.

This publication traces the roots of the youth participation movement in development and nation building (mostly in the developing world) and having a say in social and political decisions to guard against alienation (mostly in the industrialized world). Common themes also include a desire to improve service delivery through feedback and to train future citizens. The text traces the history of the youth movement in the United States and Australia since the 1950s, and discusses the challenges of socio-political participation. Ewen explores existing structural options for youth participation in national and federal systems, analyzes their relative benefits and suggests a combination model for productive participation.

Flowers, R. (1998, December). "How Effective are Youth Workers in Activating Young People's Voices, or What, and How, Do Youth Workers Help Young People Learn?" *Youth Studies Australia*, 17(4), 34–40.

The author discusses how youth workers conceive of youth empowerment and their own role in "activating young people's voices" alongside their actual practices. Flowers presents a series of hypotheses suggesting that youth workers' optimism about outcomes stands in contrast to their ambiguous rhetoric, and points out that workers who believe they are only "activating youth voices" have specific, additional goals of their own.

Foster, J. (1998, May). *Youth Empowerment and Civil Society*. Unpublished paper presented at the Commonwealth Youth Ministers' Meeting, Kuala Lumpur, Malaysia.

The author argues that young people are a “legitimate constituency” of civil society based on their demographic significance, the presence of formal and informal structures in which young people make decisions and their potential to develop as citizens. She refers to the principles for youth empowerment enshrined in the *Commonwealth Plan of Action for Youth Empowerment*, and discusses challenges such as tokenism, information needs and formal participatory structures. She offers suggestions for governments, nongovernmental organizations and other civil society organizations to enhance youth involvement at various levels of civil society.

Hart, R. (1992). *Children's Participation: From Tokenism to Citizenship*. Florence, Italy: UNICEF International Child Development Centre.

This publication offers an overview of the theoretical, historical and practical issues surrounding youth participation. Hart discusses models of non-participation and genuine participation, including research with children. The author discusses factors affecting children's ability to participate as well as the different realities and challenges facing children in industrialized and developing countries. The benefits of participation are explored and examples from real programs and experiences are provided.

Irby, M., Ferber, T., & Pittman, K. with J. Tolman & N. Yohalem. (2001). *Youth Action: Youth Contributing to Communities, Communities Supporting Youth*. Community & Youth Development Series, Volume 6. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.

*Youth Action* asks and attempts to answer the question, “What is youth action and how can it be supported?” Based on papers written in 1999

for the Evelyn and Walter Haas, Jr. Fund and the Surdna Foundation, as well as on the ongoing work supported by the Ford Foundation, *Youth Action* explores the converging trends in youth development, civic engagement and community development; identifies common themes and important differences between the strands of youth action; introduces the concept of creating action pathways for youth; and offers recommendations for planning and policy. Included in this publication are quotes and perspectives from young people and grassroots organization leaders; short profiles of a number of organizations around the United States; and a summary of the findings on youth involvement from five surveys of youth and/or volunteer coordinators.

Jueds, V. (1994, Spring). “From Statistics to Soup Kitchens: Youth as Resources in the 1990s.” (Part of a symposium on Realizing Human Potential). *National Civic Review*, 83(2), 120–125.

This publication is part of a special section on removing barriers to human achievement. Advocates for youth maintain that there is a paradox in focusing purely on problems when addressing young people's concerns, because young people are a valuable resource. Attempts should be made to involve young people in productive activities, especially community service, in order to make the most of their inner resources. There is wide agreement that positive involvement in neighborhood activities or volunteer work fosters a sense of self in young people and can help them contribute to their own development and that of their communities. The author discusses how focusing on young people's skills and talents can ultimately solve the problems associated with youth.

Kahne, J., & Westheimer, J. (1996, May). “In the Service of What? The Politics of Service Learning.” *Phi Delta Kappan*, 77(9), 593–599.

This publication traces the history of thinking surrounding service learning and its impact on youth and on community. It discusses different kinds of service learning, primarily the “charity” and “social

change” approaches, based on the kind of youth engagement for which each approach aims, and then analyzes the effects of each approach.

Males, M. (1998). *Framing Youth: 10 Myths about the Next Generation*. Monroe, ME: Common Courage Press.

This book is a strong social criticism of the ways the media and politicians view youth. According to Males, media and politicians have exaggerated anecdotes into stereotypes that malign youth. Males uses statistics to discredit these stereotypes and anecdotes.

Mohamed, I.A., & Wheeler, W. (2001). *Broadening the Bounds of Youth Development: Youth as Engaged Citizens*. Chevy Chase, MD: The Innovation Center for Community and Youth Development and The Ford Foundation.

This report profiles the role that civic activism plays as youth develop leadership skills and become active members of their communities. It profiles the 16 organizations that participate in Youth Leadership for Development, an initiative of the Innovation Center in partnership with the Ford Foundation, which aims to understand the combination of youth leadership and civic activism as a unique and powerful approach within the full array of positive youth development programming.

National Clearinghouse on Families and Youth. (1996, July). *Reconnecting Youth & Community: A Youth Development Approach*. Washington, DC: Family and Youth Services Bureau, Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services.

This primer is intended to help communities rethink youth services in the context of the larger community. It raises questions and offers guidance on how to shift from a problem-focused approach to serving youth to a community-youth involvement model.

The National Commission on Resources for Youth. (1975, December). *Youth Participation: A Concept Paper*. New York: The National Commission on Resources for Youth, Inc.

This concept paper presents both a theoretical framework and a knowledge base for youth participation, with the aim of generating awareness of the need for youth participation, as well as an understanding of the potential youth participation has to meet needs of both youth and society. The authors hope that this awareness and understanding will be the first steps toward greatly expanded participatory experiences for young people.

Pittman, K. (1991). “A Framework for Defining and Promoting Youth Participation.” *Future Choices*, 3(2), 85–92.

This publication argues that youth participation is essential for the development of low-income communities and their young people. The author argues that a framework to understand youth participation, its desirability and its outcomes is necessary to prevent participation from becoming an empty slogan. Youth participation in different institutions is analyzed according to goals, reasons for participation, modes of participation and institutional costs.

Senderowitz, J. (1998, September). *Involving Youth In Reproductive Health Programs*. Washington, DC: FOCUS on Young Adults.

Based on evidence from several national and international reproductive health projects that have sought to involve young people, this paper outlines the issues that organizations have addressed in promoting youth participation, how they have addressed the issues, the challenges they have faced and the relative success of their efforts. Drawing on the lessons learned from these experiences, the author offers guidelines for involving young people and suggests areas where more knowledge and documentation is needed.

van Linden, J., & Fertman, C. (1998). *Youth Leadership: A Guide to Understanding Leadership Development in Adolescents*. San Francisco: Jossey-Bass Publishers.

The authors identify three major stages of adolescent leadership development — awareness, interaction and mastery — arguing that all adolescents have leadership potential. They outline practical tactics for developing leadership skills through experiences at home, school, community and work and show how adults in these settings can have a positive impact.

Youth Council for Northern Ireland. (n.d.). “What is Participation?” Excerpt from *Participation*. Belfast, Northern Ireland: Youth Council for Northern Ireland.

This excerpt discusses various definitions of participation in the youth work literature, including concepts of decision making, power, control, involvement, accountability and partnership. The article argues that the opportunity to use power democratically and responsibly is crucial for young people’s political education and maturation. The author suggests ways to involve young people at the school and program levels. The authors also note that participation can take place in varying degrees at different levels, and that participation is reciprocal, involving adults as well as young people.

## II. Practitioner Reflection

Armistead, P.J., & Wexler, M.B. (1997). *Community Development and Youth Development: The Potential for Convergence*. Community & Youth Development Series, Volume 1. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.

This paper builds on a presentation made at a December 1996 Wingspread conference, and is

accompanied by case studies of three community development corporations that have significant youth programming and involvement.

Bass, M. (1997, Fall). “Citizenship and Young People’s Role in Public Life.” *National Civic Review*, 86(3), 203–210.

This publication is part of a special issue on the role of youth in community renewal. A “public work” approach to youth service that stresses collaborative problem solving and common endeavor has great potential for developing active citizenship. During the past decade, youth service and service-learning movements have gained momentum, and young people are now volunteering for community service in record numbers. This recognition of the importance of active citizenship has also resulted in a broad-based movement for civic renewal and a “new citizenship.” The writer discusses differing perspectives on citizenship; what youth service looks like when approached from a public work perspective; examples of the power of this perspective; and how new communications technology may help connect individuals and organizations and facilitate the exchange of information.

Cahill, M. (1997). *Youth Development and Community Development: Promises and Challenges of Convergence*. Community & Youth Development Series, Volume 2. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.

This paper provides a persuasive overview of theoretical and practical evidence of youth development and community development as convergent goals or strategies. Accompanying this piece is a case study of Youth Development Inc., a youth-service organization that has now established a CDC.

Cowan, J.J. (1997, Fall). "The War Against Apathy: Four Lessons from the Front Lines of Youth Advocacy." *National Civic Review*, 86(3), 193–202.

A founder of the youth organization Lead . . . or Leave shares his insights on the potential for increasing youth engagement in public life. His four lessons are: "the real problem is politics, not young people;" "service leads to service, not politics;" "don't agonize, organize;" and "a new politics begin at home."

Davis, M. (1997, Fall). "Latino Leadership Development: Beginning on Campus." *National Civic Review*, 86(3), 227–233.

The development of leadership among youth is a critical factor in the future of America's Latino communities. A growing young population that is asserting a larger influence on society, Latino families face extreme difficulties in life and often have few supports. Perhaps the most damaging factor is the Latino population's lack of representation by established leaders at the local, regional and national levels. Community-based organizations and student groups may provide important vehicles to develop that leadership.

Downton, J.V., Downton, J., Jr., & Wehr, P.E. (1997). *The Persistent Activist: How Peace Commitment Develops and Survives*. Boulder, CO: Westview Press.

This book draws on in-depth interviews with activists who have remained in communities during and after periods of tension, threats and violence. Their stories reveal how commitment to a social movement is created and sustained. This work draws upon collective action theory and discusses various aspects of peace movement: leadership, ideology, organizations, rituals and friendship groups.

The Freedom Writers, with E. Grumwell. (1999). *Freedom Writers Diary: How a Teacher and 150 Teens Used Writing To Change Themselves and the World Around Them*. New York: Doubleday.

Teenagers from Long Beach tell stories about their daily lives. With the help of an inspirational teacher, these teenagers read other teenagers' stories including the diaries of Anne Frank, who died in the Holocaust, and Zlata Filipovic, who lived through the war in Sarajevo. These stories help the teens put their lives in historical context — and inspire the students' own stories about the physical and emotional war zones that these teenagers inhabit.

Hoose, P. (1999, October). *It's Our World, Too!: Stories of Young People Who Are Making a Difference*. Minneapolis, MN: Econo-Clad Books.

A handbook on social activism featuring true stories of children and young adolescents who have stood up to gangs, performed volunteer service or organized for ecological causes. This handbook for young activists shares practical suggestions for planning, organizing, publicizing and raising funds for social action projects. It contains quotes, photos, sample documents and annotated lists of printed resources and organizations.

Hughes, D., & Nichols, N. (1995). "Changing the Paradigm to Community Youth Development." *Contract with America's Youth: Toward a National Youth Development Agenda*. Washington, DC: A co-publication of the American Youth Policy Forum; the Center for Youth Development and Policy Research, Academy for Educational Development; the National Assembly; and the Center for Workforce Development, Institute for Educational Leadership.

This paper establishes the rationale and principles for community youth development: work-

ing in partnership with youth to strengthen or regain their ties to community — whether that be family, neighborhood, schools or friends — and working with communities to value and support youth.

Hughes, D., & Wheeler, W. (1997). *Community Youth Development: Two National Organizations' Approaches to Youth and Community Development*. Background Paper for the “Community and Youth Development: Complementary or Competing Priorities for Community Development Organizations?” meeting, April 16-18, 1997, Chauncey Conference Center, Princeton, NJ.

This paper documents how and why the National Network for Youth and the National 4-H Council adopted a philosophy of “Community Youth Development.” It was presented at a meeting sponsored by the Ford Foundation and the International Youth Foundation.

“Igniting Youth Governance.” Meeting document of the Wingspread conference sponsored by Community Partnerships with Youth, Youth on Board of YouthBuild USA, and the Johnson Foundation, May 18–20, 1996, Wind Point, Wisconsin.

This manual answers five questions on igniting youth governance: “Why begin the movement?” “How do we begin the movement?” “Who should be involved?” “What are the major obstacles to begin and sustain the governance movement?” “What are the next steps?” In addition, it provides best and worst practices, an action plan and list of participants.

International Youth Foundation. (1997). *Youth Participation: Challenges and Opportunities*. Meeting Report, August 1–5, 1996, Nakhon Pathom, Thailand. Baltimore: International Youth Foundation.

This report features lessons from a five-day Asian regional meeting of YouthNet International pro-

grams held in Thailand. (These outstanding youth-serving organizations are included in an International Youth Foundation database.) Youth and adult representatives from 34 programs, along with international experts on youth participation, discussed a number of issues: the current extent of youth participation in youth-serving organizations; opportunities and constraints to youth participation in different cultural contexts; and the capacity-building supports necessary to support youth participation. The meeting was co-sponsored by Children and Youth Foundation of the Philippines, the International Youth Foundation, and the National Council for Child and Youth Development in Thailand.

Irby, M. (Ed.). (2001). *Lessons Learned, Lessons Shared: Reflections from the International Learning Group on Youth and Community Development*. Community & Youth Development Series, Volume 5. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.

*Lessons Learned, Lessons Shared* gleans insights from a learning group of experts in community development and youth development, half from the United States and half from other countries. The bulk of the volume consists of reflections and program descriptions written by International Learning Group members, young people, and on-the-ground practitioners about a series of site visits and meetings in Latin America. Surrounding these reflections are insights on facilitating international learning, connecting youth development and community development, and encouraging youth participation in community change.

Moseley, M. (1995, Summer). “The Youth Service Movement: America’s Trump Card in Revitalizing Democracy.” *National Civic Review*, 84(3), 267–271.

This five-page article discusses the burgeoning youth service movement, which represents a valu-

able resource of energy, creativity and commitment, if appropriately recognized and nurtured.

Pittman, K. (1996, September/October). "Just Let Them Do It!" *Youth Today*, 5(5), 53.

This column stresses the need to grapple with the basic who, what, where, when and why of participation before efforts become fragmented beneath labels such as youth service, philanthropy, media, advocacy, entrepreneurship, leadership and citizenship.

Pittman, K. (1997, January/February). "Beyond the Clubhouse Doors." *Youth Today*, 6(1), 55.

This column discusses the need to create expectations, supports and opportunities for youth and adults to engage in important, public work that contributes to the individual well-being of youth and adults and to the economic, social and physical health of the communities in which they live.

Pittman, K. (1999, January/December). "Beyond Participation." *Youth Today*, 8(1), 55.

This column discusses the need to move beyond prevention to preparation, beyond preparation to participation, and beyond participation to power.

Roach, C., Sullivan, L., & Wheeler, W. (1999). *Youth Leadership for Development: Civic Activism as a Component of Youth Development Programming*. Chevy Chase, MD: Innovation Center for Community and Youth Development.

The purpose of this report is to explore civic activism as a viable programmatic intervention to involve disengaged and marginalized young people in the process of community youth development. Theoretical, historical and practice-based perspectives on youth development, youth leadership and civic activism are presented with the aim of developing an integrated framework for exploring areas where they interface.

Tice, K.E. (1998). *Empowering Youth: Lessons Learned from the Michigan Community Foundations' Youth Project, 1991-1997*. Grand Haven, MI: Council of Michigan Foundations.

This document presents the evaluation findings of the Michigan Community Foundations' Youth Project. This project is a statewide program to build community foundation capacity, to establish youth as philanthropists and to build permanent and growing funds within each community to meet local youth needs. Its goals is "to empower youth to become involved in philanthropy."

"Why Youth Organizing?" (1998). Written by AGENDA (Action for Grassroots Empowerment and Neighborhood Development Alternatives), Chinese Progressive Association, Colonias Development Council, People United for a Better Oakland (PUEBLO), Youth for Social Change and Youth Action. Albuquerque, NM: Youth Action.

This document shares examples of youth organizing today and begins a dialogue intended to create greater clarity and analysis concerning youth organizing and its strategic importance in building just and sustainable communities.

Wimsatt, W.U. (1999). *No More Prisons: Urban Life, Home Schooling, Hip-hop Leadership, the Cool Rich Kids Movement, A Hitchhiker's Guide to Community Organizing and Why Philanthropy Is the Greatest Art Form of the 21st Century*. New York: Soft Skull Press, Inc.

This book is a collection of Wimsatt's essays on a variety of issues (ranging from home-schooling, to community organizing, to hip-hop) that focus on the theme of grassroots philanthropy. This book examines the penal system's emphasis on punishment at the expense of hope and rehabilitation. It also includes thought-provoking interviews with various activists and politicians.

### III. Research and Surveys

Hahn, C. (1998). *Becoming Political: Comparative Perspective on Citizenship Education*. Albany: State University of New York Press.

This book addresses the question: Under what conditions do democratic attitudes and values take root in youth? Hahn draws on both qualitative data (interviews, classroom observation and historical documentation) and quantitative data (surveys of thousands of young people) to examine the status of civic education in five countries. Chapters focus on an analysis of young people's political life (efficacy, confidence, projected future engagement, etc.), the role of gender in political life, supportive and unsupportive environments for free expression, different roles that classrooms take in encouraging democratic discourse, and approaches to teaching for democracy. This analysis reveals significant and subtle differences in how young people in England, Denmark, Germany, the Netherlands and the United States are prepared for citizenship.

Hodgkinson, V., & Weitzman, M., with E. Crutchfield & A. Heffron. (1997). *Volunteering and Giving Among Teenagers 12 to 17 Years of Age: Findings from a National Survey*. Survey conducted by The Gallup Organization for Independent Sector. Washington, DC: Independent Sector.

This research is part of a series of surveys assessing trends in participation among young people in the United States. More than half of the 1,000 survey participants reported volunteering. This study analyzes the relationships between events in childhood and volunteer behavior, the associations with institutions for those who volunteer, and the statements young people make about the important benefits they receive from volun-

teering. Overall patterns make clear that there are differences between population groups in both participation and the likelihood of being asked to volunteer.

Peter D. Hart Research Associates. (1998). *Leadership for a New Century: Key Findings from a Study on Youth, Leadership, and Community Service*. Conducted for Public Allies. Washington, DC: Public Allies.

Based on a 1998 national survey of 728 young Americans, ages 18–30. Survey examines the goals, values and vision of today's young Americans.

Princeton Survey Research Associates. (1998a). *Community Organizations' Use of Young People as Volunteers: Report of a National Survey of Community Organizations That Use Volunteers*. Prepared for Do Something, Inc. New York: Do Something.

Survey based on telephone interviews with volunteer coordinators in a nationally representative sample of 250 community organizations that use volunteers. The survey examined the place of young people in community settings; the benefits young people derive from volunteering; perceptions about young volunteers; and recruiting and retaining young volunteers.

Princeton Survey Research Associates. (1998b). *Young People's Community Involvement Survey: Report on the Findings*. Prepared for Do Something, Inc. New York: Do Something.

The survey measured young people's levels of community involvement, the personal benefits of community involvement for young people, involvement in high school activities and the classroom connection. Survey results are based on telephone interviews with a nationally representative sample of young people ages 10 to 29 living in continental United States households. A total of 1,002 young people were surveyed.

Scales, P.C., Blyth, D.A., Berkas, T.H., & Kielsmeier, J.C. (2000, August). "The Effects of Service-learning on Middle School Students' Social Responsibility and Academic Success." *The Journal of Early Adolescence*, 20(3), 332–358.

This article describes the findings of a study on the impact of service-learning experiences on a large, racially and socially diverse sample of middle school students. The authors look at the effects of service-learning on both social responsibility and academic success, and draw positive conclusions on both fronts. Over the school year, service-learning students maintained their concern for others' social welfare, while students in the control group become less concerned. In addition, students engaged in service-learning "increased their belief in the efficacy of their helping behaviors, maintained their pursuit of better grades and their perception that school provided personal development opportunities, and decreased less in their commitment to class work." The article includes a review of the literature on the impact of service-learning experiences.

Schlozman, K., Verba, S., Brady, H., & Erkulwater, J. (1990). *Why Can't They Be Like We Were?: Understanding the Generation Gap in Participation*. New York: Do Something.

Based on data from the Citizen Participation Study conducted in 1990, this study examines the civic participation of 18- to 29-year olds. The report focuses on participation in politics, but attention is also paid to involvement in other realms of civic life including religious institutions and secular, non-political organizations and charities.

Sipe, C., & Ma, P., with M. Gambone. (1998). *Support for Youth: A Profile of Three Communities*. Philadelphia: Public/Private Ventures.

Based on research performed in 1996, this report provides a detailed picture of how youth

ages 12 to 20 in three American neighborhoods — Austin, Texas; St. Petersburg, Florida; and Savannah, Georgia — spend their non-school time, and the amount and levels of basic "vitamins" they are provided by the adults and institutions they interact with (including the schools). The three neighborhoods are the intensive research sites in Public/Private Venture's Community Change for Youth Development initiative, which aims to increase the "vitamins" in youth's lives.

Youniss, J., McLellan, J.A., & Yates, M. (1997, March/April). "What We Know About Engendering Civic Identity." *The American Behavioral Scientist*, 40(5), 620–631.

This article is part of a special issue focused on social capital, civic society and contemporary democracy. The authors review studies that demonstrated a link between youth participation in organized activities and civic behaviors 15 or more years later in adulthood. They conclude that the data consistently show that students who participated in community service projects including school government were more likely to vote and to join community organizations than were adults who did not participate in such experiences during high school. These findings support their view that participation during youth can be a critical component of the development of what they term civic identity — defined as "a sense of agency and social responsibility in sustaining the well-being of the community."

Youth Leadership Institute. (1998). *Youth and Boards: What's the Status?: How Can Young People Be Involved in Bay Area Boards of Directors and Commission?* San Francisco: Youth Leadership Institute.

This report states that, as the commitment to promoting the positive development of young people deepens and the presence of youth in

community leadership increases, the importance of engaging youth at a new level of leadership has grown. The report concludes that the time is right for the city's civic leadership — on commissions and nonprofit boards of directors — to step up to the plate and play a role in creating a healthy community for youth.

Youth Leadership Institute. (2001, January). *Youth and Boards: What's the Status?* San Francisco: Youth Leadership Institute.

This report examines the benefits of young people's involvement in boards of directors and other governing bodies. It also investigates the nature of that involvement, looking at the range of ways youth can be effectively involved. The research described in the report was conducted by the Youth Leadership Institute and provided the basis for Young Active Citizens, the Youth Leadership Institute's project devoted to training youth and boards for successful partnerships in governance.

Zeldin, S., McDaniel, A.K., Topitzes, D., & Calvert, M. (2000). *Youth in Decision Making: A Study on the Impacts of Youth on Adults and Organizations*. Chevy Chase, MD: Innovation Center for Community and Youth Development.

This research is based on interviews with youth and adults from 15 organizations across the country. It addresses a series of questions about youth in decision making, including: "Does it contribute to the overall effectiveness, creating organizations that are able to meet the developmental needs and concerns of adolescents?" It makes the case for the positive impacts young people can have on both organizations and adults when the young people have meaningful decision making roles.

## IV. Connecting Research and Practice

Australian Youth Foundation. (n.d.). *Youth Partnership and Participation*. East Sydney, Australia: Australian Youth Foundation.

This paper explores the various levels of social life in which youth participation can take place, suggests the benefits of participation and presents a workshop process for organizations to undertake. Different principles, structures and strategies for participation are laid out, along with the advantages and implications of each.

Boyson, J. (1999, January). *Three Tools for Determining Levels of Youth Participation*. Baltimore: International Youth Foundation.

The article describes three models for youth participation, including organizational features, mechanisms, key outcomes and impediments of each model.

Checkoway, B. (1998). "Involving Young People in Neighborhood Development." *Children and Youth Services Review*, 20, 765–795.

This publication discusses various approaches and forms of youth involvement in community development, including youth action, youth development agencies, neighborhood development organizations, neighborhood-based youth initiatives and citizen action groups. Checkoway analyzes the relative advantages and disadvantages of each and extracts lessons about youth participation from experiences with the different models. A bibliography and references are included.

Flanagan, C. A., & Faison, N. (2001). "Youth Civic Development: Implications of Research for Social Policy and Programs." *Social Policy Report*, XV(1). Ann Arbor, MI: Society for Research in Child Development.

This report explores how developmental research could inform the civic goals of pro-

grams and policies for young people. It addresses the principles of tolerance, and the leadership of adults in public spaces and its effects on the policies that affect youth serving programs. This report also takes a look at research that lays out the steps youth programs and polices should follow to achieve youth civic development.

Kahne, J., Honig, M., & McLaughlin, M. (1998, Fall). "The Civic Components of Community Youth Development." *New Designs for Youth Development*, 14(3), 9–11, 47.

This article is based on the philosophy that democracy cannot work by remote control. It states that if we truly wish to prepare youth to become tomorrow's leaders, we must work with them to ensure that they become informed, concerned and active citizens.

Zeldin S., & Camino, L. (1999, Winter). "Youth Leadership: Linking Research and Program Theory to Exemplary Practice." *New Designs for Youth Development*, 15(1), 10–15.

In this article, the authors highlight funding from five evaluations of youth leadership programs. The integration of research and practice is unique in this inquiry, where evaluation findings were documented, analyzed and shared with program staff so improvements could be made as soon as possible. Similarly, staff provided feedback to evaluators, which helped them broaden their understanding and ensure that the research focused on critical issues.

## V. Program and Initiative Profiles

Checkoway, B., & Finn, J. (1992). *Young People as Community Builders*. Ann Arbor, MI: Center for the Study of Youth Policy, School of Social Work, University of Michigan.

This report provides nine case studies of initiatives in the United States that were deemed exemplary in promoting planning and participation at the community level.

Checkoway, B., & Susskind, Y. (1999). "Youth 'N Action (King County Youth Involvement Project)." *Community Connections Campaign How-To Guide and Summary of Research*. New York: Do Something.

This case study profiles Youth 'N Action (YNA), an organization established by the King County (Washington State) Council in 1994. The Council funded YNA as a pilot effort to bring young people's issues and concerns into the local legislative process. YNA is a congress of youth council representatives from across the county. YNA core group members present youth issues and concerns to public agencies and nonprofit organizations. They coordinate an annual Youth Summit that attracts young people countywide and serves as a forum for sharing and clarifying issues that concern teens. These issues drive YNA's efforts for the year that follows as they recruit and support youth-run projects that pertain to the themes identified.

Checkoway, B., & Wilson, A. (1999). "Public Allies Chicago." *Community Connections Campaign How-To Guide and Summary of Research*. New York: Do Something.

This case study profiles Public Allies Chicago, established in 1993 to enable young adults from diverse backgrounds to increase their public involvement, apprentice with community-based organizations and civic agencies, participate in intensive leadership development training and join together across different Chicago neighborhoods. Affiliated with a national organization and funded partly by Illinois AmeriCorps, members work at least 40 hours per week for ten months and receive a living allowance, health insurance and an educational award upon completion of the program.

Finn, J.L., & Checkoway, B. (1998, July). "Young People as Competent Community Builders: A Challenge to Social Work." *Social Work*, 43(4), 335–345.

This article reports on a pilot study of exemplary community-based youth initiatives in the United States in which young people are active participants in solving problems, planning programs and providing services at the community level. The article presents brief summaries of six initiatives illustrating a range of youth participation in the issues that affect their lives and their communities. These diverse initiatives exemplify a view of young people as resources and promote individual, organizational and community development. They were selected on the basis of their commitment to youth involvement, capacity building, collaboration, cultural awareness, community-defined concerns, leadership development, continuity and comprehensive and change-oriented practice. The initiatives provide lessons for practice and challenge social workers to build meaningful partnerships and practice approaches that challenge problem-oriented interventions and recognize young people as competent community builders.

The Forum for Youth Investment (then IYF-US). (1997). *Beacons: A Union of Youth and Community Development*. Community & Youth Development Series, Volume 3. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.

This paper is a compilation of three case studies of New York City organizations that have started Beacons, school-based community centers that offer young people and families a wide array of opportunities to engage in youth development and community building. They show how three organizations with different origins — a CDC, an immigrant family advocacy organization and a child and family services organization — approach a similar challenge.

Gambone, M.A. (1997). *Launching a Resident-Driven Initiative: Community Change for Youth Development (CCYD) from Site-Selection to Early Implementation*. Philadelphia: Public/Private Ventures.

This report documents the early stages of the CCYD effort to improve the outcomes of adolescents, 12–20 years old, living in impoverished communities. The text discusses the results of the CCYD experiment from planning to early implementation, and the lessons Public/Private Ventures and its community partners have learned.

Lieberman-Neale, J. (1999). *The Integration of Youth Development and Community Building: Reporting from the Field*. A report for the Annie E. Casey Foundation. Oakland: Urban Strategies Council.

This report profiles four sites in which youth have been substantively engaged in community development efforts.

McKendall, V., & Kroll, B.S. (1999). "Banana Kelly Community Improvement Association." *Community Connections Campaign How-To Guide and Summary of Research*. New York: Do Something.

This case study describes Banana Kelly Community Improvement Association, a nonprofit community development corporation that was founded in the 1970s by South Bronx families who responded to urban renewal efforts that had decimated their community. Rather than taking flight, tenants on the crescent-shaped Kelly Street decided to stay and fight the demolition of their building. As many of these families were first-generation Americans, they depended upon their bicultural children to translate documents, speak on their behalf at meetings and navigate a foreign — and often hostile — city bureaucracy. From its very beginnings Banana Kelly has depended upon the distinct skills and capacities that teens and young adults have to offer.

Moore, M., & Armstrong, K. (1998). *HOME Evaluation Final Report: Youth Moving into Action. Creating Efficacy and Clarity Through Risk, Reliability, Relationships and Work*. Alameda, CA: HOME.

This report details the efforts of the HOME project to address what youth need to develop into self-assured, effective adults and responsible members of their communities by helping youth plan, design and implement community projects that mean something to them.

Mullahey, R., Susskind, Y., & Checkoway, B. (1999). *Youth Participation in Community Planning*. Report Number 486. Washington, DC: The American Planning Association, Planning Advisory Service.

This paper provides several theoretical constructs for framing youth participation and then documents several case studies of youth taking action in their communities.

Raskoff, S.A., & Sundeen, R.A. (1999). "PUEBLO." *Community Connections Campaign How-To Guide and Summary of Research*. New York: Do Something.

This case study profiles People United for a Better Oakland (PUEBLO), a young, multiracial, multilingual organization that manages grassroots community organizing campaigns for institutional reform of social problems affecting communities of color in Oakland. People in their teens and twenties are everywhere in this organization — paid staff, members and active volunteers. The young staff and volunteer members are instrumental in helping the organization meet its goals. Leadership roles are available to young people, as are governance and financial responsibilities. As young people become more involved in PUEBLO, they receive training and support to continue their work at deeper levels.

Ross, L., & Coleman, M. (2000). "Urban Community Action Planning: A Systematic Participatory Approach to Community Development." *Journal of Community Practice*, 7(2).

This paper discusses the way a participatory community development technique, Urban Community Action Planning (UCAP), transformed a group of city teenagers into community planners. This teen group, Teen Inspirators, On the Move, formed in response to a community need for more youth activities and programming. This need was identified during a Community Planning Initiative sponsored by the Oak Hill Community Development Corporation located in Worcester, Massachusetts. The Teen Inspirators committed themselves to revitalizing their community and changing their own image in the neighborhood. Participatory planning techniques gave youth the voice, power and tools to accomplish these goals.

St. Clair, L., & Tschirhart, M. (1999). "NALEO Houston." *Community Connections Campaign How-To Guide and Summary of Research*. New York: Do Something.

This case study profiles the National Association of Latino Elected and Appointed Officials in Houston (NALEO-Houston), which runs workshops to help legal permanent residents complete their applications for U.S. citizenship; facilitates voter registration; and educates people about the voting process to encourage active participation in the political process. Individuals of Hispanic background in their teens and twenties perform the major tasks of the organization. These young adults play a critical role in NALEO-Houston's mission to promote Latino involvement in political life. Many of the former staffers have gone on to college or started professional careers, and some are considering eventually running for political office. They are active participants in their communities with a clear sense of empowerment.

Thomson, A.M., Perry, J.L., & Tschirhart, M. (1999). "Community Farm Alliance." *Community Connections Campaign How-To Guide and Summary of Research*. New York: Do Something.

This case study profiles the Community Farm Alliance (CFA), a multi-issue, grassroots, member-driven organization in Kentucky that works to ensure the sustainability of rural communities and the future of family farming. CFA has always valued its youth, but it has only recently formalized its view of them as a distinct and important constituency of the organization. In 1995, CFA reached a pivotal moment when it turned over responsibility for a project to local middle school and high school teens. This group of young people monitored the water quality of the Fleming Creek Watershed and educated farmers about the impact of farming practices on the county's water. The success of the Fleming Creek Watershed project underscored for many CFA members the potential power that youth can wield in creating social change and addressing economic justice issues.

Tolman, J., & Pittman, K., with B. Cervone, K. Cushman, L. Rowley, S. Kinkade, J. Phillips, & S. Duque. (2001). *Youth Acts, Community Impacts: Stories of Youth Engagement with Real Results*. Community & Youth Development Series, Volume 7. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.

*Youth Acts, Community Impacts* asks whether or not youth action can genuinely effect community change. In response to this question, *Youth Acts, Community Impacts* offers eight case studies — and a number of short profiles — documenting efforts in the United States and around the world, all linking youth action and meaningful community impact. The publication begins with reflections on why it is often so hard, especially in the United States, for young people to be recognized as community change makers. It also offers detailed and abbreviated case studies of successful efforts in

order to understand better how and why some youth acts do yield positive community impacts.

## VI. How-to Guides and Curricula

Checkoway, B. (1996). *Young People Creating Community Change*. Battle Creek, MI: W.K. Kellogg Foundation.

This workbook is for young people who want to create community change. It contains guidelines on developing action plans, building support and bringing people together.

Community Partnerships with Youth, Inc. (1994). *Youth as Trustees: A Trusteeship Curriculum*. Fort Wayne, IN: Community Partnerships with Youth, Inc.

This training curriculum, which includes an instructor's guide and sample board manual, provides information on the administrative functions and the workings of a board of directors. The purpose of this curriculum is to encourage the participation of youth on boards and/or committees and to provide the knowledge needed to be an effective member.

Community Partnerships with Youth, Inc. (1994). *Youth in Governance*. Fort Wayne, IN: Community Partnerships with Youth, Inc.

This curriculum and training resource involves youth at the governance level in agencies or organizations whose missions address youth issues. This curriculum helps youth understand trusteeship, the actions involved and the commitment needed. It helps adults view youth as valuable co-workers and as a key to accomplishing the goals of the agency and the community.

Constitutional Rights Foundation. (n.d.). *CityYouth: Today's Communities*. Los Angeles: Constitutional Rights Foundation.

This version of CityYouth contains 32 sequential, developmental lessons organized around

four themes: crime & safety, harmony, health & well-being and environment. The lessons include readings, role-plays and simulations that help students use higher-level thinking skills to identify and analyze issues in their own school and community. In addition, CityYouth guides students toward applying the concepts and skills they learn while they plan, complete and evaluate service-learning projects.

Constitutional Rights Foundation. (n.d.). *Civic Action Guide*. Los Angeles: Constitutional Rights Foundation.

This planning guide consists of materials and handouts that students can use to plan, implement and evaluate a project. The handouts explain the basic steps of all projects, and include a blank project plan for students to fill out. Each sheet includes a project description, its goals, resources needed, relevant facts or figures, a series of action steps and methods to evaluate the project. This guide also includes handouts on skills, such as interviewing, opinion polling and finding resources.

Dingerson, L., & Hay, S. H. (1998, September). *Co/Motion Guide to Youth-led Social Change*. Washington, DC: Alliance for Justice.

This guide is a comprehensive resource aimed directly at young people attempting to make a difference in their communities and in society at large. The Guide is written from a social justice perspective, beginning with a 50-year history of social movements in the United States and an analysis of power and social change. This context is followed by descriptions and advice regarding important stages and issues in a community organizing process: researching an issue, building community, planning, taking action, facilitating meetings, telling the story and working with the media, managing conflict, budget planning and evaluating success. The 225-page guide is not a curriculum or collection of activities; instead, it is a guide for young people

and their allies, rich with examples, stories and suggested actions.

Do Something. (1999). *Community Connections Campaign How-To Guide and Summary of Research*. New York: Do Something.

Based on national research, Do Something assembled this handbook designed to help community organizations engage and sustain young people in their work. The handbook begins with a how-to guide — essentially, a guided tour and workbook for learning about, assessing and planning youth involvement in community organizations. This is followed by a summary of surveys and focus groups conducted in conjunction with the project and a third section profiling ten organizations that model youth engagement.

Halperin, S. (2001). *A Guide for the Powerless and Those Who Don't Know Their Own Power: A Primer on the American Political Process*. Washington, DC: American Youth Policy Forum.

This guide is designed to help readers develop essential political skills for interacting in productive ways with elected and appointed officials at all levels of government. From working on an electoral campaign to advocating for a specific cause, it summarizes principles of effective community-based leadership and advocacy, and speaks to educators, young people, youth workers and other human service providers.

Frank, L.M. (1994). *Student Service and Philanthropy Project: A Resource Guide for Establishing a Student-Run Foundation*. New York: Student Service and Philanthropy Project.

This guide captures lessons from a successful youth philanthropy project, along with findings from a project evaluation. Self-esteem, leadership skills and communication skills were cited by student philanthropists from New York City high-risk high schools as major accomplishments gained from their participation in the Student Service and Philanthropy Project. The

project builds on the belief that teenagers are capable contributors to society, they have valuable ideas and they can take on responsibility with energy and skill.

Honig, M., & Fiore, K. (1997). *Working with Young People as Partners: A Guide for School-linked Services Sites*. Fresno, CA: Healthy Start Field Office.

This guide is for adults who have a Healthy Start or similar community partnership and who want to involve young people as full partners and leaders in the work of improving the world for children and families.

Langstaff, D.G. (1991). *Teens As Community Resources: A Model of Youth Empowerment*. Tampa, FL: Plan for Social Excellence, Inc.

This manual is designed for groups that (a) are interested in starting youth-run philanthropic efforts using a peer leadership model and/or (b) are currently involved in services for youth and wish to incorporate aspects of youth leadership/empowerment more actively in the workings of their organization. This manual describes the pilot year of Teens as Community Resources, Inc. in Boston, as the group incorporated teen involvement at all organizational levels.

Lesko, W.S., & Tsourounis, E. (1998). *Youth! The 26% Solution*. Kensington, MD: Activism 2000 Project.

The “26% solution” refers to the powerful demographic fact that 26 percent of the population is now under the age of 18. This action guide speaks primarily to middle and high school-age youth, providing advice and accompanying tools necessary to actively engage young people in positive change in their schools and communities. The book offer instructions on a range of key advocacy and organizing strategies, such as organizing a small meeting, wording a petition, setting goals and interacting with the press and government officials. The book also

includes examples of real-life projects where young people have put their ideas into action.

Lewis, B. A., Espeland, P., & Pernu, C. (1998). *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose — and Turn Creative Thinking into Positive Action*. Minneapolis, MN: Econo-Clad Books.

This guide includes true stories of young people making a difference in their communities as well as a handful of practical tools to support the work of youth wanting to make a difference. It includes ready-made planning forms, up-to-date resources, and step-by-step instructions for activities such as writing letters, conducting interviews, making speeches and taking surveys.

Lewis, B.A., & Espeland, P. (1995, January). *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want To Make a Difference*. Minneapolis, MN: Free Spirit Publishing.

This guide includes a full range of project ideas for young people interested in making a difference in their communities. The projects described range from simple day-long activities to large-scale commitments. Project ideas are organized by topic areas that are likely to relate to the interests or hobbies of participating youth such as animals, crime prevention, the environment, friendship, hunger, literacy, politics and transformation.

New York State Youth Council. (1992, May). *Youth Participation Directory Volume II: Program Models in New York City*. Albany: New York State Youth Council.

This directory covers more than 100 programs in which youth take active leadership roles. The document is intended to serve as a resource for individuals wishing to organize their own youth participation programs and will help existing programs expand the ways they involve youth in their operations.

Sazama, J. (1994). *Tips and Guidelines for Allies to Young People*. Boston: The Resource Center for Youth as Allies.

This pamphlet is a collection of specific tips and guidelines collected from more than 500 interviews with young people worldwide. It offers clear explanations directly from young people about what they would like adults to know about being their allies. Young people's explanation of how adults can be effective allies centers around adults providing friendship, support, encouragement and resources.

St. John's Urban Institute. (1996). *Youth Blueprints for the Inner City: An Activity Guide*. San Francisco: St. John's Urban Institute.

This guide outlines a step-by-step plan to engage children in surveying their neighborhoods, building models, writing letters to city officials and launching a campaign to establish a neighborhood park.

Young, K., & Sazama, J. (1999, July). *14 Points: Successfully Involving Youth in Decision Making*. Somerville, MA: Youth on Board.

This comprehensive guide to youth involvement helps prepare young people to take ownership of their communities. It includes worksheets on various aspects of youth involvement including an orientation checklist, and offers tips on how to establish a mentor program. Also included is a statewide listing of laws relating to youth board members, a resource directory of organizations dedicated to youth involvement and examples of successful programs involving youth.

Youth Leadership Institute. (2001). *Action Planning Workbook*. San Francisco: Youth Leadership Institute.

This interactive workbook is designed to help young people and adults develop and strengthen group process skills that are critical in successfully planning and implementing community projects. Issues addressed in the workbook through interactive activities include creating a sense of

group purpose, the role of adult allies, identifying an issue and developing an action plan. The workbook also provides specific support to groups applying to the Youth Leadership Institute's philanthropy programs for project support.

Youth Leadership Institute. (2001). *Tools for Social Change: A Public Policy Manual*. San Francisco: Youth Leadership Institute.

This manual provides an introduction to public policy, how it is created, the forces that influence policy making and the challenges advocates and policy makers face in trying to develop "good policy." Tools for Social Change outlines specific steps to advocating for policy change on a range of issues. This is a very useful manual for advocacy groups as they begin learning about the policy context.

## VII. Periodicals

*CYD Journal: Community Youth Development* promotes youth and adults working together in partnership to create just, safe and healthy communities by building leadership and influencing public policy. *CYD Journal* is published quarterly and is available online at: [www.cydjournal.org/contents.html](http://www.cydjournal.org/contents.html)

*Threshold* is a movement magazine sponsored by the Student Environment Action Coalition. It presents articles, in depth features, action alerts and information about how to organize. *Threshold* has listings of the latest plans for actions and conferences, as well as information about jobs and internships. For information visit: [www.seac.org/threshold.html](http://www.seac.org/threshold.html)

*Youth Outlook (YO!)* is a monthly newspaper by and about young people, which also syndicates articles to newspapers across the United States. *YO!* connects young people with each other and gives adults a window into the constantly changing cultures of youth. *YO!* is a project of the Pacific News Service (PNS), an international

network of writers, scholars and journalists. *YO!* has a weekly column in the San Francisco Examiner, and is nationally and internationally aired over the PNS news wire. For information visit: [www.youthoutlook.org/mainframe.php3](http://www.youthoutlook.org/mainframe.php3)

*Youth Today* is an independent, national newspaper geared to people who work with young people. It includes an extensive calendar of conferences and workshops related professional development and youth issues, reviews of books, videos for use with staff and youth, grants awarded in the youth field and analysis of legislative issues concerning youth. For information visit: [www.youthtoday.org](http://www.youthtoday.org). Available online at [www.youthtomorrow.org](http://www.youthtomorrow.org)

### ***VIII. International Conventions, Commitments and Forums***

*Braga Youth Action Plan.* (Third World Youth Forum of the United Nations System, 1998). Available online at: [www.un.org/esa/socdev/unyin/library/portugal.pdf](http://www.un.org/esa/socdev/unyin/library/portugal.pdf)

This plan was adopted at the Third World Youth Forum of the United Nations System, held at Braga, Portugal, August 2–7, 1998. It outlines the global issues confronting youth today, pointing out that solutions can only be found at the global level and identifying youth as resources in solving these problems. The plan seeks recognition of this aim at the national, international and private sector levels. It presents principles for youth participation and, to this end, recommends policies for cooperation between governments and non-governmental organizations (NGOs), including specific parts of the United Nations apparatus.

*The Commonwealth Plan of Action for Youth Empowerment to the Year 2005.* (Commonwealth Youth Programme, Commonwealth Secretariat, 1998).

This document defines “empowered” youth as those able to participate in decisions affecting

them and able to act as resources in national development and in their own development. The text also discusses what is needed to promote youth empowerment. Focusing on young people in Commonwealth countries, it outlines the new challenges and opportunities presented by globalization and development, and explains how the Commonwealth Youth Programme aims to address these issues. Ten strategic objectives are laid out for the participation of young people in the economy, in State institutions, for gender equality and for conformity with international conventions. The document sets forth specific actions to be undertaken by the Commonwealth, with provisions for planning, implementation and evaluation.

*Global Commitments to Youth Rights.* (Commonwealth Youth Programme, Commonwealth Secretariat, 1997).

This guide for young people details the outcomes of major world conferences hosted by the United Nations from 1992 to 1996. It is aimed at helping young people understand what happened at the conferences, the implications of agreements reached by their governments and how they can benefit from these agreements. It explains and gives details about various commitments, such as improving education and training, reducing youth unemployment, eliminating hunger and poverty, supporting youth in trouble and increasing youth participation and respect for youth rights. It also offers examples of programs that have worked towards these goals and ideas for action. A list of resources and addresses is provided at the end.

*Lisbon Declaration on Youth Policies and Programmes.* (World Conference of Ministers Responsible for Youth, 1998). Available online at: [www.un.org/esa/socdev/unyin/library/portugal.pdf](http://www.un.org/esa/socdev/unyin/library/portugal.pdf)

This declaration was adopted at the World Conference of Ministers Responsible for Youth, held

at Lisbon, Portugal, August 8–12, 1998. It notes the various challenges facing youth and international charters that concern them, such as those on the environment, the rights of the child and human rights. Recognizing that the primary responsibility for youth lies at the national level, the ministers responsible for youth commit to national level policies on youth, specifically concerning participation, development, peace, education, employment, health and substance abuse. Participation is defined as including decision making, participation in the political process and in associative life, giving young people a voice and fighting youth marginalization.

Pais, M. (n.d.). *Children's Participation and the Convention on the Rights of the Child*. (working paper). New York, NY: UNICEF.

This paper outlines the background of the Convention on the Rights of the Child, explains the concepts it enshrines and their implications, and offers some examples of the kinds of child participation envisioned by the Convention.

United Nations. (1996). "United Nations World Programme of Action for Youth to the Year 2000 and Beyond." *UN Youth Information Bulletin*, 1(89).

The bulletin recognizes that young people in all countries are both a major human resource for development and key agents for social change, economic development and technological innovation. It also identifies ten priority areas for action aimed at improving the situation and well being of youth, among which is the "full and effective participation of youth in the life of society and in decision making." It proposes action including the establishment of a Youth Forum to enhance youth involvement in the decision making processes of the United Nations system.

## KEY RESOURCES

### *About this Guide to Key National Organizations*

As indicated at the start of this publication, the organizations featured in the pages that follow are only a small subset of those promoting youth action around the country. Included here are national organizations for whom youth action and engagement are major organizational priorities.

Each entry begins with a brief description of the organization's mission and strategies. In most cases, this text is drawn directly from that organization's promotional materials and Web site, as those words best capture their work and goals.

Along with this basic information about mission and areas of work, we have attempted to locate each organization within some basic organizing frames. An organization's *focus* suggests what issue it aims to impact by involving young people, capturing the setting each organization takes as its entry point. The *strategy* category is an attempt to identify what sorts of youth action the organization focuses on: does it support young people in decision making and governance roles? Do young people become policy advocates through its efforts? Finally, by *organizational roles*, we mean the kind of work the organization takes on related to youth action — advocating for policies that help young people get engaged, providing publications and resources, etc. These ways of describing organizations have arisen out of work with youth action organizations over the last decade. We recognize that they do not do full justice to the complex and powerful theories of change in which many of these organizations root their work, or to the variety of ways in which these organizations support youth action. But we hope that these categories provide a quick glance at each organization's work.

## Activism 2000 Project

The Activism 2000 Project is a democracy dropout prevention clearinghouse encouraging maximum youth participation. The national clearinghouse provides youth with free advice; convinces community, business and government leaders that young people must no longer be shut out of the decision making process; promotes youth infusion on advisory councils, citizen task forces, adult coalitions, school boards, etc.; assists public and nonprofit agencies on working as partners with young people from diverse backgrounds; and acts as a network, connecting like-minded individuals who are tackling similar issues and providing them with information about people, organizations and projects in the United States or abroad that might be able to help.

### Contact:

PO Box E  
 Kensington, MD 20895  
 Phone: 800.KID.POWER  
 Email: info@youthactivism.com  
 Web: www.youthactivism.com

FOCUS	
<input checked="" type="checkbox"/> School	<input checked="" type="checkbox"/> Community
<input checked="" type="checkbox"/> Civic	<input checked="" type="checkbox"/> Issue/Cause
<input type="checkbox"/> Institution	<input type="checkbox"/> Youth
STRATEGY	
<input checked="" type="checkbox"/> Governance	<input checked="" type="checkbox"/> Organizing
<input type="checkbox"/> Entrepreneurship	<input checked="" type="checkbox"/> Leadership
<input type="checkbox"/> Service	<input type="checkbox"/> Philanthropy
<input checked="" type="checkbox"/> Advocacy	
ORGANIZATIONAL ROLES	
<input type="checkbox"/> Program Models	<input type="checkbox"/> Communications/Media
<input checked="" type="checkbox"/> Policy	<input type="checkbox"/> Funder/Re-granting
<input type="checkbox"/> University Dept./Center	<input type="checkbox"/> Grassroots
<input checked="" type="checkbox"/> Publication Development	<input checked="" type="checkbox"/> Information Clearinghouse
<input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Membership/Network
<input type="checkbox"/> Research/Evaluation	<input type="checkbox"/> Government
<input type="checkbox"/> Opportunity Provider	<input checked="" type="checkbox"/> Training/Capacity Building

## Alliance for Justice

The Alliance for Justice is a national association of environmental, civil rights, mental health, women's, children's and consumer advocacy organizations. Through its Co/Motion Project, AFJ helps organizations build their capacity to foster youth leadership in the design, implementation and evaluation of action strategies addressing community problems. Co/Motion does this by partnering with youth-led and youth-serving organizations, national service and service learning programs, schools and other national and community-based organizations, to provide training to young adults (ages 15 to 25) in advocacy and organizing skills. Co/Motion also provides ongoing support and technical assistance to help youth design projects to address community problems.

### Contact:

Co/Motion  
 11 Dupont Circle, NW, 2nd Floor  
 Washington, DC 20036  
 Phone: 202.822.6070  
 Fax: 202.822.6078  
 Email: comotion@afj.org  
 Web: www.afj.org

FOCUS	
<input type="checkbox"/> School	<input checked="" type="checkbox"/> Community
<input type="checkbox"/> Civic	<input checked="" type="checkbox"/> Issue/Cause
<input type="checkbox"/> Institution	<input type="checkbox"/> Youth
STRATEGY	
<input type="checkbox"/> Governance	<input checked="" type="checkbox"/> Organizing
<input type="checkbox"/> Entrepreneurship	<input checked="" type="checkbox"/> Leadership
<input checked="" type="checkbox"/> Service	<input type="checkbox"/> Philanthropy
<input checked="" type="checkbox"/> Advocacy	
ORGANIZATIONAL ROLES	
<input type="checkbox"/> Program Models	<input type="checkbox"/> Communications/Media
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<input type="checkbox"/> Research/Evaluation	<input type="checkbox"/> Government
<input type="checkbox"/> Opportunity Provider	<input checked="" type="checkbox"/> Training/Capacity Building

## Center for Community Change

The Center for Community Change is committed to reducing poverty and rebuilding low-income communities. The Center provides on-site assistance to grassroots groups in a variety of areas, including organizing, outreach, fundraising and financial management. The Center also connects people to resources — helping community groups find financing for housing and employment projects; supporting groups that are working to launch businesses and create new jobs; helping low income people secure the training and transportation they need to get and keep good jobs; and assisting community groups that are building affordable housing. The Center has taken on youth action as a priority through its Lifting New Voices initiative, a national demonstration project working with youth organizing efforts in six states.

### Contact:

Lifting New Voices  
 1000 Wisconsin Avenue, NW  
 Washington, DC 20007  
 Phone: 202.342.0519  
 Fax: 202.333.5462  
 Web: [www.communitychange.org](http://www.communitychange.org)

FOCUS	
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## Center for Youth as Resources

The Center for Youth as Resources is the national and international umbrella organization for Youth as Resources (YAR). Local YAR programs, governed by boards composed of youth and adults, provide grants for youth-initiated, youth-led community projects. Through instructional materials, technical assistance and training conducted by experienced youth and adults, CYAR helps local YAR programs start, develop and expand.

### Contact:

Headquarters  
 1000 Connecticut Avenue, NW, 13th Floor  
 Washington, DC 20036  
 Phone: 202.261.4131  
 Email: [yar@ncpc.org](mailto:yar@ncpc.org)  
 Web: [www.yar.org](http://www.yar.org)

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## City Year

City Year seeks to put idealism to work by tapping the civic power of young people for an annual campaign of idealism. It does this work through programs in 13 state and city sites around the country, engaging young people in a year of service focused on a range of community issues. It also engages middle school-age young people in service through its Young Heroes program.

### Contact:

National Headquarters  
285 Columbus Avenue, 5th Floor  
Boston, MA 02116  
Phone: 617.927.2500  
Fax: 617.927.2510  
Web: [www.cityyear.org](http://www.cityyear.org)

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## Civic Practices Network

The Civic Practices Network (CPN) is dedicated to bringing practical tools for public problem solving into community and institutional settings across America. CPN's mission is to tell stories of civic innovation, share practical wisdom and exchange the most effective tools available. CPN brings together a diverse array of organizations and perspectives within the new citizenship movement. Youth and education — with a particular focus on youth civic engagement — is a major theme of CPN's work.

### Contact:

Center for Human Resources  
Heller Graduate School  
Brandeis University  
60 Turner St.  
Waltham, MA 02154  
Phone: 617.736.4890  
Fax: 617.736.4891  
Email: [cpn@tiac.net](mailto:cpn@tiac.net)  
Web: [www.cpn.org](http://www.cpn.org)

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## Do Something

Do Something is a nationwide network of young people who know they can make a difference in their communities and take action to change the world around them. As part of Do Something, young people are asked what they want to do to make things better and then given the resources and support to bring their unique vision to life. Do Something provides support to community organizations working to engage young people; works with schools to encourage and support youth action; and awards and profiles young people who have made a difference.

### Contact:

423 West 55th Street, 8th Floor  
 New York, NY 10019  
 Phone: 212.523.1175  
 Fax: 212.582.1307  
 Email: [mail@dosomething.org](mailto:mail@dosomething.org)  
 Web: [www.dosomething.org](http://www.dosomething.org)

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## Earth Force

Earth Force supports young people as they discover and implement solutions to environmental problems in their communities. Through Community Action and Problem Solving (CAPS), middle school youth discover and implement solutions to environmental issues in their community at eight sites around the country. Global Rivers Environmental Education Network (GREEN) helps young people protect the rivers, streams and other vital water resources in their communities by combining hands-on, scientific learning with civic action. Earth Force After School is a new program that provides educators with the tools to implement environmental education and civic action in after-school programs.

### Contact:

1908 Mount Vernon Avenue, 2nd Floor  
 Alexandria, VA 22301  
 Phone: 703.299.9400  
 Fax: 703.299.9485  
 Email: [earthforce@earthforce.org](mailto:earthforce@earthforce.org)  
 Web: [www.earthforce.org](http://www.earthforce.org)

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## *The Forum for Youth Investment*

The Forum for Youth Investment works to increase the quality and quantity of youth investment and youth involvement by building connections, strengthening capacity and tackling persistent challenges facing the range of national organizations that focus on young people. The Forum's youth action work focuses on all three of these tasks — building connections both among youth involvement organizations and between youth involvement and youth investment organizations; building the capacity of these organizations through documentation, infusing international lessons and quick turnaround supports; and tackling persistent challenges (building infrastructure and intermediaries, framing diverse strategies for engaging young people, etc.) in partnership with these organizations. The Forum has developed a number of publications related to youth action and the links between youth development and community development.

### **Contact:**

7014 Westmoreland Avenue  
Takoma Park, MD 20912  
Phone: 301.270.6250  
Fax: 301.270.7144  
Email: youth@iyfus.org  
Web: www.forumforyouthinvestment.org

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## *Global Youth Action Network*

The Global Youth Action Network is an international collaboration among youth and youth-serving organizations to share information, resources and solutions. Its purpose is to promote greater youth engagement. GYAN offers an online resource database; gives awards to engaged young people; coordinates Global Youth Service Day; and plays a variety of convening and support roles to young people.

### **Contact:**

211 E. 43rd Street, Suite 905  
New York, NY 10017  
Phone: 212.661.6111  
Fax: 212.661.1933  
Email: gyan@youthlink.org  
Web: www.youthlink.org

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## *Innovation Center for Community and Youth Development*

The Innovation Center for Community and Youth Development seeks to foster and strengthen the best thinking and practice in the field, working through a network of youth and adult staff and partners to seek, test and promote innovative concepts and practices, providing cutting edge tools for youth workers in diverse settings. The Innovation Center's work focuses on youth development and community development; youth governance and decision making; youth, technology and community; youth engagement and evaluation; and youth development and civic activism. The Innovation Center is a project of the Tides Center.

### *Contact:*

7100 Connecticut Avenue  
 Chevy Chase, MD 20815-4999  
 Phone: 301.961.2837  
 Fax: 301.961.2831  
 Email: [info@theinnovationcenter.org](mailto:info@theinnovationcenter.org)  
 Web: [www.theinnovationcenter.org](http://www.theinnovationcenter.org)

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## *Local Initiative Support Training and Education Network*

Local Initiative Support Training and Education Network (LISTEN) was founded as a response to our nation's failure to recognize and invest in an emerging generation of indigenous leaders, especially in poor urban communities of color. To reverse this situation, and to engage young people in rebuilding poor communities, LISTEN employs a variety of strategies: talent-scouting of local youth leaders; researching and writing; strengthening urban youth networks and relationships; training youth workers; convening young people and leaders of color; connecting urban youth with opportunities; building on the capacities and skills of urban youth through intensive training, coaching and technical assistance; and incubating innovative programs and strategies.

### *Contact:*

1436 U Street, NW, Suite 201  
 Washington, DC 20009  
 Phone: 202.483.4494  
 Fax: 202.483.1390  
 Email: [info@lisn.org](mailto:info@lisn.org)  
 Web: [www.lisn.org](http://www.lisn.org)

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## National Community Building Network

The National Community Building Network is a national network that serves as hub for brokering information and connections among community builders. NCBN hosts national and regional convenings of community builders, provides community-building information resources, focuses on key issues that affect community building, and engages in strategic partnerships with other organizations and networks focused on reducing poverty and increasing social and economic opportunities. NCBN has taken on work related to youth action in a number of ways — as a theme at conferences and online discussion, by profiling community-building efforts that involve young people as leaders, etc.

### Contact:

1624 Franklin Street, Suite 1000  
Oakland, CA 94612  
Phone: 510.663.6226  
Fax: 510.663.6222  
Email: [network@ncbn.org](mailto:network@ncbn.org)  
Web: [www.ncbn.org](http://www.ncbn.org)

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## National Network for Youth

The National Network for Youth works with its more than 700 direct members to ensure that young people can be safe and lead healthy and productive lives by informing public policy, educating the public and strengthening the field of youth work. The National Network has embraced a Community Youth Development approach that both brings the community's full resources to bear in supporting young people, and emphasizes that young people are resources and partners in building healthy communities.

### Contact:

1319 F Street, NW, Suite 401  
Washington, DC 20004  
Phone: 202.783.7949  
Fax: 202.783.7955  
Email: [mail@nn4youth.org](mailto:mail@nn4youth.org)  
Web: [www.nn4youth.org](http://www.nn4youth.org)

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## National Youth Leadership Council

The National Youth Leadership Council is a national advocate of service learning and national service. NYLC’s mission is to build vital, just communities with young people through service learning. NYLC convenes the national service learning field through its annual conference; assists in the renewal and reform of elementary, secondary, community and higher education; advocates for progressive youth, educational and national service policies; develops service learning and leadership curricula; provides training and technical assistance; and seeks to engage individuals from diverse backgrounds and perspectives.

### Contact:

1667 Snelling Avenue North  
 St. Paul, MN 55108  
 Phone: 651.631.3672  
 Fax: 651.631.2955  
 Email: nylcinfo@nylc.org  
 Web: www.nylc.org

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## Points of Light Foundation

The Points of Light Foundation’s mission is to engage more people more effectively in volunteer community service to help solve serious social problems. While Points of Light focuses on service and volunteerism broadly, young people are a major focus of their work — as Daily Points of Light and recipients of other awards; through training, technical assistance and resource development; and through its work with affiliated volunteer centers around the country.

### Contact:

Youth Outreach  
 1400 I Street, NW, Suite 800  
 Washington, DC 20005  
 Phone: 202.729.8000  
 Fax: 202.729.8100  
 Email: info@pointsoflight.org  
 Web: www.pointsoflight.org

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## What Kids Can Do

What Kids Can Do documents the value of young people working with teachers and other adults on projects that combine powerful learning with public purpose for an audience of educators, policy makers, journalists, community members and students. WKCD puts youth voices and efforts at the forefront of the work it produces, on the Web and in print anthologies of work by and about students.

### Contact:

PO Box 603252  
 Providence, RI 02906  
 Phone/Fax: 401.247.7665  
 Email: [info@whatkidscando.org](mailto:info@whatkidscando.org)  
 Web: [www.whatkidscando.org](http://www.whatkidscando.org)

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## Youth Leadership Institute

Youth Leadership Institute is a community-based institute that works with young people, youth practitioners and the systems that impact them in order to build communities that respect, honor and support youth. YLI is composed of two parts: a national Training Institute and Community-Based Programs that serve as local “learning laboratories.” YLI has three areas of expertise and emphasis: youth philanthropy, youth-in-governance and linking prevention and youth development.

### Contact:

870 Market Street, Suite 708  
 San Francisco, CA 94102  
 Phone: 415.397.2256  
 Fax: 415.397.6674  
 Email: [info@yli.org](mailto:info@yli.org)  
 Web: [www.yli.org](http://www.yli.org)

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<input checked="" type="checkbox"/> Publication Development	<input type="checkbox"/> Information Clearinghouse
<input type="checkbox"/> Advocacy	<input type="checkbox"/> Membership/Network
<input checked="" type="checkbox"/> Research/Evaluation	<input type="checkbox"/> Government
<input checked="" type="checkbox"/> Opportunity Provider	<input checked="" type="checkbox"/> Training/Capacity Building

## Youth on Board

Youth on Board is committed to 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 on Board focuses on both skills and relationship-building as it works to create meaningful roles for young people in communities and pioneer permanent change in how society views young people.

### Contact:

58 Day Street, 3rd Floor  
 PO Box 440322  
 Somerville, MA 02144  
 Phone: 617.623.9900 x1242  
 Fax: 617.623.4359  
 E-mail: [YouthonBoard@aol.com](mailto:YouthonBoard@aol.com)  
 Web: [www.youthonboard.org](http://www.youthonboard.org)

FOCUS	
<input checked="" type="checkbox"/> School	<input type="checkbox"/> Community
<input type="checkbox"/> Civic	<input type="checkbox"/> Issue/Cause
<input checked="" type="checkbox"/> Institution	<input type="checkbox"/> Youth
STRATEGY	
<input checked="" type="checkbox"/> Governance	<input type="checkbox"/> Organizing
<input type="checkbox"/> Entrepreneurship	<input checked="" type="checkbox"/> Leadership
<input type="checkbox"/> Service	<input type="checkbox"/> Philanthropy
<input type="checkbox"/> Advocacy	
ORGANIZATIONAL ROLES	
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<input type="checkbox"/> Policy	<input type="checkbox"/> Funder/Re-granting
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<input type="checkbox"/> Opportunity Provider	<input checked="" type="checkbox"/> Training/Capacity Building

## Youth Service America

Youth Service America is a resource center and alliance of more than 200 organizations committed to increasing the quantity and quality of opportunities for young Americans to serve locally, nationally or globally. YSA's mission is to strengthen the effectiveness, sustainability and scale of the youth service movement. YSA operates the ServeNet Web site, coordinates National Youth Service Day, and conducts projects on issues related to youth as decision makers, youth civic action and youth entrepreneurship.

### Contact:

1101 15th Street, Suite 200  
 Washington, DC 20005  
 Phone: 202.296.2992  
 Fax: 202.296.4030  
 Email: [info@ysa.org](mailto:info@ysa.org)  
 Web: [www.ysa.org](http://www.ysa.org)

FOCUS	
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STRATEGY	
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<input type="checkbox"/> Research/Evaluation	<input type="checkbox"/> Government
<input type="checkbox"/> Opportunity Provider	<input checked="" type="checkbox"/> Training/Capacity Building

## YouthBuild

YouthBuild is a comprehensive youth and community development program as well as an alternative school. YouthBuild, designed to run on a 12-month cycle, offers job training, education, counseling and leadership development opportunities to unemployed and out-of-school young adults, ages 16–24, through the construction and rehabilitation of affordable housing in their own communities. YouthBuild USA is the national nonprofit support center and intermediary for the YouthBuild movement. It is also the home of the YouthBuild Coalition and the YouthBuild USA Affiliated Network. Its mission is to create and sustain a broad-based national movement in support of policies and programs that enable young people to assume leadership in order to rebuild their communities and lead responsible lives.

### Contact:

58 Day Street  
PO Box 440322  
Somerville, MA 02144  
Phone: 617.623.9900  
Fax: 617.623.4331  
Web: [www.youthbuild.org](http://www.youthbuild.org)

FOCUS	
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<input type="checkbox"/> Research/Evaluation	<input type="checkbox"/> Government
<input checked="" type="checkbox"/> Opportunity Provider	<input checked="" type="checkbox"/> Training/Capacity Building

## Youth Venture

Youth Venture empowers young people to create and launch their own enterprises, and through these enterprises, to take greater responsibility for their lives and communities. Youth Venture strives to reach and support any young person nationwide who has a dream about how to make a difference and the commitment to make it happen. Youth Venture works directly with interested young people through its Virtual Ventrurer program, and also builds partnerships with local, regional and national youth-serving organizations to help them support youth in their creative endeavors.

### Contact:

1700 N. Moore Street, Suite 2000  
Arlington, VA 22209  
Phone: 703.527.4126  
Fax: 703.527.8383  
Email: [youthventure@ashoka.org](mailto:youthventure@ashoka.org)  
Web: [www.youthventure.org](http://www.youthventure.org)

FOCUS	
<input type="checkbox"/> School	<input checked="" type="checkbox"/> Community
<input type="checkbox"/> Civic	<input type="checkbox"/> Issue/Cause
<input type="checkbox"/> Institution	<input type="checkbox"/> Youth
STRATEGY	
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