

## TOOLBOX # 3: PROGRAM PLANNING

<b>3.1</b>	<b>Title</b>	<b>Alternatives for At-Risk and Out-of-School Youth</b>
	<b>Author / Distributor</b>	The National Collaboration for Youth
	<b>Web site</b>	<a href="http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1399">http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1399</a>
	<b>How to get it</b>	Available free in PDF format in the ERIC database at <a href="http://www.eric.ed.gov">http://www.eric.ed.gov</a> . Search for document by ERIC # ED482327
	<b>Language</b>	English
	<b>Content</b>	“This brief document (7 pages) describes 8 features of effective alternative programming for youth: (1) caring, knowledgeable adults; (2) a sense of community; (3) an assets approach; (4) respect for youth; (5) high expectations for academic achievement and responsible behavior; (6) holistic, comprehensive, multidimensional developmental curriculum; (7) authentic, engaging learning that connects school and work; and (8) support and long-term follow up services, and provides examples of alternative youth programs.” [Web site description]
<b>3.2</b>	<b>Title</b>	<b>Growing Healthy Canadians: A Framework for Positive Child Development - Transition 4, Coming of Age in Canada: Adolescents Who Make a Healthy Transition to Adulthood Are...</b>
	<b>Author / Distributor</b>	Alder Group
	<b>Web site</b>	<a href="http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1659">http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1659</a>
	<b>How to get it</b>	Free download
	<b>Language</b>	English
	<b>Content</b>	Provides brief descriptions of factors that influence the transition to adulthood. Identifies concrete ways that families, schools, communities, businesses, and governments can help young people successfully transition to adulthood.
<b>3.3</b>	<b>Title</b>	<b>Keys to Quality Youth Development</b>
	<b>Author / Distributor</b>	University of Minnesota Extension Service
	<b>Web site</b>	<a href="http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4575">http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4575</a>
	<b>How to get it</b>	Free Web resource, or printed versions available for \$3.00
	<b>Language</b>	English

	<b>Content</b>	Described as a “working tool” or “planning guide,” this is a flexible application of eight key principles for working with youth. Each key (such as “Youth feel physically and emotionally safe”) is presented in the same simple format: premise; building a foundation; selecting outcomes; identifying practices; a case example; things to think about; words of wisdom; questions for youth.
<b>3.4</b>	<b>Title</b>	<b>Making a Difference in the Lives of Youth</b>
	<b>Author / Distributor</b>	The National Collaboration for Youth
	<b>Web site</b>	<a href="http://www.nassembly.org/nydic/programming/newideas/MakingaDifferenceintheLivesofYouth.htm">http://www.nassembly.org/nydic/programming/newideas/MakingaDifferenceintheLivesofYouth.htm</a>
	<b>How to get it</b>	Entire Web site is a resource
	<b>Language</b>	English
	<b>Content</b>	The Web site is divided into a youth development library, sections on funding; staffing and training; programming; research, evaluation and statistics; and policy and advocacy. The Web site also provides ten case studies of programs that are making a difference in the lives of youth. “The intent is not to present an exhaustive collection of programs, but rather to illustrate the scope and impact of programming being offered by NCY member organizations and their partners in local communities throughout the nation.” [Web site description]
<b>3.5</b>	<b>Title</b>	<b>Practice Matters: Creating Successful Programs for Immigrant Youth</b>
	<b>Author / Distributor</b>	ACT for Youth, Upstate [NY] Center of Excellence (December 2004)
	<b>Web site</b>	<a href="http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4576">http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4576</a>
	<b>How to get it</b>	Free download
	<b>Language</b>	English
	<b>Content</b>	Four-page newsletter with practical advice for developing programs for newcomer youth; addresses assets for immigrant youth and program strategies for working with youth, their parents and their schools.
<b>3.6</b>	<b>Title</b>	<b>Service-Learning Diversity/Equity Project Research Report Executive Summary (April 2003)</b>
	<b>Author / Distributor</b>	National Youth Leadership Council
	<b>Web site</b>	<a href="http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2887">http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2887</a>
	<b>How to get it</b>	Free download

	<b>Language</b>	English
	<b>Content</b>	“A user-friendly overview of the diversity-related issues facing the service-learning movement. Specific findings center on: mission and culture of the field, missionary ideology, service across cultures, and community-driven partnerships. Report raises many issues and is intended to be a catalyst for change.” [Web site description]
<b>3.7</b>	<b>Title</b>	<b>Wealth of All Nations: Identification of Strategies to Assist Refugee Young People in Transition to Independence</b>
	<b>Author / Distributor</b>	Louise Coventry, Carmel Guerra, David Mackenzie and Sarah Pinkney for the National Youth Affairs Research Scheme; Tasmania, Australia (2002)
	<b>Web site</b>	<a href="http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1661">http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1661</a>
	<b>How to get it</b>	Free download
	<b>Language</b>	English
	<b>Content</b>	This 135-page report details the needs of Australia’s young refugees as they prepare to become productive adult members of society. It includes examples of good practice and poignant quotes from refugee youth themselves. Although the setting is Australia, chapter 4 on “Needs in Context” and chapter 6 on “Good Practice” are relevant to U.S. practice as well.