

TOOLBOX # 4: PROGRAM DESIGN

1) LEADERSHIP / EMPOWERMENT

4.1.1	Title	A Guide for Engaging Youth in Leadership and Decision-Making in Service-Learning Programs
	Author / Distributor	Corporation for National Service
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4577
	How to get it	Free download
	Language	English
	Content	“The purpose of this guide is to provide service-learning practitioners, including Learn and Serve America programs (School and Community-Based) with basic information on youth voice—how to engage youth in leadership and decision making in programs. This guide highlights what youth voice is, why it is important and models of youth voice that have been implemented by service-learning practitioners. The guide is meant to be a catalyst – to assist programs in engaging youth leadership and decision-making more effectively.” [Web site description]
4.1.2	Title	Girl Scouts
	Author / Distributor	Girl Scouts of the USA
	Web site	http://www.girlscouts.org/ Spanish site: http://www.girlscouts.org/espanol/
	How to get it	Entire Web site is a resource
	Language	English and Spanish
	Content	“Girl Scouts of the USA is the world’s preeminent organization dedicated solely to girls—all girls—where, in an accepting and nurturing environment, girls build character and skills for success in the real world.” [Web site description]
4.1.3	Title	Hmong Women’s Circle
	Author / Distributor	Hmong National Development
	Web site	http://www.hndinc.org and http://www.girlscoutsv.org For more information, contact Amee Xiong at amee.xiong@girlscoutsv.org
	How to get it	Curriculum is available for order from Hmong National Development

		(202.797.9105). Participating agencies must become program partners with HND; the fee is \$12,000 for the first year of replication and \$5,000 in subsequent years; program partners are given joint ownership of the curriculum, training and technical assistance from HND.
	Language	English
	Content	“Hmong Women’s Circle (HWC) is a character-building program that uses an inside-out model to address the needs, concerns, and talents of Hmong female adolescents. HWC celebrates the Hmong heritage and traditions by building personal leadership skills, and empowering Hmong women to be healthy, educated, and engaged in their communities.” [GSSCV Web site description]
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4.1.4	Title	Inclusive Recreation Model for Immigrant and Refugee Youth
	Author / Distributor	Ontario Council of Agencies Serving Immigrants
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2056
	How to get it	The full report, provisional model and an abridged version of the model are available for free download
	Language	English
	Content	“Summarizes findings from a literature review on the subject of participation of immigrant and refugee youth in recreation, sport, and leisure. It details, more comprehensively than has been done in the past, the myriad challenges faced by service providers and prospective youth recreation participants. In addition, the report analyzes the benefits of, and gives recommendations for sport, recreation, and leisure programs.” [Web site description]
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4.1.5	Title	Institute for Youth Education & Families: Action Kits
	Author / Distributor	National League of Cities
	Web site	http://www.nlc.org/iyef/publications_resources/actionkits.aspx
	How to get it	Free download
	Language	English
	Content	These kits feature a wide-ranging menu of opportunities for municipal leadership based on the latest research and best practices from across the nation. Action Kits are available on a range of topics including: <ul style="list-style-type: none"> • Promoting Youth Participation • Expanding Afterschool Opportunities • Reengaging Disconnected Youth
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4.1.6	Title	Involving Young People: Documenting Youth Participation Strategies for Newly-Arrived Communities
	Author / Distributor	Centre for Multicultural Youth Issues; Victoria AUSTRALIA (October 2001)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2888
	How to get it	Free download
	Language	English
	Content	This 24-page “Best Practice Model” examines approaches and barriers to participation by refugee and immigrant youth. The report includes: principles of youth participation, definitions and descriptions of specific program methods, and best practice models.
4.1.7	Title	Outdoor Centers and Camps: A 'Natural' Location for Youth Leadership Development
	Author / Distributor	ERIC Clearinghouse on Rural Education and Small Schools Las Cruces
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4578
	How to get it	Free Web resource
	Language	English
	Content	“With interest growing in positive youth development, a demand has been created for leadership training to prepare youth for expanded community roles. Camps and outdoor programs are well positioned to play an increasingly important part in offering youth leadership programs appropriate to this newfound interest area. This digest offers a framework for designing programs which utilize an outdoor setting as a ‘leadership classroom.’” [Web site description]
4.1.8	Title	Study Circles Resource Center: Youth Issues
	Author / Distributor	The Paul J. Aicher Foundation
	Web site	http://www.everyday-democracy.org/en/index.aspx
	How to get it	Free Web resource
	Language	Discussion guides available in English and Spanish
	Content	This Web site is designed to “help communities develop their own ability to solve problems by bringing lots of people together in dialogue across divides of race, income, age, and political viewpoints.” [Web site description] Resources on, “Youth Voices: Engaging Young People in Dialogue and Problem Solving” are available at:

		<p>http://www.studycircles.org/en/Issue.5.aspx There are also resources to guide dialogue about immigration: http://www.studycircles.org/en/Issue.7.aspx</p> <p>In addition, the Aicher Foundation collaborated with www.tolerance.org (a project of the Southern Poverty Law Center) to create “Mix it up” age-appropriate youth activity packs to help students “identify, question and cross social boundaries within their schools and communities.” Available at: http://www.tolerance.org/teens/?source=redirect&url=mixitup</p>
4.1.9	Title	Targeted Outreach: Boys & Girls Clubs of America's Approach to Gang Prevention and Intervention
	Author / Distributor	Public/Private Ventures
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1374
	How to get it	Free download
	Language	English
	Content	“This study evaluated the effectiveness of the Gang Prevention Through Targeted Outreach (GPTTO) and Gang Intervention Through Targeted Outreach (GITTO) initiatives of the Boys & Girls Clubs of America. The study examined whether the clubs were attracting youth at high risk of gang involvement, whether clubs could keep GPTTO and GITTO youth participating in the club or program, whether GITTO and GPTTO youth were receiving positive supports through participation in the club, and whether participation had positive effects on the lives of GPTTO and GITTO youth.” [Web site description]
4.1.10	Title	YES! Youth Empowerment Strategies
	Author / Distributor	National Clearinghouse for Families and Youth
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2065
	How to get it	Free Web resource
	Language	English
	Content	Offers the following Yes! Youth Empowerment Strategies: <ul style="list-style-type: none"> • Working with Youth who have Developmental Disabilities • Working with Youth who have Mental Health Problems • Working with Youth Who Are at Risk of Gang Activity

2) AFTERSCHOOL

4.2.1	Title	Bridging Cultures with Classroom Strategies
	Author / Distributor	Carrie Rothstein-Fisch, Patricia M. Greenfield and Elise Trumbull in <i>Educational Leadership</i> (Volume 56, April 1999)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1257
	How to get it	This resource is available free in HTML format on the Web in the archives of the journal at the Web site above.
	Language	English
	Content	“Collectivism, stressing family members’ interdependence, is common to Latino cultures. In contrast, schools foster independence and individual achievement. To help teachers understand assumptions underlying these different values, the authors developed the ‘Bridging Cultures Project’ as a research-based professional-development program. Science education applications are described.” [Web site description]

4.2.2	Title	Getting it Right: Strategies for After-School Success
	Author / Distributor	Public/Private Ventures (2005)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4579
	How to get it	Free download
	Language	English
	Content	“This report synthesizes the last 10 years of findings from P/PV’s and other researchers’ work to address one of the most demanding challenges facing today’s after-school programs—how to create and manage programs that stand the best chance of producing specific, policy-relevant outcomes. It examines recruitment strategies that attract young people to activities, the qualities that make activities engaging and motivate participants to attend regularly, and the infrastructure—staffing, management and monitoring—needed to support such activities. The report’s final chapter explores the fiscal realities of after-school programming, considering how administrators might stretch existing dollars to enhance services.” [Web site description]

4.2.3	Title	How Afterschool Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement
	Author / Distributor	Georgia Hall, Nicole Yohalem, Joel Tolman, Alicia Wilson; National Institute on Out of School time (2003)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1135
	How to get it	Free download
	Language	English
	Content	“This report provides: (1) a review of learning theories; (2) explains the features and rationale of the positive youth development approach; (3) provides local and national examples of programs utilizing positive youth development strategies to support youth development and academic achievement; (4) articulates the particular challenges facing Boston in its efforts to build the capacity of after-school programs to promote positive youth development; and (5) offers both short-term and long-term recommendations regarding local actions and policy activities.” [Report excerpt]
4.2.4	Title	Out of School Time Opportunities for Immigrant Youth
	Author / Distributor	Erin Harris, in <i>The Evaluation Exchange</i> , Volume X, Number 1, Spring 2004, p. 12.
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4580
	How to get it	Free download
	Language	English
	Content	One-page article with succinct suggestions and examples of developing extracurricular activities to serve immigrant youth.
4.2.5	Title	What Works in Instruction of Students with Interrupted Formal Education
	Author / Distributor	Challenges and Opportunities in Educating Refugee Children Conference (2004)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4581
	How to get it	Free download
	Language	English
	Content	One page list of 20 suggestions in educating refugee children.

3) MENTORING

4.3.1	Title	Mentoring as a Tool for Positive Youth Development
	Author / Distributor	National Clearinghouse for Families and Youth
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4582
	How to get it	Free Web resource
	Language	English
	Content	Includes sections on the key components of a successful mentoring program and what makes a successful mentor/mentee match; provides questionnaires to rate your mentoring program.
4.3.2	Title	Mentoring Program Development: A Start-up Toolkit
	Author / Distributor	Mark Fulop, M.A., M.P.H for The National Mentoring Center of the Northwest Regional Educational Laboratory (2003)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4583
	How to get it	Free download
	Language	English
	Content	A concise 9-page plan for starting a youth mentoring program, addressing: developing your plan; implementing a mentoring program; and collaborating with other youth service providers.
4.3.3	Title	Same Race and Cross Race Matching
	Author / Distributor	Jucovy, Linda; Public/Private Ventures (P/PV)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1052
	How to get it	Free download
	Language	English
	Content	“Provides guidance to mentoring program administrators and staff on the complex issue of same-race and cross-race matching of mentors and youth. Mentoring practitioners get information about: (1) the arguments in support of same-race matching vs. those in support of cross-race matching; (2) program practices that address mentor-youth matching, including the range of matching criteria besides race, community acceptance of or opposition to cross-race matching, and procedures for monitoring and supporting matches; and (3) suggested approaches for training mentors to understand diversity and respect values that are different from their own.” [BRYCS abstract]

4) EMPLOYMENT

4.4.1	Title	Refugee Youth Employment
	Author / Distributor	RefugeeWorks: The National Center for Refugee Employment and Self-Sufficiency
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0063
	How to get it	Free download from the BRYCS clearinghouse
	Language	English
	Content	“This manual borrows from both the refugee services and the mainstream youth services networks to bring readers the widest array of program models. Together the programs demonstrate the rich dynamics of workings with youth and celebrate the successes achieved by refugee youth and participants.” [BRYCS abstract]
4.4.2	Title	Where and When Is Your Teen Allowed to Work
	Author / Distributor	U.S. Department of Labor
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4584
	How to get it	Free download
	Language	English & Chinese
	Content	A one-page fact sheet about the type of work teens can legally perform.