

TOOLBOX #8: “PROMISING PRACTICES” IN POSITIVE YOUTH DEVELOPMENT PROGRAMMING FOR REFUGEES AND IMMIGRANTS

BRYCS’ Promising Practices Initiative

Based on many years of programming experience, input from the field, and a review of the literature, BRYCS has developed the following criteria for “promising practices” in services to refugee children, youth, and their families. *Please note that every program is not expected to meet all the criteria listed or to meet individual criteria to the same degree.* The refugee youth services field is still developing, and documenting “what works” is essential to this growth. The purpose of this section is to provide examples of successful efforts and “lessons learned,” stimulate ideas for adaptation to other contexts, and to provide guidance regarding good practice, ultimately supporting the development of the field.

“Promising Practices” criteria:

- Responds directly to identified refugee youth needs in innovative, creative ways
- Engages community leadership, fosters their support of the program
- Supports family relationships, such as by involving parents, family members in program activities
- Bridges U.S. and refugee cultures, promoting a positive ethnic identity in youth
- Hires bilingual, bicultural staff from the local community
- Uses a Positive Youth Development, strengths-based approach
- Uses evidence-based interventions
- Fosters partnerships/collaborations with other community organizations and service systems
- Integrates evaluation into the program cycle, using scientifically-based and culturally appropriate methods, demonstrating effectiveness of program
- Produces materials, documentation that can be shared with others

8.1	Program	ACC After-School Program
	Administering Organization	<p><u>Name:</u> Arab American and Chaldean (ACC) Youth Programs & Services</p> <p><u>Website:</u> http://www.myacc.org/programs/youth-services/</p> <p><u>Location:</u> Detroit, MI</p> <p><u>Contact:</u> Shaneen Jones-Sabra, Youth Programs Coordinator, (313) 369-3103</p>
	Program Description	<p><u>Purpose:</u> The ACC After-School Program is aimed at improving the health and safety of area children by mobilizing resources and community participation for better alternatives to live, play, learn and grow into productive members of society.</p> <p><u>Design:</u> Program design is based on a needs assessment and analysis gap. Programming runs Monday through Friday from 3:30-8:00pm and Saturdays from 10am-4pm, offering youth a variety of components and services to assist them in developing necessary skills to make healthy decisions and become responsible young adults. Components of the program include homework assistance, academic tutoring, computer skills training, leadership training, recreational activities, anger management, substance abuse prevention, violence prevention, conflict resolution and health education promotion.</p> <p><u>Resource Materials:</u> The ACC After-School Program utilizes several different curricula: “1 World 1 Team” created by the NFL and the “Life Skills Training Curriculum”, along with other curricula on risk reduction: the “Changing Scenes”; the “Michigan Model” and “Project Alert”.</p> <p><u>Evaluation:</u> Client satisfaction surveys are taken by youth participants and their parents; we also administer pre- and post- evaluations for participants with specific learning objectives. Focus groups (these include community members) and an advisory group comprised of youth, parents and staff members provide feedback and information, and we also administer randomized exit interviews to participants.</p> <p><u>Length and Size of Operation:</u> Operating since 1999; serves 280 Detroit youth (refugee, immigrant and local).</p>
	Resource Requirements	<p><u>Budget / Funding:</u> Our primary source of funding comes from the Wayne County Department of Children & Family Services for the Prevention Action Service Systems Program (PASS), and the Skillman Foundation.</p> <p><u>Staffing:</u> ACC Youth Center currently have 4 full time staff, 7 full time community volunteers, and 3 part time volunteers from Wayne State University</p> <p><u>Collaborations:</u> This is a natural extension of ACC’s collaboration with other agencies including the Detroit Police Department 11th Precinct, Detroit Public Schools, Oakland and Macomb County Schools, United Way, Youth Sports & Recreation Committee and area youth organizations.</p>
	Additional Information	<p>Wednesday’s are designated as “Girls Only” day. Programs were identified and specially designed for young ladies.</p>

8.2	Program	Arise
	Administering Organization	<p><u>Name:</u> South Asian Youth Action (SAYA!)</p> <p><u>Website:</u> www.saya.org</p> <p><u>Location:</u> Elmhurst, NY</p> <p><u>Contact:</u> Wida Amir, Program Director, wida@saya.org, (718) 651-3484</p>
	Program Description	<p><u>Purpose:</u> To encourage young people to learn about issues in their own neighborhoods and seek solutions by organizing and discussing civic problems with peers.</p> <p><u>Design:</u> A co-ed leadership and organizational program for young people ages 13 to 19 to learn about the issues that are important to them and their community. Students meet for two hours, two times per week, from October through May, learning about local politics and community organizing in the Fall and choosing a project for action in the Spring. In 2006, students organized an art exhibit at the Queens Museum of Art on “Immigration and Home.”</p> <p><u>Resource Materials:</u> Varies from session to session, depending on interests of the youth involved.</p> <p><u>Evaluation:</u> Staff complete a youth intake form for each participant and conduct two youth surveys per year.</p> <p><u>Length and Size of Operation:</u> Operating since 1997; approximately 15 students participate per year.</p>
	Resource Requirements	<p><u>Budget / Funding:</u> Program budget is around \$70,000. Funders include Lily Auchincloss; New York Community Trust; New York Foundation; Pinkerton Foundation and New York City Department of Youth and Community Development.</p> <p><u>Staffing:</u> One full-time program coordinator; one dedicated volunteer and one youth leader.</p> <p><u>Collaborations:</u> Partners for After School Education (PASE); Asian American Legal Defense Fund (AALDF); Project Reach; other collaborators vary according to the project selected by the youth participants.</p>

8.3	Program	Bridge-2-Success											
	Administering Organization	<p><u>Name:</u> Refugee Transitions <u>Website:</u> www.reftrans.org <u>Location:</u> San Francisco, Fremont, & Oakland CA <u>Contact:</u> (415) 989-2151</p>											
	Program Description	<p><u>Purpose:</u> To provide refugee youth with the support and opportunities they need to succeed academically, develop career-readiness skills, and develop supportive relationships with adults and peers.</p> <p><u>Design:</u> Refugee Transitions recruits, trains, and matches volunteer tutors with refugee youth ages 7-17 for individualized home-based tutoring and mentoring and offers on-site academic and career-readiness workshops.</p> <p><u>Resource materials:</u> Refugee Transitions designed a comprehensive training module to help volunteers develop the reading, writing, and math skills of the youth enrolled. The agency provides volunteers with books such as <u>The ESL Wonder Workbook #1</u>, reading activities and links to on-line teaching materials.</p> <p><u>Evaluation:</u></p> <table border="1" data-bbox="444 942 1438 1308"> <thead> <tr> <th data-bbox="444 942 829 997">Outcome</th> <th data-bbox="829 942 1438 997">Measurement Tool</th> </tr> </thead> <tbody> <tr> <td data-bbox="444 997 829 1073">Academic Achievement</td> <td data-bbox="829 997 1438 1073">Volunteer logs, conversations/meetings with academic counselors/teachers, report cards</td> </tr> <tr> <td data-bbox="444 1073 829 1148">Career/College Readiness Skills</td> <td data-bbox="829 1073 1438 1148">Competency tests on computers; youth portfolios; volunteer logs; staff intakes; role-plays</td> </tr> <tr> <td data-bbox="444 1148 829 1224">Volunteer Satisfaction</td> <td data-bbox="829 1148 1438 1224">Post training/meeting surveys administered; monthly logs; exit interviews</td> </tr> <tr> <td data-bbox="444 1224 829 1308">Parental involvement; Self-sufficiency in the community</td> <td data-bbox="829 1224 1438 1308">Volunteer and client surveys, volunteer logs</td> </tr> </tbody> </table> <p><u>Length and size of operation:</u> Operating since 2003, which in its first year provided tutoring/mentoring for 69 youth in the Afghan, Bosnian, Cambodian, and Liberian communities. In 2005 the agency continued to serve 60 refugee youth and expanded by adding a career readiness component.</p>		Outcome	Measurement Tool	Academic Achievement	Volunteer logs, conversations/meetings with academic counselors/teachers, report cards	Career/College Readiness Skills	Competency tests on computers; youth portfolios; volunteer logs; staff intakes; role-plays	Volunteer Satisfaction	Post training/meeting surveys administered; monthly logs; exit interviews	Parental involvement; Self-sufficiency in the community	Volunteer and client surveys, volunteer logs
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	Resource Requirements	<p><u>Budget/funding:</u> Past supporters include: Cisco Systems Foundation, the East Bay Community Foundation, the San Francisco Foundation, Y & H Soda Foundation, and the Walter S. Johnson Foundation.</p> <p><u>Staffing:</u> Two FTE staff and over 60 volunteers provide individualized home-based academic and psycho-social support to program participants.</p> <p><u>Collaborations:</u> Oakland Unified School District (this will increase the program's size and scope by providing on-site tutoring for refugee youth during summer), members of the East Bay Refugee Forum, International Rescue Committee, among other non-profit agencies of the Bay Area.</p>											

8.4	Program	Hmong Women’s Circle (HWC)
	Administering Organization	<p><u>Name:</u> Girl Scout Council of St. Croix Valley (GSCSCV) <u>Website:</u> http://www.girlscoutscv.org/ <u>Location:</u> St. Paul, MN <u>Contact:</u> Amee Xiong, amee.xiong@girlscoutsv.org</p>
	Program Description	<p><u>Purpose:</u> HWC is a character-building program using an inside-out model to address the needs, concerns, and talents of Hmong female adolescents; celebrating Hmong heritage and traditions by building personal leadership skills; and empowering Hmong women to be healthy, educated, and engaged in their communities.</p> <p><u>Design:</u> Hmong girls aged 11-17 participate in weekly meetings, during or after school, where they can talk freely in a comfortable and supportive environment. Girls also engage in community service projects and tour higher education institutions.</p> <p><u>Resource Materials:</u> This program uses the Hmong Women’s Circle curriculum through a fee-based program partnership with Hmong National Development, Inc. (HND - www.hndlink.org). Participants also have access to other Girl Scout programming.</p>
		<p><u>Evaluation:</u> All programs are evaluated on a quantitative and qualitative basis. Evaluations track our overall ability to help girls achieve the four program goals.</p> <ul style="list-style-type: none"> ▪ Develop to her full potential ▪ Relate to others with increasing understanding, skill, and respect ▪ Develop values to guide sound decision making ▪ Contribute to the improvement of society. <p>Furthermore, program participants fill out pre-program and post-program assessments designed by HND to gauge specific program impact and effectiveness.</p> <p><u>Length/Size of Operation:</u> Operating since 2003; 110 girls participated in 2005-2006.</p>
	Resource Requirements	<p><u>Budget / Funding:</u> Funded by McKnight Foundation, 3M, Supervalu, RBC Dain Rauscher, Ecolab, and GSUSA.</p> <p><u>Staffing:</u> 1 Sr. Membership Manager, 1 Membership Coordinator</p> <p><u>Collaborations:</u> GSCSCV partners with Hmong National Development, Roseville Area Schools, St. Paul Public Schools, local community organizations, and volunteers.</p>
	Additional Information	<p>In addition to Hmong Women’s Circle, GSCSCV also runs Latinas Unidas, targeting Latina girls in grades 9-12, and Beta Gamma Girl Scouts, targeting African-American girls in grades 7-12.</p>

8.5	Program	Refugee Youth Program
	Administering Organization	<p><u>Name:</u> World Relief, DuPage, IL</p> <p><u>Website:</u> www.wr.org OR http://www.brycs.org/promisingpractices/promising-practices-program.cfm?docnum=0026</p> <p><u>Location:</u> Wheaton, IL</p> <p><u>Contact:</u> Tara Peters, TPeters@wr.org</p>
	Program Description	<p><u>Purpose:</u> To bridge the cultural and linguistic gaps between refugee families and local schools and to involve the local community in providing extra-curricular activities to students.</p> <p><u>Design:</u> Services include: school registration and orientation for refugee families; training, consultation, and on-going support to school staff with regard to refugee children, youth, and their families; seven weekly after-school youth clubs, including 5 tutoring clubs, 1 soccer club, and 1 art club; volunteer tutors and mentors; extra-curricular activities, such as field trips to Six Flags Great America, Chicago Fire soccer games, the Brookfield Zoo, etc.</p> <p><u>Resource Materials:</u> The primary resources are volunteer tutors; art materials, classroom and gym space, coaching, volunteer training and transportation are other resources used.</p> <p><u>Evaluation:</u> Program monitors tutor logs and tracking of volunteer mentor participation. In 2006, staff began implementing a new student evaluation, rating student behavior and academic performance at the beginning of student participation, and then once again at the end of the year.</p> <p><u>Length and Size of Operation:</u> Operating since 1999, and 150 students receive monthly services.</p>
	Resource Requirements	<p><u>Budget / Funding:</u> FY06 budget:\$128,000. Original funding by Refugee Children School Impact Grant; also funded by United Way, DuPage Community Fdn., various churches and donors.</p> <p><u>Staffing:</u> 2 full time, 2 part time (100 total weekly staff hours)</p> <p><u>Collaborations:</u> After-school clubs rely on the community for volunteers and needed materials. College Church, Wheaton College, Lowell School, St. David's Church, and IMSA donate classroom and gym space in their facilities. Community Art Partners provides art supplies and group instruction at Art Club. The Chicago Eagles contribute coaching, volunteer training, and transportation for the Soccer Club. Wheaton College provides vans for club transportation, training for student tutors, and course credit to volunteers with Education majors. Wheaton School District 200 donates tutoring materials, school supplies, and advice. Various Girl Scout troupes, PTA's, and church groups regularly donate school supplies, backpacks and clothes.</p>

8.6	Program	SEA Hmoob Koom Siab (Hmong Working Together/Families and Schools Working Together)
	Administering Organization	<p><u>Name:</u> Southeast Asian Services, Amherst H. Wilder Foundation</p> <p><u>Website:</u> http://www.wilder.org/379.0.html http://www.brycs.org/promisingpractices/promising-practices-program.cfm?docnum=0051</p> <p><u>Location:</u> St. Paul, MN</p> <p><u>Contact:</u> Dr. Mary Heiserman, PhD, Division Director, Wilder Mental Health and Education, (651) 647-9676</p>
	Program Description	<p><u>Purpose:</u> Based on the national best practice Families and Schools Together (FAST) Program, which emphasizes the partnerships of families, schools and communities in meeting needs of children identified at risk of failure in school. Program goals include promoting school success, enhancing family functioning, and preventing alcohol and other drug use.</p> <p><u>Design:</u> A 14-week youth group, in which Hmong students meet to support each other and get homework assistance. A 10-week, family program with structured activities, including weekly family nights at the school, where Hmong families have dinner together, participate in family and group activities designed to improve intergenerational communication and understanding and discuss issues related to their families or school within a supportive environment.</p> <p><u>Resource Materials:</u> FAST program materials, we have also developed children's mental health audiotapes for parents who could not read or write in their own language. Fact sheets have also been developed and printed in the languages of the populations served by the Program.</p> <p><u>Evaluation:</u> Programs are evaluated by the Wilder Research Center for program effectiveness and participant satisfaction. Demographic and service data are gathered on all clients. The Mental Health Statistics Improvement Program (MHSIP) Consumer Survey is completed for all clients six months after intake.</p> <p><u>Length and size of Operation:</u> Operating since 1983; for adults, youth and families in the Twin Cities East Metro area.</p>
	Resource Requirements	<p><u>Budget / Funding:</u> The SEA program receives federal funding from the Office of Refugee Resettlement (ORR); MN Department of Human Services, Title II, Ramsey County, private foundations, and 3rd party payers including medical assistance, HMO's and the Wilder Foundation endowment.</p> <p><u>Staffing:</u> SEA employs Hmong staff for the Hmong Working Together/Families and Schools Together, plus a variety of mental health counselors, chemical abuse specialists and youth leaders from the Wilder SEA program are on hand to assist the groups.</p> <p><u>Collaborations:</u> Wilder Foundation's Southeast Asian Services and several Saint Paul, Minnesota, middle schools.</p>

8.7	Program	Strengthening Refugee Families Program (SRFP)
	Administering Organization	<p><u>Name:</u> Catholic Charities Community Services of Central and Northern Arizona http://www.catholiccharitiesaz.com/refugee.aspx</p> <p><u>Website:</u></p> <p><u>Location:</u> Phoenix, AZ</p> <p><u>Contact:</u> Genny Lange, (602) 997-6105, x 3441</p>
	Program Description	<p><u>Purpose:</u> This program includes three projects (Refugee Marriage Education, Relationship Intelligence and Intergenerational Education) that offer educational, social, culturally, and linguistically appropriate workshops designed to promote the importance of strong, healthy family units.</p> <p><u>Design:</u> SRFP takes a strengths based approach to integrating U.S. practices and customs into refugee homes and communities while preserving homeland cultures. The program provides opportunities to develop communication skills that help people to develop and encourage happy and healthy relationships in all areas of their lives: with spouses, children, extended family members, and within their community.</p> <p><u>Resource materials:</u> Prevention and Relationship Enhancement Program, PREP®, model, “Free Teens” (2003): ten curricula for teens on marriage and relationships. These curricula focus on relationship building, conflict resolution, and character development. The Refugee Family Enrichment Program has developed a Family Dynamics Assessment, which is used to foster communication between members in a family.</p> <p><u>Evaluation:</u> SRFP is evaluated in two ways. First, a satisfaction survey is administered quarterly to a sample of program participants. Second, to measure outcomes (changes in knowledge, attitude and behavior), a single subject design method is used to collect and measure outcomes for individual families through pre-intervention and post-intervention measures.</p> <p><u>Length and size of operation:</u> Operating since 2003, the program annually serves an average of 150 refugee families.</p>
	Resource Requirements	<p><u>Budget/funding:</u> This program is funded through two sources: (1) the US Conference of Catholic Bishops' Strengthening Refugee Families and Marriages Program, which is supported by the Office of Refugee Resettlement, US Department of Health & Human Services, and (2) the Arizona Department of Economic Security, through the State Refugee Coordinator's office.</p> <p><u>Staffing:</u> 2 Staff (1 FTE & .5FTE), and an intern from Arizona State University. Other staff are utilized on a project/event basis.</p> <p><u>Collaborations:</u> SRFP works with other refugee resettlement agencies, national voluntary agencies, ethnic organizations, schools, churches, hospitals, and the larger community</p>

8.8	Program	Students Plus
	Administering Organization	<p><u>Name:</u> International Rescue Committee; San Diego, CA</p> <p><u>Website:</u> http://www.rescue.org/program/students-plus-program http://www.brycs.org/promisingpractices/promising-practices-program.cfm?docnum=0052</p> <p><u>Location:</u> San Diego, CA</p> <p><u>Contact:</u> Christina Piranio, Christina.Piranio@theIRC.org</p>
	Program Description	<p><u>Purpose:</u> Providing academic support and cultural orientation to high school students, particularly English Language Learners, focusing on English, literacy, math, and study skills.</p> <p><u>Design:</u> An after school program, from 2:30 - 5:30pm, at Crawford High School in San Diego, CA. Students work with volunteer tutors to complete homework, prepare for High School Exit exams, and have general discussions about school, family, and the teenage stresses. Program offers: a weekly College class; gender specific groups; access to a computer lab with Internet; public speaking opportunities; a multi-media arts class; and a Youth Management Team. Population served includes Cambodian, Caucasian, East African, Latino and Vietnamese students.</p> <p><u>Resource Materials:</u> Students Plus uses a girls' group curriculum and a boys' group curriculum. The girls' curriculum includes career exploration, positive relationships, women's health, women in the workplace, guest speakers, games and quality time. The boys' group is offered by another community program.</p> <p><u>Evaluation:</u> Program tracks attendance, student grades, High School Exit Exam pass rates, standardized test scores, and surveys school teachers of student participants.</p> <p><u>Length and Size of Operation:</u> Operating since 1995; 270 student participants in 2006.</p>
	Resource Requirements	<p><u>Budget / Funding:</u> 21st Century Grant; Parker Foundation; previously the Office of Refugee Resettlement (ORR)/Wilson Fish alternative project funds.</p> <p><u>Staffing:</u> 4 staff members: Program Specialist, Education Coord., Bilingual Teachers Aide, and Literacy Americorps volunteer, along with 15-28 volunteers per month.</p> <p><u>Collaborations:</u> Volunteer tutors recruited from local universities.</p>
	Additional Information	<p>One of the program's great successes—due in large part to the program participants—is the number of volunteers who continue to participate once their required number of hours through the university is complete. In addition to homework help, high school students are introduced to college life through the volunteers and can ask the questions that they aren't comfortable asking other adults. Students Plus bridges ethnic/community divisions, & the 4 schools encompassed at Crawford High.</p>

8.9	Program	Urban Youth Lead, Minnesota Urban 4-H Youth Development
	Administering Organization	<p><u>Name:</u> Collaboration between the Center for 4-H Youth Development and the University of Minnesota; also part of the Children, Youth, and Families At Risk (CYFAR) New Communities Project.</p> <p><u>Website:</u> www.fourh.umn.edu/urban http://www.brycs.org/promisingpractices/promising-practices-program.cfm?docnum=0028</p> <p><u>Location:</u> St. Paul, MN</p> <p><u>Contact:</u> Jennifer Skuza, PhD, skuza@umn.edu, (612) 624-7798</p>
	Program Description	<p><u>Purpose:</u> Urban 4-H works on behalf of youth living in Minneapolis, St. Paul and the surrounding suburban communities to measurably improve their learning through educational programs and applied research.</p> <p><u>Design:</u> Urban Youth Lead is a leadership development program inspired by the works of Paulo Freire to expose urban adolescents to the worlds of higher education and careers by using an innovative youth development approach. Program leaders create a learning environment in which youth identify their interests and discover possibilities for their futures, accomplished by working with youth to build awareness and leadership skills. Youth use their personal leadership skills to design a field experience and present a portfolio that documents their growth and future aspirations. Latino and Hmong youth are among those served.</p> <p><u>Resource Materials:</u> The program utilizes the Wonderwise curriculum for young women and curricula from the National 4-H Cooperative Curriculum System (4HCCS).</p> <p><u>Evaluation:</u> The evaluation is 2-part, utilizing phenomenological essays (youth-written essays on their experience of learning) and a 5-component survey on learning environments.</p> <p><u>Length and Size of Operation:</u> Operating since 2003, and in 2004-2005, approximately 830 youth participated in Urban 4-H programs.</p>
	Resource Requirements	<p><u>Budget / Funding:</u> Funding sources include University of Minnesota Compact; USDA; Children, Youth, and Families At Risk; Minnesota 4-H Foundation; and fees.</p> <p><u>Staffing:</u> 7.5 FTE program staff and faculty with diverse academic and professional backgrounds grounded in subject matter related to urban youth, special populations, youth development and education. We also support a network of university interns and adult volunteers.</p> <p><u>Collaborations:</u> Urban 4-H partnered with 12 schools, agencies, organizations, and volunteers during 2004-2005 to deliver 28 sustainable programs.</p>
	Additional Information	<p>An "Urban Youth Lead Curriculum Guide" will be available for distribution in the Fall of 2006.</p>

8.10	Program	West African Teen Outreach Program (WATOP)
	Administering Organization	<p><u>Name:</u> Lutheran Children and Family Service</p> <p><u>Website:</u> www.lcfsinpa.org</p> <p><u>Location:</u> Philadelphia, PA</p> <p><u>Contact:</u> Leonard Wakefield, leonardw@lcfsinpa.org, (215) 276-5500, x 110</p>
	Program Description	<p><u>Purpose:</u> The program offers positive youth development activities and programs that promote pride in cultural identity and facilitate better inter-community communication and cooperation</p> <p><u>Design:</u> The program operates as an after school program designed for West African youth to help them take pride in their cultural heritage while also introducing West African traditions to youth from other cultural backgrounds. Educational enrichment aids refugee students who need to catch up with their grade level. The program has employed W. African staff (Liberian and Sierra Leonean), hosts a West African meal twice weekly, has sports teams organized by national heritage, and has included African dance instruction. Activities, such as arts, music and science, have a cross-cultural focus. Sports and food are often the most popular elements.</p> <p><u>Resource Materials:</u> Classroom and gym space; arts & craft supplies; cultural enrichment activities; office supplies; computer software; reading, science and math instructional materials; field trips; recreational activities; West African food.</p> <p><u>Evaluation:</u> Surveys of parents, youth and the school principal are conducted, and the agency Vice President for Quality Improvement conducts an annual assessment for an end of year report.</p> <p><u>Length and Size of Operation:</u> Operating since 2001, and currently has 25-35 youth participating per day.</p>
	Resource Requirements	<p><u>Budget / Funding:</u> Funding comes from the Philadelphia Safe and Sound/Children’s Investment Strategy. Funding varies based on the number of youth who participate, but is around \$50,000/year.</p> <p><u>Staffing:</u> 1 full-time group leader; 2 part-time teacher aides; 2 part-time tutors; 1 part-time security officer.</p> <p><u>Collaborations:</u> The agency met initially with local African organizations to design the program, which now operates at Bartram Beacon School. Temple University has provided tutors; the program has also partnered with the African Student Association and Multicultural Affairs Office at Temple University. PCS Adventures works with youth on science projects.</p>
	Additional Information	<p>The program has helped to build bridges and understanding between African and African-American youth in the program. LCFS also offers ESL classes at Bartram High School and a large number parents who attend are parents of youth in WATOP</p>

8.11	Program	Wilderness Inner-City Leadership Development (WILD) Program
	Administering Organization	<p><u>Name:</u> International District Housing Alliance</p> <p><u>Website:</u> http://www.apialliance.org/</p> <p><u>Location:</u> Seattle, Washington</p> <p><u>contact:</u> Program Director, (206) 623-5132, x 313</p>
	Program Description	<p><u>Purpose:</u> WILD is a leadership development program for Asian Pacific Islander youth that focuses on environmental justice and community building. The goals of the WILD program include: 1) Enhancing youth assets to improve academic achievement, family stability, and increased sense of civic responsibility; 2) Encouraging youth participation and leadership in projects that connect them to community and environment; 3) Increasing youth knowledge about environmental and social justice issues affecting their community. WILD youth use their cultural and language expertise to engage their community and provide outreach and education.</p> <p><u>Design:</u> WILD is a youth driven program. Youth choose, develop, manage, and implement their projects. Youth facilitate meetings twice a week; other weekdays are for special projects and drop in hours.</p> <p><u>Resource materials:</u> WILD has developed its own curriculum.</p> <p><u>Evaluation:</u> clients complete 40 Developmental Assets survey twice annually as well as an end of year survey; a program evaluation is currently being conducted by the University of Washington School of Social Work.</p> <p><u>Length and size of operation:</u> Operating since 1997. In 2006, WILD served over eighty youth.</p>
	Resource Requirements	<p><u>Budget/funding:</u> \$380,000. The WILD program is funded by government agencies as well as by private foundations.</p> <p><u>Staffing:</u> 5.5 FTE (including interns)</p> <p><u>Collaborations:</u> The WILD Program partners with a wide variety of organizations and institutions, from government agencies to other community-based programs. Partners include the Environmental Protection Agency, USDA Forest Service, Seattle Public Utilities, King County Public Health, WA State American Lung Association, University of Washington School of Urban Design and Planning, University of Washington School of Public Health, Seattle Department of Transportation, Seattle Parks and Recreation, WA Department of Fish and Wildlife, Duwamish River Clean Up Coalition, Sustainable Seattle, and other local agencies and organizations.</p>
	Additional Information	<p>WILD also has an intergenerational component, which includes an elder leadership program. Elders and youth work together to address environmental justice concerns in their neighborhood.</p>

8.12	Program	Young Women’s Equity Project (YWEP)
	Administering Organization	<p><u>Name:</u> Immigrant and Refugee Community Organization</p> <p><u>Website:</u> www.irco.org</p> <p><u>Location:</u> Portland, OR</p> <p><u>Contact:</u> Jenny Crawford, Senior Service Unit Manager, (503) 234-1541</p>
	Program Description	<p><u>Purpose:</u> YWEP supports low income, young immigrant and refugee women, ages 14 to 23 at intake, to increase the number of young women from these ethnicities pursuing and excelling in advanced courses in mathematics or science (including computer science) and entering highly skilled careers in which they have been underrepresented.</p> <p><u>Design:</u> Young refugee/immigrant African and Slavic women are given academic, and individualized support (includes career planning and portfolio development) over a long term (2 to 3 year) period with the goal of enrolling the women in college, vocational training or to secure science and math career employment.</p> <p><u>Resource materials:</u> Several resource materials were used to design the project. The YWEP approach is based on empowering girls and women that have experienced gender and ethnic/racial biases.</p> <p><u>Evaluation:</u> Is provided through IRCO’s contract with Portland State University’s Child Welfare Partnership. Evaluators work closely with IRCO staff to implement program procedure connected to achievable benchmarks demonstrating best practices with the targeted populations. The evaluations rely on a mixture of easily measurable qualitative and quantitative outcomes.</p> <p><u>Length and size of operation:</u> Operating since 2005, and serves 50 young refugee/immigrant African and Slavic women.</p>
	Resource Requirements	<p><u>Budget/funding:</u> IRCO was awarded a four-year \$756,000 grant from the U.S. Department of Education to implement YWEP. Supporting funds for the project include: Workforce Investment Act (WIA) and City of Portland/Portland Public Schools resources (Summer Youth Employment Project).</p> <p><u>Staffing:</u> IRCO manages YWEP through its Youth Workforce Service Unit. In addition the project funds 2 bilingual/bicultural Academic Career Counselors (FTE) and an Academic Support Instructor (.5 FTE).</p> <p><u>Collaborations:</u> YWEP works closely to link academic institutions to careers in the Portland Metropolitan area, while collaborating with the students’ teachers, counselors and parents to insure the success of the participants.</p>

8.13	Program	Youth Program
	Administering Organization	<p><u>Name:</u> Refugee Women’s Alliance (ReWA) <u>Website:</u> http://www.rewa.org/index.php?q=node/18 <u>Location:</u> Seattle WA <u>Contact:</u> Nick Bowen, (206) 721-0243</p>
	Program Description	<p><u>Purpose:</u> ReWA’s Youth Program provides a place for students to receive homework assistance and access to a state of the art computer lab. Our program features staff with language capacity to serve clients from several language groups, and offers additional curricular elements like the ‘Math is Cool’ and ‘Reading is Cool’ curriculum designed to enhance students school experience with hands on activities and games that use math and reading concepts. We also offer our fun and original Science Thursday curriculum to help students with basic science concepts and learning. We are also currently partnering with the United Way to develop a ‘Safe Relationships for Teens’ curriculum that is designed to help students develop and maintain healthy and safe relationships.</p> <p><u>Design:</u> Our staff and volunteer core are designed to maintain a student staff ratio of 6:1</p> <p><u>Resource materials:</u> NASA’s Light Science Curriculum; School’s Out Washington’s Math is Cool and Reading is Cool Curriculum; ReWA’s original Healthy Relationships Curriculum; Summer Program Low Ropes course self esteem training; and a large library and 14 station computer lab with high speed internet access.</p> <p><u>Evaluation:</u> Program has a pre/post test and quarterly goal setting for all students. Program staff monitor homework completion and work, as well as site monitoring from the City of Seattle.</p> <p><u>Length and size of operation:</u> Operating since 1998, and serves over 100 students annually. Our site has room to serve 35-40 students daily, and summer program serves 32 students.</p>
	Resource Requirements	<p><u>Budget/funding:</u> Funding for the Youth program comes from an array of public and private sources.</p> <p><u>Staffing:</u> Permanent Lead teacher, plus additional bicultural/bilingual part-time staff (who are also available for the parents of participants to provide feedback on the program), we also utilize interns and volunteers.</p> <p><u>Collaborations:</u> United Way, and the City of Seattle</p>