Youth Voice

A Guide for Engaging Youth in Leadership and Decision-Making in Service-Learning Programs

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LEARN AND SERVE AMERICA

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Forward
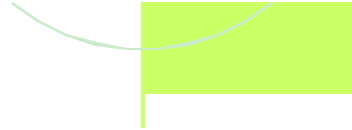
Service-learning is a strategy that many educational institutions and community-based organizations have embraced. It challenges students to address issues in their community through service, while at the same time learning on a personal, social and intellectual level. A number of elements have been identified as important to an effective service-learning experience. They include community voice, learning objectives, youth voice, orientation and training, meaningful action, reflection, evaluation and celebration. While most practitioners agree that youth voice is an important element, many struggle with implementing it in their service-learning program. 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. It also highlights additional resources (organizations and materials) that can assist programs in implementing youth voice.

What is Youth Voice

Youth Service…Youth Leadership…Youth Voice…Youth Involvement…Youth/ Adult Partnerships. There are a number of terms used in the field to talk about the role young people play in decision-making. **Youth voice refers to the ideas, opinions, involvement, and initiatives of people considered to be "young."** For the purposes of this guide "young" is defined as ages 5-25. It is the engagement of young people as leaders and decision-makers in projects, programs and organizations. In the context of service-learning, youth voice refers to the input young people provide in developing and implementing projects, plans, and policies to guide service-learning efforts.

Below is a list of terms and definitions that are often used in discussion about youth voice and the roles young people play in service-learning programs.

♦ **Youth/Adult Partnerships** - Efforts that involve young people and adults working together, sharing power, and learning from each other to build stronger communities.

♦ **Student Ownership** - Embodies the notion that students can make important contributions to their schools and communities and thereby feel that they have a sense of belonging and a stake in their community. Such a philosophy requires efforts that demonstrate a strong student-centered approach, where young people identify problems, brainstorm, implement solutions and evaluate their projects, while the teacher or youth worker takes the role of the facilitator.

♦ **Youth as Decision-Makers** – Refers to a variety of efforts to engage young people in any level of determining outcomes or decision-making. Decision-making can be related to an issue, a project, a program or an organization.

♦ **Youth as Resources** - This has become one of the rallying cries of the entire youth service field. Youth are typically seen as consumers or recipients of service. By providing service, young people have an opportunity to become valued partners and contributors – "resources" - in their communities.

- ♦ **Youth Civic Engagement** – This is the process of engaging youth in affecting policy and taking action on issues in their community.

- ♦ **Youth Service** - There are a vast number of program models, titles, and organizations, which share one core attribute: the involvement of young people in providing services to their schools and/or communities. The term "youth service" serves as an umbrella to identify this entire field. The term should not be confused with "youth services," which typically refer to programs where youth are the recipients of service.

- ♦ **Youth Voice** - The ideas, opinions, involvement, and initiatives of people considered to be "young." These voices often go unheard and/or involvement of this group has often been marginalized.

While many of these terms are similar, each represents a unique component of the role youth can play in service-learning programs. Youth voice as defined above refers to the ideas, opinions, involvement, and initiatives of people considered to be "young". In the context of service-learning youth voice refers to the input students provide in projects, plans, and policies (and their implementation) to guide service-learning efforts. Often youth voice has been missing or marginalized because some may have misconceptions about youth voice. It is important to remember that youth voice does not mean talking loudly or shouting to be heard or that adults are giving all the power to young people. Youth voice is about considering the perspectives and ideas of young people, respecting what everyone has to say, taking risks, listening, sharing and working together.

Why is Youth Voice Important?

When young people are truly engaged as leaders and decision-makers, young people, adults and organizations benefit. Researchers have found that high-quality service-learning programs are rich with benefits for schools, communities and most of all students. One of the hallmarks of these successful programs is that they honor youth voice. They do so by providing opportunities for students to plan their service experiences with adult assistance and make decisions and solve problems related to the service. Effective programs also contain well-organized service experiences that meet genuine community needs and allow time for students to reflect on and learn from their experiences. After reviewing numerous studies on service-learning, researcher Shelley Billig observed that outcomes related to service-learning are maximized when students are given greater degrees of responsibility for planning, decision-making, problem solving and assessing their learning. In other words, youth voice is not only an essential component of high-quality service-learning programs but also helps to magnify the positive results of service-learning (Billig, 2000).

Research conducted in the youth development field supports the value of youth voice, leadership, and decision-making for adults, organizations, and young people. A study by the University of Wisconsin-Madison and the Innovation Center for Community and Youth Development, a Division of National 4-H Council, states that there are a number of effects that young people can have on adults and organizations by being included in decision-making roles (Zeldin, Kusgen McDaniel, Topitzes, Calvert, 2000). Some of the effects highlighted in the study on adults are:

♦ Adults view the competence of youth, and perceive them as critical to organizational improvement;
♦ Adults enhance their commitment to the organization;
♦ Adults feel more effective and competent in working with youth; and
♦ Adults develop a stronger sense of community.

The effects on organizations are:

♦ Youth involvement becomes the organization's expectation;
♦ Young people clarify the organization's mission;

- Organizations become more connected and responsive to youth in the community;
- Organizations place greater value on inclusivity and representation;
- Organizations are more appealing to potential funders; and
- Organizations become more active in the community.

Scales and Leffert (1999) compiled the effects of participation in youth organizations on young people. They learned that youth voice and leadership by young people leads to:

- Increased self-esteem, popularity, sense of personal control, and enhanced identity development;
- Greater development of life skills including leadership, public-speaking, dependability, and job responsibility;
- Greater communications in the family;
- Decreased loneliness, shyness, and hopelessness;
- Less involvement in risky behaviors like drug use and juvenile delinquency;
- Better academic achievement; and
- Increased safety.

James Connell in 1998 summed up the effect of youth leadership and decision-making on young people:

> [Young people] need ample opportunities to try on the adult roles they are preparing for. This means they need to participate in making age-appropriate decisions for themselves and others, ranging from deciding what activities to participate in to choosing responsible alternatives to negative behaviors . . .They also need to practice taking leadership roles . . .[and] need to experience themselves as individuals who have something of value to contribute to their different communities.

Youth/Adult Partnerships

A related concept is that of youth/adult partnerships. Traditionally, youth and adult roles have been defined by the parent/child relationship or the teacher/student relationship. Youth voice and leadership requires adults to define their relationship differently with young people. In youth/adult partnerships young people and adults work together, sharing power, and learning from each other as they build stronger communities.

Things to Think About When Creating Youth/Adult Partnerships

Looking Inward: When youth and adults work together, they need to assess their own attitudes and behaviors and some key questions must be addressed individually: Do I appreciate different perspectives? What stereotypes do I have about others? Why should I be open to working with youth/adults? Adults and young people must be willing to honestly recognize and discuss their stereotypes and preconceptions in order to work together effectively.

Opening the Door to Communication: Often times both young people and adults avoid genuinely communicating with one another. Communication can be a stumbling block in youth/adult partnerships. Young people must take a stand for positive social change and demand that their voices be heard. In the process, adults should take a step back in order to listen—really listen—to the concerns of young people. In the same light, young people also should step back and hear the concerns of adults.

Create Opportunities: All people want to feel that they are included and are contributing to their communities. Adults can help young people achieve this by creating opportunities for youth that are meaningful and challenging. It is also important to remember that young people need the chance to learn from their experience, and from their own mistakes. Other things to consider are respecting youth and adult schedules, transportation needs, and other commitments when planning meetings and gatherings.

Reflecting: Both youth and adults should reflect on the strengths, weaknesses, and personal practice they observe through their partnership. Reflection can be facili-

tated through on-going discussions about: What have we learned through this interaction? Should anything be changed? What are some areas in which I can improve? What have we gained? How can we do things better?

Spread the Word: When involved in decision-making, young people can become more empowered, responsible, and trusting of adults. In return, young people can energize adults' creativity and insight. Adults and youth who recognize the benefits of working together are great ambassadors to their own peer group.

Outline Expectations and Commitments: Both youth and adults should be honest about the expectations they have of each other and the level of commitment they are able to contribute to the partnership. Working together may go very well at first, but over long periods of time youth and adults may begin to lose interest in their partnership. To keep youth involved, adults should look at ways to help youth explore their interests and demonstrate the value of youth input.

Do's and Don't for a Successful Youth/Adult Partnerships

Youth	Adults
♦ Do speak up!	♦ Do involve youth in the decision-making that affects their lives.
♦ Do invite adults to share their skills, experiences, and resources.	♦ Do listen—really listen to youth and be willing to learn from them.
♦ Do commit time and energy to do the work.	♦ Do provide youth with information and training they need to succeed.
♦ Do take responsibility seriously.	♦ Do be thoughtful about the special consideration and support that is necessary when involving young people. They may need rides to meetings, or may need meetings scheduled to accommodate school hours.
♦ Do seek to involve other youth.	
♦ Don't stereotype adults.	
♦ Don't assume all adults will treat you like "you're just a kid."	
	♦ Do plan meetings so that everyone feels welcome.
	♦ Don't stereotype youth.
	♦ Don't blame all youth for the actions of one individual youth.

Youth Voice and Diversity

Another tenet of engaging youth as leaders and decision-makers is diversity. In order to maximize the impact of young people engaged, it is important to ensure that participants represent the diversity of their community.

Here are some tips adapted from the 2000 National Service Leadership Institute training on Building Cultural Consciousness that will help strengthen your efforts to engage a diverse group of youth as leaders and decision-makers:

♦ Regularly assess your strengths and weaknesses in the area of diversity, and make efforts to improve them by attending trainings, reading about cultural issues, becoming more involved in the broader community, etc.;

♦ Ask questions about cultural needs as well as how to help build or strengthen diversity;

♦ Recognize how bonding with your own group may exclude or be perceived as excluding others;

♦ Take interest in the ideas of people who don't think the same as you, and respect their opinions when you disagree;

♦ Recognize we are products of our backgrounds, but our way is not the only way;

♦ Be aware of prejudices and consciously try to control assumptions about people;

♦ Try to help others understand your differences;

♦ Work to make sure that people who are different than you are heard and respected;

♦ Share power and accountability;

♦ Model desired behaviors;

♦ Know your own assets, liabilities, and biases;

♦ Identify and advocate for organizational change pertaining to diversity; and

♦ Develop clarity across cultures and language differences.

Youth Voice Models

There are a number of ways to engage youth in leadership and decision-making in your service-learning program. No one model is *the* model. Different models will work in different programs. Below are outlined some models that have been used in service-learning programs. For each model the following is provided: a brief description, advantages of that approach, implementation steps, and examples. While implementing each model, in addition to specific how to steps outlined be sure to follow the general guidelines about youth/adult partnerships.

Youth as Planners

Young people can help plan and implement service projects. By having young people help develop projects, they are involved in creating a vision, setting goals, and determining the objectives for the project. They can help identify community needs, develop action plans and time lines, recruit volunteers, conduct community outreach, and evaluate the outcomes of the project. Working with program staff to design and implement a project gives young people a sense of ownership and accomplishment.

Here's How To Do It:
1. **Identify young people who are willing to get involved in the planning process.** Often young people do not get involved because they are not asked. Involve a wide variety of young people so that more perspectives are being represented and to avoid tokenism.
2. **Clarify the role of youth**. Will they participate in both the planning and implementation, or just the planning?
3. **Define expectations and responsibilities**. Young people can participate in planning at any stage of the process. This means they don't have to plan the whole project. For example they can plan the celebration or the orientation and training component.
4. **Address logistical aspects related to participation in planning**. Plan for logistics such as long distance phone calls, business hours, and access to fax machines and e-mail. Remember that young people have different schedules and different resources available to them.
5. **Actively involve youth in the planning process.** Planning gives ownership.

When students get more excited because they have a voice in the planning process, they are going to want to stay involved.

6. **Be sure to integrate tips about youth/adult partnership**.

Some Examples

♦ Youth Roundtable on Philanthropy, Washington, DC – In October 1999, the Corporation for National Service convened a roundtable discussion on youth leadership in philanthropy. The event was planned and led by young people from five national youth organizations. It resulted in five youth-led policy recommendations that were presented at the White House Conference on Philanthropy including: a US Senate committee on youth service, a youth media association, a cabinet level position for youth, more youth foundations, and integrating service-learning in schools.

♦ New Ventures Teen Leadership Program at Rogers High School, Newport, RI - New Ventures joined with students from Rogers High School to address youth issues in the city. A youth planning team was developed to identify community needs and potential projects. Through this process the planning team identified crime as a major issue in the community. They developed a peer mediator program to meet this need. In addition to a mediation program they also developed a plan to go into the local elementary and middle schools to talk to younger youth about alternatives to violence and the consequences of crime in their community. The goals of the program were to make Newport and Rogers High School safer and healthier places and to develop teen leaders/role models for other youth by setting positive examples.

♦ KIDS as Planners, Maine - The KIDS (Kids Involved in Doing Service) as Planners model challenges youth to identify, research, and propose solutions to real-life problems in their schools and communities as part of their academic curriculum. Because they learn content in a relevant context, students are not only more motivated to learn, they also learn that they matter as citizens and stewards of their schools, neighborhoods, and towns. Using the KIDS model, students have addressed a wide range of issues including assessing water quality in local ponds and estuaries, expanding public recreation spaces by building trails and parks, compiling and publishing town histories, and building teen centers and homeless shelters for their peers.

Youth as Trainers

Students can develop and refine communication and leadership skills by acting as trainers for others, including the agencies they work with, and staff and other young people in their service-learning program. Young people who are properly trained and supported can determine training needs, design a training program and train both youth and adults about service-learning, as well as provide the needed training and orientation to a service-learning project.

Here's How To Do It:

1. **Identify young people who have demonstrated the potential to become trainers.** Some things you should look for to identify potential youth trainers include young people who enjoy speaking in public, in front of a group or teaching others. You may also want to talk to young people who participate in forensics, debate or drama programs.

2. **Provide training and orientation**. Make sure that young people are comfortable and knowledgeable about the topic on which they will provide training. Provide them with the skills to develop and deliver training.

3. **Provide adult or youth partners**. Have young people co-train with adults or other youth who have trained if they lack experience or are not comfortable with the training material.

4. **Rehearse and provide feedback on training.** It pays to role-play or run through a portion of a training. Provide feedback and tips for improving training and engage young people in critiquing their own training.

5. **Engage multiple young people in training.** Avoid the "hot seat" when youth are training – engage at least two young people so that one youth is not the voice of all young people.

6. **Follow good training practices**. Be prepared with an agenda, handouts, and activities. Make sure to model good training behaviors, such as talking through potential issues and working with problem participants.

7. **Be sure to integrate tips about youth/adult partnerships**.

Some Examples

♦ Washington Youth Voice Project (WYVP), Vancouver, WA – the WYVP supports a team of 40 youth consultants in Washington and Oregon. Consultants have been trained in leadership skills, accessing community resources, and involving youth in community change. After completing a certain number of hours in their communities, youth consultants receive a set stipend for their services.

♦ Spring Valley High School, Columbia, SC – In 1992 Spring Valley began its service-learning program, VikingServe. In 1996 the program established youth consultants with the purpose of assuming governance of VikingServe, but the role became much greater. Among their roles are: consulting with teachers, community members, and other youth regarding service-learning, serving on panels which further the cause of youth development and service-learning and making presentations to educators, community members or other youth interested in service-learning.

♦ Waterford High School, Waterford, CT – Learning Through Service at Waterford High School engages students in defining policy for the school service hour requirement, guides and supports teachers engaged in service-learning throughout the district, and connects with other service-learning programs for cross training and networking. Student participants are also frequent presenters at conferences and training workshops.

Youth as Evaluators

Young people can help assess program effectiveness by being involved in the evaluation process. They can develop and implement surveys, conduct interviews and document their findings. These activities help young people to develop and refine skills that they have learned, such as written and oral communication skills. It also helps programs and organizations understand if they are meeting their goals and objectives.

How To Do It:

1. **Identify young people**. Remember, evaluation is not rocket science, anyone can be part of the evaluation process.
2. **Determine evaluation methods**. Think about what you want to know, who you want to know it from, and how much time you have, to determine what the best method of evaluation.
3. **Develop a plan**. Develop a plan and timeline for when the evaluation will be conducted and completed.
4. **Provide training**. Based on the evaluation method selected provide young people with the skills and knowledge they will need to participate in the evaluation process. This may include things like interview skills, survey development, and focus group facilitation.
5. **Build rapport**. Schedule site visits or opportunities to meet with evaluation subjects so that young people will be able to establish relationships with agencies and service participants.
6. **Conduct interviews with peers**. This is one of the most effective data collection methods because having young people as interviewers fosters a safe space where other young people can be honest in their evaluations.
7. **Offer database training**. Be sure to offer database training for those who may need it if you plan to compile a database from the information gathered during evaluations,.
8. **Be sure to integrate tips about youth/adult partnerships**.

Some Examples

♦ Youth as Evaluators, Charleston, SC - Charleston's Youth as Evaluators program trains students in a service-learning class in the arts of grantsmanship, program management, and evaluation. These students then form a grant panel that designs, reviews, awards, and evaluates service-learning mini-grants to other schools in the county. As proven by external evaluations the program has a positive impact on the development and improvement of academic, civic, educational, and social skills of all involved and further supports young people becoming caring and responsible citizens.

♦ YouthServe, Bridgeport, CT - Participants of YouthServe served on the evaluation team for their service-learning grant. Two youth from each project site worked as a team with graduate social work to craft a survey in the first half of the year and collected, analyzed and reported the findings at mid-year. The survey focused on asking students and staff at the three sites if the goals and objectives were being met and solicited suggestions for program improvement. During the second half of the year, the students designed a focus group process

with a set of consistent questions asked at each of the three sites. Students conducted the focus groups at a non-affiliated site, compiled data, and reported on this information. Lastly, the students developed a final report about program accomplishments, data on participation, and recommendations for coming year, which was used by staff in their renewal application.

♦ Student Evaluators, National Helpers Network, New York, NY - This model takes the students through the process of evaluating their own service-learning program. With the help of a skilled facilitator, students develop an evaluation design, collect data and tabulate results. The outcome is usually a program recommendation. One goal of this model is to provide Helpers with the experience of being in charge while helping them to develop skills in written and oral communication and logic. Another goal is to provide program staff with usable program information. In this model, Helpers learn how to conduct interviews, design questionnaires and other evaluation tools, appreciate the issues of bias and validity in evaluation, and focus on professional attitudes in conducting evaluation.

Youth Summits

Youth summits are a powerful tool for engaging young people in discussion and action around issues and concerns important to them. A youth summit is a meeting that brings young people together from an organization, a specific geographic area or around a specific issue. They provide young people an opportunity to voice their concerns and develop possible solutions. It is an opportunity for youth to network with each other, to share resources and ideas, and for youth and adults to gain a better understanding of each other's viewpoints.

How To Do It:
1. **Create a planning committee.** Bring together a group of young people and adults who can plan the event. Make sure they represent the participants you are targeting for the event.
2. **Identify resources**. This includes both potential financial resources, staff for planning and implementation and community resources.
3. **Develop event goals and agenda.** Goals for the summit will make sure the event is designed appropriately. The agenda will create a format for the participants, which will allow you to meet these goals.
4. **Develop a budget**. Based on what you hope to accomplish and the draft event agenda, develop a budget. Make sure to include costs like speaker fees, food, entertainment, materials, publicity etc.
5. **Conduct outreach**. Flyers, posters, announcements at local schools or other places young people gather can help ensure that young people attend the event. Also think about what adults are important to be there.
6. **Publicize the event.** Since summits are most often about providing an opportunity to be heard, the media can be an important tool for getting heard. Develop a press release, contact the media, identify event spokesperson, etc.

7. **Document the event and conduct an evaluation.** This provides an opportunity to share the concerns and issues raised at the event with those who could not attend, key adults and the media. The evaluation also lets you know how the event went.
8. **Identify next steps.** Now that the issues have been raised make sure there is a way for participants to act on their concerns. This may include connecting participants to appropriate community resources, developing an ongoing group around issues raised or providing mini-grants.

Some Examples

♦ National Youth Summit, Orlando, FL – Twenty-six national organizations came together to provide over 1100 young people and adults an opportunity to share experiences and gain skills around how young people can provide the "five promises" for youth through service. The event was planned by a group of 60 youth and adults who met once a month as a whole group for 6 months and every other week in subcommittees to plan the event. Mini-grants were provided as a follow-up to the event.

♦ Youth Volunteer Corps of Southwestern, MI – Each year for National Youth Service Day, the Youth Volunteer Corps of Southwestern, MI plans a youth summit in the Detroit metro area. A youth planning group from the Corps with key adults develops the agenda and implements all the details related to the event. Young people in the area are provided an opportunity to discuss issues like teen job opportunities, school drop out and youth substance abuse, and to share their concerns with community leaders, like the superintendent of the school district, the mayor and the police chief.

♦ Seattle Youth Involvement Network (SYIN), Seattle, WA – Every other year the SYIN sponsors Seattle Youth Involvement Day. This event brings together hundreds of young people for one day to discuss community issues, create artwork, explore community resources and make connections with other young people. The goals of the event are to celebrate youth talents and accomplishments, empower and encourage youth community involvement and provide resources and opportunities for personal growth and learning.

Youth Advisory/Action Councils (YAC's)

A youth advisory/action council (YAC) is a group of young people, most often ranging in age from 12-25, working in conjunction with an existing organization to assure that youth are involved in achieving the overall mission of the organization. YACs can help make decisions, provide insight or advice to groups (usually made up of adults), and/or address a specific issue. They take on different shapes and structures depending on the needs of the community. To be successful, a YAC must be carefully thought out - from its purpose, to its role, to its membership.

How To Do It:
1. **Assess organization and adult readiness.** Before starting a YAC make sure to assess both organization and adult readiness. What are adult attitudes in the or-

ganization towards youth? Is the organizational structure able to support a YAC?

2. **Build a framework**. Gather a group of young people and a few adults to define the purpose of the YAC and define the framework of how the YAC will work. Some issues to address include membership, recruitment, application and selection process, role of the host organization, structure, funding, and logistics.
3. **Find the resources**. With the framework in mind, secure a funding source either from your host organization or from an outside source. This money would pay for meetings, materials, travel expenses, site visits, and staff time.
4. **Identify an adult ally**. Determine who the staff contact will be and make sure that all staff are brought in to meet the YAC.
5. **Define roles and responsibilities.** Be sure to clarify roles and responsibilities for both the YAC members and the adult allies.
6. **Recruit broadly**. Send applications to all junior high and high schools, colleges, and community groups in the area. Keep in mind the timeline for recruitment and selection and ways to recruit diversely (culturally, socio-economically, geographically).
7. **Provide orientation and training**. Once the group has been formed, bring them together for orientation and training. This is an opportunity to develop skills including, group facilitation, public speaking, and problem solving. Team-building exercises also help to create a sense of community and purpose.
8. **Develop and implement an action plan.** Based on its purpose have the YAC develop an action plan. This should include the what, when and who.
9. **Provide opportunities for reflection.** Have members reflect on their experience. What have they gained personally? How is the YAC working?
10. **Recognize YAC members.** Don't forget to recognize YAC members for their hard work. This can be a simple thank you or a party at the end of the program year.
11. **Be sure to integrate tips about youth/adult partnerships**.

Some Examples
♦ Earth Force Youth Advisory Board (YAB), Alexandria, VA—YAB serves both as a connection to young people and a driving force for the organization's programs. The YAB consists of young people between 12-16 who make decisions and develop solutions on environmental issues. Through Earth Force, youth discover and implement solutions to environmental concerns in their community. In addition, habits of active citizenship and environmental stewardship are developed.

♦ Maryland Youth Service Action Committee (MYSAC), Baltimore, MD - MYSAC is a youth led and run organization of thirty members ages 13-22, who are committed to service, their communities, youth advocacy, and empowering and unifying Maryland's young service leaders. MYSAC sets the agenda for youth service policy statewide, initiates and carries out needed youth service projects, and promotes youth service through newsletters, presenting at meetings and conferences and inviting other young service leaders to participate in special events.

♦ Red Lodge Youth Council, Red Lodge, MT – This council, made up of young people and adults, is a subcommittee of the local city council. Members are respon-

sible for developing a long range plan centered on making the community more youth friendly. They have conducted surveys and community forums to identify areas where help is needed. Plans developed include a skateboard park, expansion of the local Boys and Girls Club as a local teen club, and a youth awards banquet to recognize outstanding achievement by young people in the community.

Youth as Funders

Youth as funders refers to the involvement of young people in philanthropy or the raising and giving of money. Young people raise money, develop requests for proposals (RFP), review proposals, and determine who gets the money. Sometimes young people are funding youth driven projects. Other times they are involved in broader initiatives to provide resources to community problem solving efforts.

How To Do It:

1. **Define purpose and structure**. Bring together a group of young people and a few adults to define the purpose and structure of youth as funders. Who will be eligible for the money? What is the application and selection process?
2. **Define the roles of the youth and adults**. Will both parties have equal say in the decision-making process?
3. **Secure a funding source (to the extent permitted by law)**. Will it be from an on-going pool of funds, or are the young people going to be responsible for raising the money?
4. **Recruit**. Recruit youth and adults to act as the governing body for the grant-making process.
5. **Offer training**. Provide training to the newly formed group on youth/adult partnerships, planning fundraisers, grant writing, developing RFPs, reviewing proposals and evaluation.
6. **Conduct outreach**. How will you get the word out about available grants? Flyers, mailing to possible grantees, email, website?
7. **Conduct grant review and select grantees.**
8. **Offer grantees support.** Develop a plan to conduct grantee support through training, check-up phone calls and site visits.
9. **Conduct evaluation**. Solicit reports and follow up with interviews/phone calls after grantees have submitted their quarterly or end of project report.
10. **Provide recognition**. Don't forget to recognize those participating for their hard work. This can be a simple thank you or a party at the end of the program year.
11. **Be sure to integrate tips about youth/adult partnerships**.

Some Examples

♦ Safe Schools Center, School District of Palm Beach County, West Palm Beach, FL – To develop service projects which would meet a variety of community needs the Safe Schools Center developed a service-learning youth council. After receiving training the council developed and distributed mini-grant applications to elementary, middle and high schools in the district. The council then reviewed and selected mini-grant recipients. They also developed a monitoring/

mentoring process for the mini-grant recipients. In addition to supporting other projects throughout the school district, the youth council also developed their own project, dramatizing books on tape in a variety of languages and age levels for pediatric units and emergency rooms in local hospitals.

♦ Youth in Philanthropy Team, Seattle, WA - Seattle Youth Involvement Network's mission is to advocate with youth to create positive change in the community through civic involvement, leadership training, and volunteer service. The Youth in Philanthropy (YIP) team gives away $10,000 to support youth-led projects and/or programs which support youth. The YIP Team meets once a week from October through June to learn about youth services in Seattle and decide which programs need money to carry out a great idea while developing leadership, communication skills, and planning techniques.

♦ Youth Resources of Southwestern Indiana, Evansville, IN - This Youth as Resources (YAR) program promotes youth-led service-learning through school-community partnerships. A youth funding committee working in partnership with teachers makes decisions on youth-led mini-grants that are written by other young people. Over three years, they have funded over 500 projects involving 28,000 students and more than 500 adult volunteers. As part of YAR's "I Love Community Service Cookbook" they have developed a Screening Committee Recipe for others who want to develop youth funding committees.

Youth Governance/Youth on Boards

When you combine the idea of young people as resources, and honor their voices within organizations, it can result in their participation in organization governance. Specifically, "governance" refers to serving as a full voting member on an organization board or governing structure. Youth governance then, means that young people are equal stakeholders in decisions related to budget, staff, and strategic planning of an organization. This is also called "youth on board."

Here's How To Do It:
1. **Identify motivations for engaging youth.** Know specifically why you want to involve young people at this level. Check your motivation. Engaging young people in governance has far reaching impact not just on your program, but your organization. It is imperative that you are clear about how this will assist your organization.
2. **Gain support from organizational leadership.** Make sure the board and staff are committed to taking time to do extra training, mentoring, and processing.
3. **Make structural changes**. In order to make youth membership an ongoing practice, amend bylaws and policies to state that young people will be permanently included on the board. Review organizational by-laws, board member job descriptions, etc. and make any changes. Before making changes check state laws related to boards.
4. **Identify resources**. You may need additional money to cover travel expenses or office expenses like telephone calls or copying. Young people don't always have access to the same resources as adults.

5. **Identify potential young people.** It is important to conduct a thoughtful and selective recruitment process. Look for young people who understand the core values of your organization and have the potential, experience, and motivation to contribute to the entire organization. Most importantly look to young people who are already involved in your organization as service recipients or providers.

6. **Provide clear expectations and roles**. Have an interview process and a signed letter of agreement to insure that youth board member understand their roles and expectations. Use a similar process to the one you would use for adding a new adult to the board.

7. **Provide orientation and training** Be thorough in orienting young people to the board and your organization's structure and policies. The other board members need just as much training as the new youth members, especially on intergenerational relationships and diversity issues. It is important to commit at least one board meeting to this training, as well as 5-10 minutes at each board meeting.

8. **Construct meetings and work differently**. Add interactive structures to board meetings including small-group discussions, working in pairs, brainstorming exercises, to ensure that everyone has a voice in board processes.

9. **Provide on-going support**. Youth board members need time to prepare for the meeting and to evaluate and discuss it afterwards. Board or staff members should meet with the young people as part of a formal or informal mentoring program. In addition, each month young people should have contact with the executive director and/or board chair to maintain communication and ensure that youth board members are included in the informal conversations that take place between meetings.

10. **Engage more than one youth.** To avoid tokenism and provide support, engage more than one youth on your board.

11. **Be sure to integrate tips about youth/adult partnerships**.

Some Examples
♦ Massachusetts Youth Service Alliance, Boston, MA—Young people are vital members of the Alliance's board. As board chair one young person helped establish a new program called GIRLS (Growing Individuals Reacting to Life's Struggles) Conference. This annual girl led, girl run event in the Boston area provides a forum for girls to speak out and be heard on various economic and social issues.

♦ Neistrand School, Neistrand, MN— Neistrand School has a representative from each grade, K-5, serving on a board that meets bi-weekly with a school representative and a community liaison to provide feedback and make decisions on the school-wide service-learning initiatives.

♦ Hillel: The Foundation for Jewish Campus Life structured its Board of Directors to include half adults and half students (the population it serves) to allow youth to help shape the organization's activities. They also invite youth to all board meetings and pay for their travel expenses to reinforce the organization's commitment to having student input.

Youth as Policy-Makers

Many young people are actively involved in their communities through service-learning. However, in order to further the goals and impact of young people in the community, we can connect this involvement with policy and other forms of civic engagement. Engaging youth as policy-makers can help young people take their service efforts one more step towards sustainable community change. Engaging youth as policy-makers can affect the policies that govern an organization or your community. This can help ensure that young people are not cleaning the same polluted river or tutoring students in the same sub standard schools year after year, but instead are helping set policies that will change the underlying social problem. Here are some ideas on how youth can affect policy:

How To Do It:

1. **Invite local officials to your activities.** Involve them in your service projects and educate them about your perspective on the issue you are impacting with your service.

2. **Involve the media in your activities.** This includes the local newspaper, television or radio station. Invite them to cover your project. Write letters to the editor of your local paper to educate the community on issues.

3. **Get credit for service.** Ask your teacher or school to offer class credit for service conducted with a local government or nonprofit agency.

4. **Join a local board or commission.** Many schools and local, county and state governments develop task forces, boards or commissions to deal with an important issue in your community. Volunteer to be a member, or have someone nominate you for membership.

5. **Create a website.** Websites have the ability to reach a broad audience with information about the issues important to your community. Use the website to educate your school or community about an issue.

6. **Organize a debate, town hall meeting, or youth forum**. These venues create an opportunity to engage local leaders and young people in discussion about youth issues.

7. **Map your community's issues and assets**. Share the information you learn about the community with local officials.

8. **Register to vote.** If you are 18 or older, register and vote in the next election – whether it is a local, state, or federal election.

Some Examples

♦ Transportation Task Force, Duluth, MN – Recognizing the lack of opportunity for young people in their community, a group of concerned youth met with business leaders, government representatives, school leaders, and representatives from the Duluth Transit Authority. The efforts of this collaboration, known as the Transportation Task Force, resulted in better access to transportation and consequently to after-school activities for young people in the community. The Youth Rider campaign, another outgrowth of the collaboration, continues to increase affordable, safe transportation for youth, by educating the public, providing

safety programs, and offering Youth Rider Guides and Teen Passes.

♦ Ecology Club, Beachwood High School, Cleveland, OH—as a service project, the Ecology Club researched the effectiveness of curbside recycling programs in their neighborhood. The club members found that none of the 4,872 tons of residential trash collected in their neighborhood was actually being recycled. These finding were disclosed in an article in their school newspaper. The article resulted in city officials reviewing and overhauling the city's solid waste management reduction program.

♦ Youth in Action, Campbellsburg, KY - Michelle Lecompte started an initiative against drunk drivers after one drunk driver killed her brother, and another seriously injured her father. Michelle formed a Youth in Action club, the youth extension of Mothers Against Drunk Driving, in her high school. She has furthered her impact by educating her state legislature on issues concerning juvenile drinking, and by planning a video for national distribution to raise awareness of the dangers of drinking and driving.

Challenges Related To Youth Voice

Youth voice models are effective tools for actively engaging youth in community change. However, like most change efforts, implementation of youth voice can pose some challenges. Common challenges stem from balancing the school/work schedules of youth with those of adults, maintaining youth interest/commitment, and logistical issues like access to transportation. In addition, challenges can also be found in the areas of:

Sharing power
Challenge: Some adults have difficulty relinquishing power to youth during the planning and decision-making process. At the same time, some youth may be uncomfortable with taking on the responsibility that comes with having power.
Recommendation: Work towards sharing power by distributing responsibility and decision-making at levels in which adult and youth participants are comfortable. Provide opportunities to discuss power issues openly.

Stereotypes
Challenge: Adults often have stereotypes of young people. As a result it may be easier to engage youth who have already been identified as leaders. Many adults reach out to youth that they think will act and perform like adults. Young people also have stereotypes of adults. This may lead to lack of trust, or skepticism from young people about adults' willingness to support and partner with them.
Recommendation: Don't make assumptions about the abilities of youth or adults. Instead, build off of the strengths of each individual youth and adult. Provide ways for them to grow in their weak areas. Take risks and be surprised by what young people and adults can do once given the proper skills and tools.

Viewing youth as recipients
Challenge: Many adults and young people have difficulty seeing youth as leaders or resources in the community. Some don't believe that youth could offer something valuable.
Recommendation: Provide examples of what young people have accomplished. Provide clear roles, realistic expectations and support for those involved. Provide proper orientation and training. This should help provide adults and youth with a better sense of what young people can do as leaders.

There are a growing number of resources available to assist with overcoming these challenges. Organizations like the Corporation for National Service, the Points of Light Foundation, National Youth Leadership Council, Camp Fire Boys and Girls, the National 4-H Council, and a host of others publish materials to help in this area. For a list of resources, see the section on "Resources that Can Help You."

What Can We Expect To See In The Future?

A driving force behind youth voice has come from youth themselves. Adults have also been key allies. So what can we expect to see in the future regarding youth leadership and decision-making?

More Opportunities

Support for youth leadership and decision-making is growing, as is the number of organizations providing opportunities for youth voice. Interest by service-learning programs has increased because youth not only develop leadership skills, but they also gain knowledge and experience by serving their community. Youth voice has caught the attention of programs and organizations because it meets the country's growing need to develop leaders for today and for the future, and empowers individuals to meet the needs of their community.

Higher Levels of Youth Engagement

While it is important to start where you are in terms of youth voice, increasingly organizations are implementing models like "youth on board" which engages young people in the highest level of organizational decision-making. Recently during a roundtable discussion on youth philanthropy in conjunction with the White House Conference on Philanthropy, many of the recommendations made suggested engaging young people at higher levels of decision-making including establishing a Senate committee on youth service, a cabinet-level position for youth, a youth media association, more youth foundations, and to integrate service-learning with school curriculum.

Organized Dialogue

The number of conferences and forums related to youth voice have been increasing. Organizations are bringing together youth leaders and adult allies to develop strategies, build coalitions, share best practices, and harness energy towards building a national movement. These organized sessions allow youth leaders and adult allies to offer input to decision-makers and help generate solutions.

Combining youth voice with service-learning is an effective strategy for developing leadership, character, and responsibility in young people. As support grows, we will need to identify more ways to strengthen youth voice as a component of service-learning. Questions for further discussion include:

♦ How do we measure the impact and effects of youth voice and leadership?
♦ How do we integrate youth voice into curriculum-based service-learning models?
♦ What are the benefits and incentives of youth voice for educators, youth workers, and community members?
♦ How do we tap into resources to finance youth voice and leadership programs and efforts?

Conclusion

Youth voice is an important element of effective service-learning programs and will continue to be a key focus for programs. This guide has outlined what youth voice is, why it is important and provided models of youth voice adopted by service-learning programs. While there are some challenges associated with youth voice, the good news is that you do not have to do it alone. There are many resources (publications and organizations) available to support you in your efforts to engage authentic youth voice. So take the chance and see what engaging youth in leadership and decision-making can do for your program and organization.

Resources that Can Help You

Publications

Action Planning Workbook. 2001. Youth Leadership Institute, (415) 455-1676.

Adults as Allies. Barry Checkoway. Published by the W.K. Kellogg Foundation, 1996. University of Michigan School of Social Work., Ann Arbor, MI.

A Key to Developing Positive Youth-Adult Relationships. John Bell. *Humanics,* p 7-10. Spring, 1996.

Bridging the Gap: A Rationale for Enhancing the Role of Community Organizations in Promoting Youth Development. K.J. Pittman & M. Wright. 1991, Washington, DC: Center for Youth Development & Policy Research.

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets. John Kretzmann & John McKnight, 1993. Center for Urban Affairs and Policy Research, Northwestern University, Chicago, IL.

Building Relationships, Listening to Young People. Jenny Sazama. 1994. The Resource Center for Youth & their Allies, 28 Greenwich Park, Boston, MA 02118. 617/536-5165.

Co/Motion: Civic Responsibility Training Manual. 1998. Alliance for Justice, Washington, DC

Creating Youth/Adult Partnerships Curriculum. CY/APTC, National 4-H Council Supply Service, 7100 Connecticut Avenue, Chevy Chase, MD 20815, (301) 961-2984.

Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development. P. Scales & N. Leffert. 1997, Minneapolis, MN: Search Institute.

The Effects of Service-learning. Shelley Billig. *School Administrator,* August 2000, pp. 14-18.

Fourteen Points for Successfully Involving Youth in Decision-Making. Youth on Board, 58 Day Street, P. O. Box 440322, Somerville, MA 02144,. (617) 623-9900 x 1242.

Giving Youth the Power and the Money: A Guide to Establishing Youth Service Learning Councils. Joe Follman, 1997. National Dropout Prevention Center, College of Health, Education and Human Development, Clemson University, 205 Martin Street, Clemson, SC 29634-0726, (864) 656-2599.

Guidelines & Resources for Establishing a Youth Advisory Committee. Council of Michigan Foundations, P.O. Box 599, Grand Haven, MI 44417. 616/842-7080

How to Start Your Own Youth Advisory Council. New York State Youth Council, 52 Washington St., Rensselaer, NY 12144.

Innocenti Essays No. 4 Children's Participation: From Tokenism to Citizenship. Roger Hart, 1992. UNICEF International Child Development Centre, Piazza S. S. Annunziata, 12, 50122 Florence, Italy. Tel. 39 55 2345 258, Fax 39 55 244 817, Telex 572297 UNICEF.

Integrating Youth Voice in Service-Learning, Learning Indeed Issue Paper, Education Commission of the States 707 17th Street, Suite 2700 Denver, CO 80202-3427 303-299-3600 fax 303-296-8332 *www.ecs.org*

Involving Youth in Civic Life. Ashley Price and Phillip Lovell. *Youth in Action*, Number 5, October 2000. Department Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Leadership that Matters: a Guide for ASB and Service Club Officers and Advisors. Association of Washington School Principals and Project Service Leadership, 1993. (360) 576-5070.

Moving Young People From Participants To Decision Makers – Training Curriculum. Youth Outreach. Points of Light Foundation, 2001. Points of Light Foundation, 1400 Eye Street, NW, Suite 800, Washington, DC 20005, (202) 729-8000.

No Kidding Around! America's Young Activists Are Changing Our World and You Can Too. Wendy Lesko, 1992. Activism 2000 Project, P.O. Box E, Kensington, MD 20895 (301) 942-6303

Participants in Partnership. Adults & Youth Working Together. The New York State Youth Council.

The Role of Youth in Governance of Youth Service Programs. Constitutional Right Foundation for Youth Service America's Working Group on Youth Service Policy.

Route to Success: A Leader School's Youth Consultant Program. Jennifer Kelley, Joanna Specter and Jamaal Young, 2000. South Carolina Department of Education and National Dropout Prevention Center, (864) 656-2599.

Stronger Voices, Better Choices: Promise Project's Guide to Forming Youth/ Adult Partnerships. Loring Leifer and Michael McLarney, 1997. Promise Project, YMCA of Greater Kansas City, Kansas City, MO (861) 561-9622.

Student Service and Philanthropy Project: Resource Guide for Establishing a Student-Run Foundation. SSPP, 310 West End Avenue, New York, NY 10023-8146. (212) 877-1775

Students as Evaluators: A model for Program Evaluation. p. 160-165. Patricia Campbell, Susan Edgar, & Alice L. Halsted. *PHI DELTA KAPAN.* October, 1994.

Student Evaluators: A Guide to Implementation. National Helpers Network, 1994.

TAP—Youth Service Resource Guide. Michigan Community Service Commission, Olds Plaza Building, 4th Floor, 111 S. Capitol Avenue, Lansing, MI 48913.

Tips and Guidelines for Allies to Young People. Jenny Sazama, 1994. The Resource Center for Youth as Allies, 28 Greenwich Park, Boston, MA 02118. 617/536-5165.

The 26% Solution: Youth. Wendy Lesko and Emanuel Tsourounis II, Activism 2000 Project, 1998. (301) 942-6303

Tools for Social Change: A Public Policy Manual. 2001. Youth Leadership Institute, (415) 455-1676.

Understanding and Supporting Young People. Jenny Sazama, 1999. Boston Island Publishers, Boston, MA.

We Are Resourceful! United Way, 1993. United Way of America, #808153, 701 North Fairfax Street, Alexandria, VA 22314-2045. 703/836-7112 x548

Young People as Community Builders. Barry Checkoway and Janet Finn, 1992. Center for the Study of Youth Policy, School of Social Work, University of Michigan.

Young People Creating Community Change. Barry Checkoway. Center for the Study of Youth Policy, School of Social Work, The University of Michigan.

Youth and Boards: What's the Status. 2001. Youth Leadership Institute, (415) 455-

1676.

<u>Youth and Adult Partnership Toolkit: Bringing Our Worlds Together to Succeed.</u> National Fraternal Congress of America, 1240 Iroquois Drive, Suite 300, Naperville, IL 60563-8538, phone: (630) 355-6633, fax: (630) 355-0042, email: nfca@nfcanet.org.

<u>Youth as Trustees.</u> Community Partnerships for Youth, Inc. Fort Wayne, IN (219) 436-4402.

<u>Youth Development: Issues, Challengers & Directions.</u> Public/Private Ventures. 1999. Philadelphia, PA: Youth Development Directions Project.

<u>Youth in Decision- Making: A Study on the Impacts of Youth and Adults on Organizations.</u> Shepherd Zeldin, Annette Kusgen McDaniel, Dimitri Topitzes and Matt Calvert, 2000. University of Wisconsin-Madison, Department of Human Development and Family Studies, www.innovation-center.org.

<u>Youth in Governance</u>. Community Partnerships for Youth, Inc. Fort Wayne, IN (219) 436-4402.

<u>Youth in Philanthropy</u>. Community Partnerships for Youth, Inc. Fort Wayne, IN (219) 436-4402.

<u>Youth Involvement: Developing Leaders and Strengthening Communities.</u> Bruce Swinehart, 1990. Partners for Youth Leadership.

<u>Youth Issues, Youth Voices: A Guide for Engaging Youth and Adults in Public Dialogue and Problem Solving</u>. Sarah Campbell, Topfield Foundation, Inc. 1996.

<u>Youth Participation in Community Planning.</u> Planning Advisor Service Report Number 486. Ramona Mullahey, Yve Susskind, & Barry Checkoway. American Planning Association, 1999. Washington, DC www.planning.org

<u>Youth on Board: Why and How to Involve Young People in Organizational Decision-Making.</u> National Council of Non-profit Boards and Youth on Board, 1999. (800) 883-6262, www.ncnb.org.

<u>Youth to Youth: Training Guidelines.</u> National Helpers Network, 1994

<u>Youth Voice Begins With You!</u> Jennifer Kurkoski, Karla Markendorf and Norma Straw, 1997. Washington Youth Voice Project. Project Service Leadership, Vancouver, WA (360) 576-5070

<u>Youth Voice Tip Sheets</u>. Washington Youth Voice Project. Project Service Leadership, Vancouver, WA (360) 576-5070

Videos

<u>At the Table: Youth Voice in Decision-Making.</u> National 4-H Council. 7100 Connecticut Ave., Chevy Chase, MD 20815, (301) 961-2972.

<u>Taking the Reins Together: Youth Adults Partnerships.</u> National 4-H Council, 7100 Connecticut Ave., Chevy Chase, MD, 20815, (301) 961-2972.

<u>Youth Consultants: Putting it all Together.</u> 1997. National Dropout Prevention Center, College of Health, Education and Human Development, Clemson University, 205 Martin Street, Clemson, SC 29634-0726, (864) 656-2599.

<u>Youth Produced PSAs" TV Messages that Matter"</u>. Activism 2000 Project, (301) 942-6303.

Organizations

Activism 2000 Project
Encourages young people to speak up about issues they care about. Offers books, videos, training and consulting on youth participation in decision-making processes and free materials and technical assistance to young people on how to move their ideas into action.
> PO Box E
> Kensington, MD 20895
> 1-800-KID-POWER
> www.youthactivism.com

Arsalyn Foundation
The Foundation's Technical Assistance Program provides organizational capacity building and technical assistance to organizations that actively engage young people ages 11-20 in community and civic participation.
> P.O. Box 1796
> Glendora, CA 91740
> 626/914-5404
> www.arsalyn.org

The ASPIRA Association, Inc.
The only national non-profit organization devoted solely to the education and leadership development of Puerto Rican and other Latino youth. ASPIRA has pursued its mission of empowering the Latino community through the development of its youth.
> 1444 Eye Street, NW
> Suite 800
> Washington, DC 20005
> 202/835-3600
> 202/835-3613 (fax)
> www.aspira.org

Center for Youth as Resources
Provides small grants to youth and supports them as they design and implement issue-related projects. Young people are affiliated with youth centers, schools, churches, community foundations and their projects tackle a variety of social problems. Past organizational and youth participants help provide training and technical assistance.

> 1700 K Street, NW
> Suite 801
> Washington, DC 20006
> (202) 261-4185
> www.yar.org

Community Partnerships for Youth
Has developed a training curriculum and provides training to young people about their role as trustee, or as partners in the governance process.

> 6319 Constitution Drive
> Fort Wayne, IN 46804
> (219) 436-4402
> www.cpyinc.org

Co/Motion
National program that helps organizations increase their capacity to foster youth leadership in the design, implementation, and evaluation of action strategies addressing community problems, particularly gun violence. Has training and guidebook that provides advocacy and organizing skills for young people.

> Eleven Dupont Circle, NW; 2nd Floor
> Washington, DC 20036
> 202/822-6070
> 202/822-6068 (fax)
> www.comotionmakers.org

Council on Michigan Foundations
Has developed Michigan Community Foundations Youth Project, which supports the creation of youth advisory councils (YACs) at community foundations. These YACs develop and manage grant-making programs that support youth programs in their community. Have developed guidebook on YACs.

> One South Harbor Avenue; Suite 3
> Grand Haven, MI 49417
> 616/842-7080
> www.mcfyp.org

Do Something
National, school-based program committed to building young community leaders through service-learning, civic engagement, and character education. Mission is to inspire, mobilize, train, and fund young people as they go through this important development. Sponsors award for outstanding young leaders (K-12) who work with Do Something to improve their communities.

     423 West 55th Street, 8th Floor
     New York, New York 10019
     (212) 523-1179
     (212) 582-1307 (fax)
     www.dosomething.org

National 4-H Council, At The Table
At the Table seeks to advance the youth in governance movement on a national level. They maintain a database of organizations with youth board members and resources related to youth in governance.

     7100 Connecticut Avenue
     Chevy Chase, MD 20815
     (301) 961-2972
     www.fourhcouncil.edu

National Indian Youth Leadership Project
A grassroots, non-profit service organization, headquartered in Gallup, NM, which has developed a variety of national and local programs for Native youth and communities. NIYLP hosts the National Clearinghouse for Native Service Learning.

     814 South Boardman
     Gallup, NM 87301-4711
     505/722-9176
     505/722-9794 (fax)
     www.niylp.org

National Youth Leadership Council
Provides training and technical assistance related to youth leadership and service-learning. Each training is developed to meet the needs of the client and is lead by at least one adult in partnership with at least one young person.

     1910 West County Road B
     St. Paul, MN 55113
     (651) 631-3672
     www.nylc.org

Office of Superintendent of Public Instruction, Youth Leadership and Service Initiative
Encourages youth involvement in service-learning in schools and communities.

     PO Box 47200
     Olympia, WA 98501
     (360) 753-2858

New York State Youth Council
Has developed resources on how to develop a youth council and create working relationships between youth and adults.
>
> 52 Washington St
> Rensselaer, NY 12144

The Points of Light Foundation, Youth Outreach
Through its YES Ambassador program has developed a number of models of youth involvement including youth action councils, youth forums, and youth on boards of directors. The Youth Outreach area provides training and technical assistance to young people to develop their leadership skills, as well as to organizations to develop structures and programs that involve young people as leaders.
>
> 1400 Eye St, NW
> Suite 800
> Washington, DC 20005
> (202) 729-8000
> www.pointsoflight.org

Promise Project
Offers publications, training and consulting to assist groups in creating successful youth/adult partnerships.
>
> YMCA of Greater Kansas City
> 3100 Broadway, #930
> Kansas City, MO 64111
> (861) 561-9622
> www.ymca-kc.org

Resource Center for Youth and their Allies (RCYA)
Provides information, training, and technical assistance to young people and their allies. RCYA is closely affiliated with Youth on Board.
>
> 25 Boylston Street
> Jamaica Plain, MA 02130
> 617/522-5560

Youth Leadership Institute
A community-based institute that joins with young people to build communities that value, honor, and support youth. Offers programs and tools that assist youth and organizations to engage youth in social change.
>
> 870 Market Street, Suite 708
> San Francisco, CA 94102
> 415/397-2256
> 415/397-6674 (fax)
> www.yli.org

Youth on Board

Works with model intergenerational boards. Provides training, consultation, and materials on how to build effective intergenerational boards.

> P.O. Box 440322
> Somerville, MA 02144
> (617) 623-9900
> YouthBoard@aol.com

Youth Service America

A resource center and alliance of 200+ organizations committed to increasing the quantity and quality of opportunities for young Americans to serve locally, nationally, or globally. Hosts National Youth Advisory Council made up of young people from around the country.

> 1101 15th Street, NW; Suite 200
> Washington, DC 20005
> 202/296-2992
> 202/296-4030 (fax)
> www.SERVEnet.org

The Points of Light Foundation
Youth Outreach
1400 Eye Street, NW Suite 800
Washington, DC 20005
Phone: (202) 729-8000   Fax: (202) 729-8255
Email: youth@pointsoflight.org
Website: www.pointsoflight.org

The mission of The Points of Light Foundation is to *engage more people more effectively in volunteer community service to help solve serious social problems.* Our primary partner in fulfilling this mission is the network of over 500 local Volunteer Centers. The Foundation's Youth Outreach department seeks to make this mission a reality for youth. Youth Outreach raises awareness and advocates for the engagement of young people in community problem solving, builds the knowledge and skills of young people to be community problem solvers, and builds the knowledge and skills of organizations and institutions to create meaningful service and leadership opportunities for young people. Youth Outreach does this through technical assistance, training, consulting, publications and programs and initiatives.

Corporation for National Service
Department of Service-Learning
1201 New York Ave, NW
Washington, DC 20525
Phone: (202) 606-5000   Fax: (202) 565-2781
Email: Lsaabout@cns.gov
Website: www.nationalservice.org

The mission for the Corporation for National Service is to provide opportunities for Americans of all ages and backgrounds to engage in service that addresses the nation's educational, public safety, environmental, and other human needs to achieve direct and demonstrable results and to encourage all Americans to engage in such service. In doing so, the Corporation will foster civic responsibility, strengthen the ties that bind us together as a people, and provide educational opportunity for those who make a substantial commitment to service. Learn and Serve America supports service-learning programs in schools and community organizations that help nearly one million students from kindergarten through college meet community needs, while improving their academic skills and learning the habits of good citizenship. Learn and Serve America grants are used to create new programs or replicate existing programs, as well as to provide training and development to staff, faculty, and volunteers.

Youth Service America
1101 15th Street, NW, Suite 200
Washington, DC 20005
Phone: (202) 296-2992   Fax: (202) 296-4030
Website: www. YSA.org   www.SERVEnet.org

Youth Service America (YSA) is a resource center and an alliance of 200+ organizations working to increase the quantity and quality of opportunities for young people to serve locally, nationally, and globally. Based in Washington, DC, YSA's programs to make service the common expectation and experience of every young American include: National and Global Youth Service Day; SERVEnet.org; ServiceVote 2000 and the Youth Civic Action Network; the President's Student Service Awards; and the National Youth Service Affiliates Program. YSA has published the weekly National Service briefing continuously since 1994.

POINTS
OF LIGHT
FOUNDATION
&
VOLUNTEER CENTER
NATIONAL NETWORK

Youth Outreach
1400 Eye Street, NW Suite 800
Washington, DC 20005
Phone: (202) 729-8000
Fax: (202) 729-8255
Email: youth@pointsoflight.org
Website: www.pointsoflight.org

CORPORATION

FOR NATIONAL

★ SERVICE

Department of Service-Learning
1201 New York Ave, NW
Washington, DC 20525
Phone: (202) 606-5000
Fax: (202) 565-2781
Email: Lsaabout@cns.gov
Website: www.nationalservice.org