

May 20, 2005



## Oakland Fund for Children and Youth Strategic Planning Project Annotated Bibliography of Best Practices

### Overview

Gibson and Associates (G&A) has developed an inventory of research in the program areas identified by the OFCY's Planning and Oversight Committee (POC) and the Task Forces. The following articles, reports, and resources have been selected as a reference for Task Force members, the POC, its Strategic Planning Subcommittee, and for future planning teams. This is a work-in-progress. As planning moves forward, more resources and research will be added to the list, providing program planners with a valuable tool to ensure that initiatives are based on best practices and on successful local and national models.

The references are organized by category (e.g. 0-5 Partnerships for Early Childhood Development & Kindergarten Readiness). G&A made an effort to only include strategies and program practices that, based on research, are proven or extremely promising. For each reference, we have identified the age(s) and Task Force(s) for which the strategy or program practice is most relevant. Under the Summary, we have included a brief description of the program elements and research or evaluation support, where applicable. Finally, we provide program contact information and/or a URL where the document is located.

This document has been provided to enable program planners and policy makers to locate and explore the research most relevant to their specific interests. The information provided is brief to make the document more concise. If additional detail would make it a more useful tool, the scope of these descriptions can be expanded.

Age(s)	Task Forces	Summary & Contact Information
<b>Community Building &amp; Neighborhood Integrated Service Delivery Approaches</b>		
All	All	<p><b>Title:</b> "<u><a href="#">Building an Integrated Services Model</a></u>," part of a series from the Technical Assistance Resource Center of the Annie E. Casey Foundation.</p> <p><b>Description:</b> A case study of the 10-year development of a network of integrated services models in Louisville, Kentucky. The study provides a very detailed description of how the network was established, how it is governed by a countywide Managing Board and how each site is coordinated by neighborhood residents and agency representatives. It includes general descriptions of funding and selected program elements. It is an example of how to build lasting partnerships between city, county and community.</p> <p><b>Contact:</b> URL: <a href="http://www.aecf.org/initiatives/mc/tarc/peermatch/reports/pm_indy.pdf">http://www.aecf.org/initiatives/mc/tarc/peermatch/reports/pm_indy.pdf</a></p>

Age(s)	Task Forces	Summary & Contact Information
All	All	<p><b>Title:</b> <u>“Connecting Residents to Integrated Neighborhood Services,”</u> part of a series from the Technical Assistance Resource Center of the Annie E. Casey Foundation.</p> <p><b>Description:</b> This case study describes the development of integrated neighborhood services in San Mateo and Fremont, California. Of particular interest is the study of Fremont’s Family Resource Center (FFRC), which is funded in part by the City of Fremont and Alameda County and has been identified as a model site for service integration. The study captures how the FFRC was founded, its partners, its governing structure, and its collaborative approach.</p> <p><b>Contact:</b></p>
All	All	<p><b>Title:</b> <u>“Not Quite Chaos: Toward a More Disciplined Approach to Community Building.”</u> James B. Hyman, Ph.D.</p> <p><b>Description:</b> The report outlines an approach to building community as an antecedent to developing neighborhood centers. The study (and the one that follows) is relevant to efforts to build neighborhood capacity where currently there is a lack of organized capacity to sustain neighborhood level collaboration.</p> <p><b>Contact:</b> URL <a href="http://www.aecf.org/initiatives/mc/readingroom/documents/not_quite_chaos.pdf">http://www.aecf.org/initiatives/mc/readingroom/documents/not_quite_chaos.pdf</a></p>
All	All	<p><b>Title:</b> <u>“Neighborhood and Cities Working Together,”</u> part of a series from the Technical Assistance Resource Center of the Annie E. Casey Foundation.</p> <p><b>Description:</b> The study describes how to build the capacity of neighborhoods prior to developing a community or neighborhood center. It describes the process of working with neighborhood residents and leaders, building neighborhood capacity, collaborating from the neighborhood up through the public agency leadership, and developing a neighborhood vision. It does not describe any programmatic results from this collaboration.</p> <p><b>Contact:</b> URL: <a href="http://www.aecf.org/initiatives/mc/tarc/peermatch/reports/desmoines_roch.pdf">http://www.aecf.org/initiatives/mc/tarc/peermatch/reports/desmoines_roch.pdf</a></p>
All	Academic and Cultural Development Physical and Behavioral Health	<p><b>Title:</b> <u>“Good Works: Highlights on a Study of The Center For Family Life.”</u> Susan Blank. Annie E. Casey Foundation. June 2000.</p> <p><b>Description:</b> The study describes The Center for Family Life resource center in Sunset Park, Brooklyn. It examines how the center developed around the needs and desires of the community; the mission and philosophy behind its development; and the variety of services it offers, such as assessments and counseling, a community school program, parent education programs, and adult employment programs. CFL is unique because it functions through a decentralized structure that allows the center to customize its services to the needs of each family.</p> <p><b>Contact:</b> URL: <a href="http://www.aecf.org/publications/data/cfl.pdf">http://www.aecf.org/publications/data/cfl.pdf</a></p>

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<b>City-University Partnerships</b>		
All	All	<p><b>Title:</b> <u>"Engaging Resources in Higher Education,"</u> part of a series from the Technical Assistance Resource Center of the Annie E. Casey Foundation.</p> <p><b>Description:</b> This guide describes how local universities and colleges can provide support in building neighborhood level economic opportunities, social networks, and services and support systems. The guide provides a series of case studies with web links for more information. The guide also highlights the key elements of successful partnerships.</p> <p><b>Contact:</b> URL <a href="http://www.aecf.org/initiatives/mc/readingroom/documents/HigherEd_pages.pdf">http://www.aecf.org/initiatives/mc/readingroom/documents/HigherEd_pages.pdf</a></p>
5-18	Academic and Cultural Development	<p><b>Title:</b> <u>The Santa Ana Partnership,</u> an initiative of the W.K. Kellogg Foundation.</p> <p><b>Description:</b> The goal of this partnership was to increase the number and proportion of Santa Ana students who attend colleges and universities. It is a partnership of the city of Santa Ana, the school district, and local colleges and universities. This partnership was initiated in 1983 and is still in operation. It has achieved significant and sustained gains in a number of outcomes (e.g. five-fold growth in percent of students taking Algebra; Santa Ana College rose from 45<sup>th</sup> to 7<sup>th</sup> in the state in terms of Latino transfers to the UC system; Doubling the statewide average of Latino students taking the SAT, etc.) The publication provides detailed discussion of how the initiative was launched, its partners, funding streams and program elements.</p> <p><b>Contact:</b> <a href="http://www.wkkf.org/Pubs/YouthED/Santa_Ana_Case_Study_00252_03796.pdf">http://www.wkkf.org/Pubs/YouthED/Santa_Ana_Case_Study_00252_03796.pdf</a></p>
<b>After School Program Systems</b>		
All	Academic and Cultural Development	<p><b>Title:</b> <u>"Afterschool Time: Toward a Theory of Collaborations."</u> Gil G. Noam. The Program in Afterschool Education and Research and the Harvard Afterschool Initiative, Harvard University. Paper written for the Urban Seminar Series on Children's Mental Health and Safety: After-School Time, Kennedy School of Government. May 10-11, 2001.</p> <p><b>Description:</b> The article highlights the importance of collaborative partnerships between public and private institutions to provide afterschool resources and other services for youth. It offers a theoretical framework for four types of partnerships that help create "intersectional environments" where youth-serving institutions can effectively conduct youth programming.</p> <p><b>Contact:</b> URL: <a href="http://www.ksg.harvard.edu/urbanpoverty/Urban%20Seminars/May2001/gilnoam.pdf">http://www.ksg.harvard.edu/urbanpoverty/Urban%20Seminars/May2001/gilnoam.pdf</a></p>

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5-12	Academic and Cultural Development	<p><b>Title:</b> <u>L.A.'s BEST (Better Educated Students for Tomorrow)</u></p> <p><b>Description:</b> LA's BEST provides on-site after school education, enrichment, and recreation programs for 17,500 elementary school children ages 5 to 12 in underperforming schools in the City of Los Angeles. It focuses on improving both the safety of students and their academic achievement by 1) build on the interests of individual students and 2) maintaining connections to teachers. It is a partnership of the City, the Los Angeles Unified School District, local CBOs, and the private sector. The program has proven successful in improving grades, school safety, and increasing students' positive attitude towards school.</p> <p><i>Program evaluation, "Decade of Results: The Impact of the LA's BEST After School Enrichment Program on Subsequent Student Achievement and Performance" by the University of California, Los Angeles Center for the Study of Evaluation (June 2000).</i>  URL: <a href="http://www.lasbest.org/learn/uclaeval.pdf">http://www.lasbest.org/learn/uclaeval.pdf</a></p> <p><b>Contact:</b> URL: <a href="http://www.lasbest.org">http://www.lasbest.org</a></p>
5-12	Academic and Cultural Development	<p><b>Title:</b> <u>Sacramento STARTS</u></p> <p><b>Description:</b> This after-school program provides on-site academic and enrichment support for 6,000 students in 43 schools across 6 districts. Its goal is to expand the school day, build upon school district goals, and provide a safe environment for students by promoting youth development and building on individual student assets. It is a collaborative program between the City and school districts.</p> <p><i>Evaluation report by Minicucci and Associates. URL: <a href="http://www.sacstart.org/about.htm">www.sacstart.org/about.htm</a>.</i></p> <p><b>Contact:</b> URL: <a href="http://www.sacstart.org/">http://www.sacstart.org/</a></p>
5-12	Academic and Cultural Development	<p><b>Title:</b> <u>San Jose LEARNS</u></p> <p><b>Description:</b> Part of the San Jose Schools/City Collaborative, this after school program provides on-site homework support and enrichment activities at 19 elementary schools and two middle schools in six school districts, serving 1,400 youth each day through the structured program and an additional 25,000 at their drop-in homework centers. The city contracts with more than 20 community organizations—such as museums and art, music, and dance groups—to provide six- to eight-week-long classes. School site staff and program leaders collaborate to improve services to participants.</p> <p><b>Contact:</b> Program does not have a website, information available at: <a href="http://www.edsource.org/edu_part_profile_SanJose.cfm">http://www.edsource.org/edu_part_profile_SanJose.cfm</a></p>

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5-12	Academic and Cultural Development	<p><b>Title:</b> <u>San Diego "6 to 6" Extended School Day Program</u></p> <p><b>Description:</b> The San Diego "6 to 6" Extended School Day Program seeks to provide high quality, affordable enrichment programs before and after school to every elementary and middle school student in the city of San Diego, CA. The program seeks to provide a safe place for all students, as well as academically and recreationally stimulating activities during non-school hours. The "6 to 6" program represents an effort by the City of San Diego to meet the needs of working parents and their families by integrating various after-school programs into a uniform system, with standard funding, programming, and evaluation mechanisms.</p> <p><i>Program evaluations, "San Diego After School Regional Consortium: Academic Indicator Report 1999-2000," by Hoffman, Clark and Associates and "Independent Evaluation of San Diego's "6 to 6" Extended School Day Program" by WestED available on program website.</i></p> <p><b>Contact:</b> URL: <a href="http://www.sandiego.gov/6to6/index.shtml">http://www.sandiego.gov/6to6/index.shtml</a></p>
5-12	Academic and Cultural Development	<p><b>Title:</b> <u>Boston's After-School for All Partnership</u></p> <p><b>Description:</b> The After-School Partnership has three goals: to significantly expand the availability of quality after-school and summer programs for low-income children in Boston; to help improve the academic achievement and positive development of children through support of high-impact learning activities in after school programs; to support efforts to significantly increase and sustain public revenue funding streams for quality after-school and summer programs in Boston. It is made up of public and private funders and recognizes the value of collaboration with providers, parents, research institutions, intermediary organizations and youth- to create a lasting investment in the infrastructure of the out-of-school-time system.</p> <p><i>Evaluation and research available at <a href="http://www.afterschoolforall.org/news/research.html">http://www.afterschoolforall.org/news/research.html</a>.</i></p> <p><b>Contact:</b> URL: <a href="http://www.afterschoolforall.org">www.afterschoolforall.org</a></p>
<b>Diversity and Cultural Sensitivity</b>		
All	Academic and Cultural Development	<p><b>Title:</b> <u>"Common Practices for Uncommon Learners: Addressing Linguistic and Cultural Diversity"</u>. DiCerbo, Patricia Anne.</p> <p><b>Description:</b> This article discusses the attributes of effective English Language instruction, and presents a list of research that provides strong evidence about what makes some programs and practices more effective than others. Document available at <a href="http://www.ncela.gwu.edu/pubs/tasynthesis/framing/1commonpractices.htm">http://www.ncela.gwu.edu/pubs/tasynthesis/framing/1commonpractices.htm</a>.</p> <p><b>Contact:</b></p>

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All	Academic and Cultural Development	<p><b>Title:</b> <u>"Working with Diverse Learners and School Staff in a Multicultural Society"</u>. Sanchez, William, et al. ERIC Clearinghouse on Counseling and Student Services Greensboro NC., American Psychological Association Washington DC.</p> <p><b>Description:</b> This article discusses school diversity, and provides a model for serving diverse learners. The author asserts that the development of culturally sensitive assessment and intervention strategies, multicultural consultation, and professional training needs to take place. Structured along the lines of awareness, knowledge, and skills development, such actions will enhance diversity within the school environment.</p> <p>Document available at <a href="http://www.ericdigests.org/1996-3/working.htm">http://www.ericdigests.org/1996-3/working.htm</a>.</p> <p><b>Contact:</b></p>
All	Academic and Cultural Development	<p><b>Title:</b> <u>"Educating All Our Students: Improving Education for Children from Culturally and Linguistically Diverse Backgrounds."</u> McLaughlin, Barry and Beverly McLeod. Final Report of the National Center for Research on Cultural Diversity and Second Language Learning, Volume I. University of California Santa Cruz, June 1996.</p> <p><b>Description:</b> This report discusses the instructional strategies identified as effective for educating students from culturally and linguistically diverse background. Center research has identified barriers faced by these students and their schools, as well as promising approaches to overcoming these obstacles. The report discusses the following topics: changing perceptions and discourse, changing expectations, changing schools, and future research directions.</p> <p><b>Contact:</b></p>
<b>Early Childhood Development and Behavioral Health</b>		
0-5	Academic and Cultural	<p><b>Title:</b> <u>"School Readiness: Closing Racial and Ethnic Gaps."</u> The Future of Children. Spring 2005 edition. A publication of the Woodrow Wilson School of Public and International Affairs at Princeton University and the Brookings Institute.</p> <p><b>Description:</b> This report presents extensive research documenting the strong correlation between kindergarten readiness and a wide variety of important adult outcomes spanning education, future income, health, criminal justice, etc. It documents the disparities in kindergarten readiness between Whites and other ethnic groups and between children of higher socio-economic status and children of lower socio-economic status. The study also highlights the relationship between readiness and environmental stress, health, parenting practices, involvement in early childhood programs, and genetics. One chapter focuses on assessment issues for pre-k programs. Another chapter focuses on parent/home-based strategies that can reduce the racial and ethnic gaps in kindergarten readiness, including examination of a number of effective parent training models. The last chapter describes the elements of highly effective models of early childhood education. While the document does not go into great detail about either parent or center based programs, it does provide citations to approaches that have proven effective through evaluations. <i>This document, while voluminous, would provide an excellent primer for anyone participating in a 0-5 initiative.</i></p> <p><b>Contact:</b> URL: <a href="http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=255946">http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=255946</a></p>

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0-5	Academic and Cultural Development	<p><b>Title:</b> <u><a href="#">Spark: Supporting Partnerships to Assure Ready Kids</a></u>, An initiative of the W.K. Kellogg Foundation.</p> <p><b>Description:</b> This site describes a new initiative for promoting community responses to encourage kindergarten readiness. It describes the kinds of partners, outcomes, and characteristics of an aligned system of services and supports fostering childhood readiness. However, it does not provide much detail about the services and strategies themselves. Since the initiative is in its second year of operation, more detail and evaluation findings will be available in the future. The link also provides links to the eight demonstration sites where SPARK is being implemented.</p> <p><b>Contact:</b> URL: <a href="http://www.wkkf.org/Programming/Overview.aspx?CID=168">http://www.wkkf.org/Programming/Overview.aspx?CID=168</a></p>
0-5	Academic and Cultural Development	<p><b>Title:</b> <u><a href="#">"Seven Things Policy Makers Need to Know about School Readiness,"</a></u> by the State Early Childhood Policy Network.</p> <p><b>Description:</b> An excellent resource for advocates and for grant writers seeking support for an early childhood initiative. The document provides a wealth of research on the value of investing in early childhood, providing a 20 year look at cost-benefit analysis. The document looks at the long term impact in terms of lost wages, criminal justice costs, child welfare costs, health care costs, etc. While the document does not provide a guide to what works in early childhood education, it does provide excellent justification for investment in this kind of initiative and advocates will find material for presentations to City Councils, foundations, or for other grant applications. A fully developed PowerPoint covering these issues is also available on the site.</p> <p><b>Contact:</b> URL: <a href="http://www.finebynine.org/pub.html">http://www.finebynine.org/pub.html</a></p>
0-5	Academic and Cultural Development	<p><b>Title:</b> <u><a href="#">"Measuring Children's School Readiness: Options for Developing State Baselines and Benchmarks,"</a></u> a publication of the State Early Childhood Policy Network.</p> <p><b>Description:</b> This document provides an excellent primer on how to develop system-wide benchmarks for evaluating the impact of a 0-5 initiative that focuses on school readiness.</p> <p><b>Contact:</b> URL: <a href="http://www.finebynine.org/pdf/Baselines.pdf">http://www.finebynine.org/pdf/Baselines.pdf</a></p>
0-5	Academic and Cultural Development	<p><b>Title:</b> <u><a href="#">The Hampshire Educational Collaborative (HEC)</a></u></p> <p><b>Description:</b> The HEC has developed a model training program targeting family day care providers and parents to help each build their capacity to provide a high quality child care/home environment fostering literacy acquisition and healthy child development. It also provides a valuable set of links to other web sites for state and national organizations on the issue. No evaluation was available</p> <p><b>Contact:</b> URL: <a href="http://www.collaborative.org/earlychildhood/echoodcommparts.html">http://www.collaborative.org/earlychildhood/echoodcommparts.html</a></p>

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All	Academic and Cultural Development	<p><b>Title:</b> <u>“Constituents of Change: Community Organizations and Public Education Reform.”</u> Kavitha Mediratta, Institute for Education and Social Policy, Steinhardt School of Education, New York University. September 2004.</p> <p><b>Description:</b> The study examines the approaches, priorities, and outcomes of eight community organizations from urban areas around the country (including Oakland Community Organizations) that have taken a lead role in advocating for public school reform and that have involved parents, youth, educators, and community members in their efforts.</p> <p><b>Contact:</b> URL: <a href="http://www.nyu.edu/iesp/publications/cip/Mott%20Report%20Final.pdf">http://www.nyu.edu/iesp/publications/cip/Mott%20Report%20Final.pdf</a></p>
0-5	Academic and Cultural Development	<p><b>Title:</b> <u>“Getting Ready: Executive Summary.”</u> National School Readiness Indicators Initiative, a 17 State Partnership. Prepared by Rhode Island KIDS COUNT. February 2005.</p> <p><b>Description:</b> The National School Readiness Indicators Initiative: Making Progress for Young Children was a 17 state collaborative (including California) to develop state and local school-readiness indicator systems. The summary presents the core indicators developed in five areas: physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge. The five areas were considered in terms of the readiness of families, communities, services, and schools to prepare children for learning.</p> <p><b>Contact:</b> URL: <a href="http://www.GettingReady.org">www.GettingReady.org</a></p>
0-5	Academic and Cultural Development	<p><b>Title:</b> <u>“Family Resource Centers: Where School Readiness Happens.”</u> Priscilla M.D. Little, <u>Early Childhood Digest</u>, October 1998.</p> <p><b>Description:</b> Article outlines the characteristics of an effective family resource center and the potential benefits of involving parents in early learning of their children.</p> <p><b>Contact:</b> URL: <a href="http://www.gse.harvard.edu/hfrp/pubs/onlinepubs/ecd/oct98.html">http://www.gse.harvard.edu/hfrp/pubs/onlinepubs/ecd/oct98.html</a>  <u>Early Childhood Digests</u> are one-page articles focused on ways that families and schools can work together to help young children learn and grow, targeted towards parents and practitioners.  More articles available at: <a href="http://www.gse.harvard.edu/hfrp/pubs/pubslst.html#paths">http://www.gse.harvard.edu/hfrp/pubs/pubslst.html#paths</a>.</p>
0-5	Physical and Behavioral Health Academic and Cultural Development	<p><b>Title:</b> <u>“Promoting the Emotional Well-Being of Children and Families.”</u> Jane Knitzer. Policy Paper No. 1 in Building Services and Systems to Support the Healthy Emotional Development of Young Children—An Action Guide for Policymakers. National Center for Children in Poverty, Mailman School of Public Health, Columbia University. January 2002.</p> <p><b>Description:</b> The policy paper highlights the importance of early interventions in childhood social and emotional development and lists principles for the development of early child mental health initiatives and collaboration of services. It concludes with an outline of “Steps for Action” to support the creation of such services and networks.</p> <p><b>Contact:</b> URL: <a href="http://www.nccp.org/pub_pew02a.html">http://www.nccp.org/pub_pew02a.html</a></p>

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0-5	Physical and Behavioral Health Academic and Cultural Development	<p><b>Title:</b> <u>"Key Principles in Providing Integrated Behavioral Health Services for Young Children and Their Families: The Starting Early Starting Smart Experience."</u> Department of Health and Human Services and SAMHSA's National Clearinghouse for Drug and Alcohol Information. Spring 2001.</p> <p><b>Description:</b> The paper describes the essential philosophical principles and structural components of the <i>Starting Early Starting Smart (SESS)</i> project, an early intervention program developed as a national, multi-site program and evaluation. The emphasis in <i>SESS</i> is on the integration of behavioral health services into easily accessible, non-threatening settings where caregivers naturally and regularly take their young children. The paper is designed to assist policymakers and program administrators replicating the program.</p> <p><b>Contact:</b> URL: <a href="http://www.health.org/govpubs/bkd423/#executive">http://www.health.org/govpubs/bkd423/#executive</a></p>
0-5	Physical and Behavioral Health Academic and Cultural Development	<p><b>Title:</b> <u>"Using Mental Health Strategies to Move the Early Childhood Agenda and Promote School Readiness."</u> Jennifer Knitzer. Carnegie Corporation and National Center for Children in Poverty, Mailman School of Public Health, Columbia University. September 200.</p> <p><b>Description:</b> The report highlights strategies that promote the emotional wellness of young children and their families, enhance caregiver skills, and ensure appropriate use of specialized services. Describes mental health initiatives in child care, early learning and home visiting programs, early health care, and statewide approaches.</p> <p><b>Contact:</b> URL: <a href="http://nccp.org/pub_mhs00.html">http://nccp.org/pub_mhs00.html</a></p>
All	Physical and Behavioral Health	<p><b>Title:</b> <u>"Science-Based Prevention Programs and Principles: Effective Substance Abuse and Mental Health Programs for Every Community."</u> Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Prevention. 2002.</p> <p><b>Description:</b> The report includes background information about the scientific development of prevention programs, risk and protective factors, and how research knowledge is defined and integrated. Presents a listing and descriptions of SAMHSA model programs National Registry of Effective Prevention Programs (NREPP) that are selected by the scientifically developed principles.</p> <p><b>Contact:</b> URL: <a href="http://www.modelprograms.samhsa.gov/pdfs/ScienceReportFINAL.pdf">http://www.modelprograms.samhsa.gov/pdfs/ScienceReportFINAL.pdf</a></p>
All	Physical and Behavioral Health	<p><b>Title:</b> <u>"Best Practices of Youth Violence Prevention: A Sourcebook for Community Action."</u> National Center for Injury Prevention and Control. June 2002.</p> <p><b>Description:</b> Report provides a framework for developing, implementing, and evaluating violence prevention interventions; best practices for four suggested strategies: parent- and family-based, home visiting, social-cognitive, and mentoring; and describes model programs that have implemented proven strategies.</p> <p><b>Contact:</b> URL: <a href="http://www.cdc.gov/ncipc/dvp/bestpractices.htm">http://www.cdc.gov/ncipc/dvp/bestpractices.htm</a></p>

Age(s)	Task Forces	Summary & Contact Information
5-14	Physical and Behavioral Health	<p><b>Title:</b> <u>"The Olweus Bullying Prevention Program."</u> A SAMSHA Model Program. U.S. Department of Health and Human Services.</p> <p><b>Description:</b> This model program report describes the components, implementation, and benefits of the Olweus Bullying Prevention Program, a multicomponent school-based program designed to prevent or reduce bullying in elementary, middle, and junior high schools. This replicable model was developed in Norway and has been implemented in Philadelphia.</p> <p><b>Contact:</b> URL: <a href="http://modelprograms.samhsa.gov/pdfs/FactSheets/Olweus%20Bully.pdf">http://modelprograms.samhsa.gov/pdfs/FactSheets/Olweus%20Bully.pdf</a>. Program website is <a href="http://www.lemson.edu/olweus/content.html">http://www.lemson.edu/olweus/content.html</a></p>
5-14	Physical and Behavioral Health Academic and Cultural	<p><b>Title:</b> <u>"The Prevention of School Violence"</u> Michael J. Furlong, Ph.D., Renee Pavelski, M.Ed., Jill Saxton, M.Ed. University of California, Santa Barbara.</p> <p><b>Description:</b> This article outlines a framework of how to strategically address school violence prevention and crisis intervention. In addition it reviews some general aspects of best practices and programs in this area.</p> <p><b>Contact:</b> URL: <a href="http://www.nasponline.org/trainers/BPSCPI/7-Furlong.pdf">http://www.nasponline.org/trainers/BPSCPI/7-Furlong.pdf</a></p>
14-20	Physical and Behavioral Health	<p><b>Title:</b> <u>"Alive at 25 and The Promise and Challenge of Mentoring High Risk Youth."</u> Wendy S. McClanahan, Public/Private Ventures. June 2004.</p> <p><b>Description:</b> The report describes the Philadelphia Youth Violence Reduction Partnership (YVRP), which seeks to reduce violence among urban youth through increased support and supervision. It aims to address two questions: What does it take to develop and implement a collaborative youth violence reduction initiative? And what early challenges arise and what successes can be achieved?</p> <p><b>Contact:</b> URL: <a href="http://www.ppv.org/ppv/publications/assets/174_publication.pdf">http://www.ppv.org/ppv/publications/assets/174_publication.pdf</a></p>
<b>Vulnerable and Disconnected Youth</b>		
All	Academic and Cultural Development	<p><b>Title:</b> <u>National Dropout Prevention Center/Network (NDPC/N)</u> URL: <a href="http://www.dropoutprevention.org/effstrat/effstrat.htm">http://www.dropoutprevention.org/effstrat/effstrat.htm</a></p> <p><b>Description:</b> The NDPC/N serves as a clearinghouse on issues related to dropout prevention and offers strategies designed to increase the graduation rate in America's schools. The website identifies 15 effective strategies that have the most positive impact on the dropout rate, the research and resources behind these strategies, and model programs that illustrate the effectiveness of these strategies. This website also provides a list of the most current and accurate dropout resources and publications.</p> <p><b>Contact:</b> National Dropout Prevention Center/Network Address: Clemson University, 209 Martin Street Clemson, SC 29631-1555 Tel: (864) 656-2599 Email: <a href="mailto:ndpc@clemson.edu">ndpc@clemson.edu</a></p>

Age(s)	Task Forces	Summary & Contact Information
12-20	Physical and Behavioral Health	<p><b>Title:</b> <u>"Providing Better Opportunities for Older Children in the Child Welfare System."</u> Ruth Massinga, M.S.S.S., and Peter J. Pecora, Ph.D. The Future of Children: Children, Families, and Foster Care. Vol 14, No. 1, Winter 2004.</p> <p><b>Description:</b> The article examines the developmental needs and outcomes of older children in foster care and highlights federal and state policies affecting older children in care and the programs designed to serve them. It offers proposed improvements to current policies and programs to help youth transition from foster care to adulthood. Includes appendices with descriptions of model programs and list of funding sources and strategies to help youth transition from foster care.</p> <p><b>Contact:</b> URL: <a href="http://www.futureofchildren.org/information2850/information_show.htm?doc_id=211371">http://www.futureofchildren.org/information2850/information_show.htm?doc_id=211371</a>. Additional articles from this issue URL: <a href="http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=209538">http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=209538</a>.</p>
5-18	Academic and Cultural Development	<p><b>Title:</b> <u>"No Child Left Behind: Improving Educational Outcomes for Students with Disabilities."</u> American Youth Policy Forum and the Educational Policy Institute. Prepared for The National Council on Disability. 2004.</p> <p><b>Description:</b> This report was designed to assist policy leaders and stakeholders in identifying, disseminating, and aligning evidence-based outcomes for students with disabilities within the requirements of IDEA and NCLB. It examines how attitudes towards and expectations of students with disabilities are changing as a result of IDEA and NCLB and discusses scientifically-based research of practices and how practices can be used by education practitioners and policymakers. However, the report notes that research is very limited in this field and evaluations of programs is generally limited to specific student groups, making it difficult to create a comprehensive report of best practices.</p> <p><b>Contact:</b> URL: <a href="http://www.aypf.org/publicatons/NCLB-Disabilities.pdf">http://www.aypf.org/publicatons/NCLB-Disabilities.pdf</a></p>
14-20	Career and Leadership Development	<p><b>Title:</b> <u>"Transition and Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Post-Secondary Education and Employment"</u> National Council on Social Security and the Social Security Administration. November 1, 2000.</p> <p><b>Description:</b> This report presents an analysis of research on the status of transition, post-secondary education, and employment outcomes for primarily 14 to 22 year old youth and young adults with disabilities over the past 25 years. It identifies program and policy best practices and possible solutions in light of unmet needs and unserved populations. It also presents recommendations for national, state, and local community action.</p> <p><b>Contact:</b> URL: <a href="http://www.ncd.gov/newsroom/publications/2000/pdf/transition_11-1-00.pdf">http://www.ncd.gov/newsroom/publications/2000/pdf/transition_11-1-00.pdf</a></p>
5-18	Physical and Behavioral Health Academic and Cultural Development	<p><b>Title:</b> <u>"No Name-Calling Week Project: Year One Evaluation."</u> A Report from the Gay, Lesbian and Straight Education Network. 2005.</p> <p><b>Description:</b> The evaluation discusses the severity of concerns about name calling of LGBTQ youth in schools and the benefits of No Name-Calling week at 413 schools across the country. Includes a review of the no name-calling activities, educational materials, and lesson plans that were implemented in schools during the week.</p> <p><b>Contact:</b> URL: <a href="http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/445-4.pdf">http://www.glsen.org/binary-data/GLSEN_ATTACHMENTS/file/445-4.pdf</a></p>

Age(s)	Task Forces	Summary & Contact Information
All	Physical and Behavioral Health Academic and Cultural Development	<p><b>Title:</b> <u>"School Safety for All: Using the Coordinated School Health Program to Increase Safety for LGBTQ Students."</u> Kay Woodiel, Ph.D. Lisa Angermeier-Howard, Ph.D. Suzanne Hobson, Ed.D. American Journal of Health Studies. Vol 18, No. 2/3. 2003.</p> <p><b>Description:</b> Article discusses the safety risks faced by LGBTQ youth and school and use of the Coordinated School Health Program (CSHP) to help school districts guide and structure change in school climate, culture and environment. CSHP includes components to address health education, physical education, health services, nutrition services, healthy school environment, health promotion for staff, counseling, psychological and social services and family/community involvement and offers a coordinated approach for improving health and social issues within the school setting.</p> <p><b>Contact:</b> URL: <a href="http://ajhs.tamu.edu/18-23/woodiel.pdf">http://ajhs.tamu.edu/18-23/woodiel.pdf</a></p>
All	Physical and Behavioral Health Academic and Cultural Development	<p><b>Title:</b> <u>"Leveling the Playing Field: Supporting Immigrant Children from Birth to Eight."</u> Ruby Takanishi. The Future of Children: Children of Immigrant Families. Vol. 14, No. 2. Summer 2004.</p> <p><b>Description:</b> The article discusses the developmental needs immigrant children from birth to age 8, especially as relate to education and reviews data on and benefits to immigrant children participation in health and education programs. It includes key recommendations for policy development, program practice, and future research concerning equal access to services for immigrant children and families.</p> <p><b>Contact:</b> URL: <a href="http://www.futureofchildren.org/usr_doc/takanishi.pdf">http://www.futureofchildren.org/usr_doc/takanishi.pdf</a> Full issue URL: <a href="http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=240166">http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=240166</a></p>
All	Physical and Behavioral Health Academic and Cultural Development	<p><b>Title:</b> <u>"Best Practices for At Risk Children."</u> McDonald, Ana.</p> <p><b>Description:</b> A review of literature regarding best practices for at-risk students. Document available at <a href="http://www.sanmarcos.net/ana/bestpractices.html">http://www.sanmarcos.net/ana/bestpractices.html</a>.</p> <p><b>Contact:</b> Ana McDonald Email: <a href="mailto:anamcdonald@corridor.net">anamcdonald@corridor.net</a></p>
<b>Healthcare Access and Prevention</b>		
12-20	Physical and Behavioral Health	<p><b>Title:</b> <u>"Preventing Pregnancy and Improving Health Care Access Among Teenagers: An Evaluation of the Children's Aid Society-Carrera Program."</u> Susan Philliber, Jacqueline Williams Kaye, and Scott Herrling and Emily West. Philliber Research Associates. September 2002.</p> <p><b>Description:</b> This is a report of the three-year study of the Children Aid Society-Carrera Adolescent Pregnancy Prevention Program. The program uses a holistic and positive approach that provides youth with long-term continuous support, involves parents in their children's education, and offers comprehensive academic and health services.</p> <p><b>Contact:</b> <a href="http://www.agi-usa.org/pubs/journals/3424402.pdf">http://www.agi-usa.org/pubs/journals/3424402.pdf</a></p>

Age(s)	Task Forces	Summary & Contact Information
12-20	Physical and Behavioral Health	<p><b>Title:</b> <u>“School-Based Programs for Adolescent Parents and their Young Children: Guidelines for Quality and Best Practices.”</u> Susan T. Batten and Bonita G. Stowell. Center for Assessment and Policy Development.</p> <p><b>Description:</b> The article provides best practices for school-based teen parent services in the following areas: child care; prenatal care and reproductive health services; preventive health care for children; parenting education; case management/family support; flexible, quality educational programming; and father involvement.</p> <p><b>Contact:</b> URL: <a href="http://www.noapp.org/downloads/capd9.pdf">http://www.noapp.org/downloads/capd9.pdf</a>  Additional information from CAPD URL: <a href="http://www.capd.org/home/services/teenparents/teenparents.htm">http://www.capd.org/home/services/teenparents/teenparents.htm</a>.</p>
12-20	Physical and Behavioral Health	<p><b>Title:</b> <u>“Science and Success: Sex Education and Other Programs That Work to Prevent Teen Pregnancy, HIV &amp; Sexually Transmitted Infections”</u> Advocates for Youth. Washington D.C. 2003.</p> <p><b>Description:</b> Report presents descriptions and evaluation results of school- and community-based education programs that have proven to effectively prevent teen pregnancy, HIV and sexually transmitted infections from around the country. It includes a comprehensive table showing the characteristics of the programs.</p> <p><b>Contact:</b> URL: <a href="http://www.advocatesforyouth.org/publications/ScienceSuccess.pdf">http://www.advocatesforyouth.org/publications/ScienceSuccess.pdf</a></p>
12-20	Physical and Behavioral Health	<p><b>Title:</b> <u>“Our Voices, Our Lives, Our Futures: Youth and Sexually Transmitted Diseases”</u> School of Journalism and Mass Communication, University of North Carolina, Chapel Hill. February 2004.</p> <p><b>Description:</b> The report is the product a UNC project that invited a panel of national experts to discuss and assess what is known about the number of STD cases in young Americans and a youth-only panel to provide a youth perspective. It discusses recent STI statistics, the risks that youth face, and the emotional and economic costs of youth STD infection; and suggests solutions and provides recommendations from the youth panel.</p> <p><b>Contact:</b> URL: <a href="http://www.siecus.org/media/pdf/STD_Report.pdf">http://www.siecus.org/media/pdf/STD_Report.pdf</a></p>
All	Physical and Behavioral Health	<p><b>Title:</b> <u>“Promoting Better Health for Young People Through Physical Activity and Sports.”</u> California Adolescent Nutrition and Fitness Program. Vol. 1 No. 3. May 2004.</p> <p><b>Description:</b> This assessment outlines recommendations for how families, schools, afterschool programs, recreation programs, and community environment can encourage and support youth physical activity and suggests strategies for promoting lifelong physical activity.</p> <p><b>Contact:</b> URL: <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/promoting_health/pdfs/ppar.pdf">http://www.cdc.gov/HealthyYouth/physicalactivity/promoting_health/pdfs/ppar.pdf</a></p>

Age(s)	Task Forces	Summary & Contact Information
All	Physical and Behavioral Health	<p><b>Title:</b> <u>"Preventing Childhood Obesity: Health in the Balance"</u> Jeffrey P. Koplan, Catharyn T. Liverman, Vivica I. Kraack, Editors. Institute of Medicine of the National Academies, The National Academy Press. Washington, D.C. 2005.</p> <p><b>Description:</b> This book discusses the social, environmental, medical, and dietary factors that cause obesity in U.S. children and youth. It offers a prevention-oriented action plan that identifies the most promising short-term and longer-term interventions and recommendations for the roles and responsibilities of numerous stakeholders in various sectors of society to reduce obesity.</p> <p><b>Contact:</b> URL: <a href="http://www.nap.edu/books/0309091969/html/R1.html">http://www.nap.edu/books/0309091969/html/R1.html</a></p>
11-14	Physical and Behavioral Health	<p><b>Title:</b> <u>"Promoting Health and Preventing Obesity in After School Programs: Critical Issues to Consider"</u> A Report to the President From the Secretary of Health and Human Services and the Secretary of Education. Fall 2000.</p> <p><b>Description:</b> In this working paper, CANFit examines opportunities for after school programs to help address the physical activity and nutrition needs of middle school-aged youth of color; reviews successful local organizations that have worked with their program to conduct physical activity and nutrition education in after school settings; and provides recommendations such as potential for institution collaborations, community partnerships, and culturally competent programs.</p> <p><b>Contact:</b> URL: <a href="http://www.canfit.org/pdf/CANFitAfterSchool.pdf">http://www.canfit.org/pdf/CANFitAfterSchool.pdf</a></p>
<b>Youth Employment Initiatives</b>		
14-18	Career and Leadership Development	<p><b>Title:</b> <u>Businesses United in Investing, Lending and Development (BUILD)</u></p> <p><b>Description:</b> BUILD is a social venture which bridges the divide between youth in East Palo Alto and Eastern Menlo Park and the business and intellectual resources of Silicon Valley. BUILD empowers youth from low-income communities to excel in the classroom, on the job, and beyond by giving them an education in entrepreneurship.</p> <p><b>Contact:</b> Tel: (650) 688-5840  Fax: (650) 688-5847  <a href="mailto:info@build.org">info@build.org</a>  1600 Adams Drive, Menlo Park, CA 94025  URL: <a href="http://www.build.org/index.htm">http://www.build.org/index.htm</a></p>

Age(s)	Task Forces	Summary & Contact Information
14-20	Career and Leadership Development	<p><b>Title:</b> <u>Center for Career Alternatives (CCA)</u></p> <p><b>Description:</b> CCA, a community-based nonprofit organization, provides education and employment services to disadvantaged residents of King and Snohomish Counties in Washington State. CCA offers five programs at one location aimed at meeting the employment and education needs of specific populations of youth: Career Readiness, Youth Re-Engagement, High School Transitions, Project Reach, and Drop-In Services.</p> <p><i>Evaluation Findings: Positive results were achieved in the five areas mentioned above. Results available at <a href="http://www.nyec.org/pepnet/practices.asp">http://www.nyec.org/pepnet/practices.asp</a></i></p> <p><b>Contact:</b> Cathy Reitan, Director, Snohomish County Programs  Tel: (425) 252-6400  Fax: (425) 259-1691  Email: <a href="mailto:creitan@ccawa.org">creitan@ccawa.org</a>  Address: 3331 Broadway, Suite 1001, Everett, WA 98201  URL: <a href="http://www.ccawa.org">www.ccawa.org</a></p>
All	Career and Leadership Development	<p><b>Title:</b> <u>"Enriching Summer Work: An Evaluation of the Summer Career Exploration Program."</u> Wendy S. McClanahan, Cynthia L. Sipe, and Thomas J. Smith. Public/Private Ventures. August 2004.</p> <p><b>Description:</b> This evaluation of Philadelphia's Summer Career Exploration Program (SCEP) shows that the program leads to increased summer employment for youth, but does not translate into youths' gains regarding futures plans, college enrollment, work success, sense of self-efficacy and reduced criminal activity. The report includes implications about recommendations concerning how to strengthen the program.</p> <p><b>Contact:</b> URL: <a href="http://www.ppv.org/ppv/publications/assets/176_publication.pdf">http://www.ppv.org/ppv/publications/assets/176_publication.pdf</a></p>

Age(s)	Task Forces	Summary & Contact Information
14-15	Career and Leadership Development	<p><b>Title:</b> <u>Genesee County Adolescent Vocational Exploration Program (AVE)</u></p> <p><b>Description:</b> The AVE Program is a project of the County Job Development Bureau and has been operating since 1996. The initiative serves economically disadvantaged youth in the county who are potential drop-outs because of academic failure, pregnancy or parenting responsibilities, a physical or learning disability, juvenile offenses or being in foster care. AVE is a one-year program that provides students with real world experiences by integrating workplace skills, career exploration, academic skills, community service projects and other work-related activities into an intensive course of study.</p> <p><i>Evaluation Findings:</i> Positive results were achieved in the area of academic and employment skills. Results available at <a href="http://www.nyec.org/pepnet/practices.asp">http://www.nyec.org/pepnet/practices.asp</a>.</p> <p><b>Contact:</b> Jay Lazarony, AVE Program Director  Tel: (716) 344-2042, x 212  Fax: (716) 344-3266  Email: <a href="mailto:jlazaron@co.genesee.ny.us">jlazaron@co.genesee.ny.us</a>  Address: 587 East Main Street, Suite 100, Batavia, NY 14020</p>
15-18	Career and Leadership Development	<p><b>Title:</b> <u>Job Link</u></p> <p><b>Description:</b> Job Link is one of six programs operated by Linking Employment, Abilities and Potential (LEAP), a non-profit organization serving people with developmental disabilities. Job Link is a career-oriented educational program, housed in several Cleveland high schools. To supplement the school system's transition services for special education students. The program provides in-school youth opportunities to develop skills that will help them to transition into careers and life beyond high school. Students participate in the program for three years with the option of two summers of work experience.</p> <p><i>Evaluation Findings:</i> Positive results achieved in the area of employment. Results available at <a href="http://www.nyec.org/pepnet/practices.asp">http://www.nyec.org/pepnet/practices.asp</a>.</p> <p><b>Contact:</b> Melanie Hogan, Interim Director  Tel: (216) 696-2716  Fax: (216) 696-3317  Email: <a href="mailto:melanie217@aol.com">melanie217@aol.com</a>  Address: 1468 W. 25th Street, Cleveland, OH 44113</p>

Age(s)	Task Forces	Summary & Contact Information
12-24,	Career and Leadership Development	<p><b>Title:</b> <u>Larkin Street Youth Service's HIRE UP Program</u></p> <p><b>Description:</b> The HIRE UP Education and Employment Center is located in San Francisco's Tenderloin District and houses staff and counseling offices, a resource library, classroom space, meeting rooms and study space and a computer laboratory. HIRE UP offers youth access to a broad array of educational and employment services intrinsically linked to LSYS' housing and case management services. The components of the program are: Temporary Employment, Employment Development Training and Educational Services, and Job Placement.</p> <p><i>Evaluation Findings:</i> Positive results achieved in the areas of employment, job readiness, and education. Results available at <a href="http://www.nyec.org/pepnet/practices.asp">http://www.nyec.org/pepnet/practices.asp</a>.</p> <p><b>Contact:</b> Rebecca Cherin, Director of Education and Employment Services  Tel: (415) 673-0911 ext 240  Fax: (415) 923-1378  Email: <a href="mailto:rebeccacherin@larkinstreetyouth.org">rebeccacherin@larkinstreetyouth.org</a>  Address: 1138 Sutter Street, San Francisco, CA 94109  URL: <a href="http://www.larkinstreetyouth.org">www.larkinstreetyouth.org</a></p>
16-17	Career and Leadership Development	<p><b>Title:</b> <u>Latino Stars Program</u></p> <p><b>Description:</b> The Latino Stars Program provides the skills, guidance and support needed to help the youth 1) pass failing academic classes, 2) learn work maturity skills, 3) learn essential computer technology skills and 4) identify career and post-secondary educational plans. The goal of the program is to have youth graduate from high school and successfully enroll in college. Latino Stars students attend classes after school, three days per week for four hours per day for one year and are placed into technology-related jobs 20 hours per week during the summer. The majority of funding comes from the Workforce Investment Act (WIA) Youth Program. Microsoft Corporation, Rockefeller Foundation and IBM/Teaming for Technology provide additional support.</p> <p><i>Evaluation Findings:</i> Positive results we achieved in the areas of Basic Skills Competency, Math and English Skills, SCANS and Work Maturity Skills, and Occupational Skills. Results available at <a href="http://www.nyec.org/pepnet/practices.asp">http://www.nyec.org/pepnet/practices.asp</a>.</p> <p><b>Contact:</b> David Lozano, Program Director, Director of Workforce Development  Tel: (817) 625-9816  Fax: (817) 625-6151  Email: <a href="mailto:david@partnerscouncil.org">david@partnerscouncil.org</a>  Address: 1519 Circle Park Boulevard, Fort Worth, TX 76106  URL: <a href="http://www.partnerscouncil.com">www.partnerscouncil.com</a></p>

Age(s)	Task Forces	Summary & Contact Information
18-23	Career and Leadership Development	<p><b>Title:</b> <u>Los Angeles Conservation Corps' (LACC) Young Adult Services Division</u></p> <p><b>Description:</b> The Young Adult Services Division is LACC's original program and continues to be the largest. The program serves low-income young adults from inner-city communities. Most are Latino or African American and have dropped out of school. Two-thirds are male and half have grown up in or around gangs. The Adult Corps contracts to perform environmental services and trains and educates youth in the process.</p> <p><i>Evaluation Findings:</i> Positive results achieved in the areas of education and employment. Results available at <a href="http://www.nyec.org/pepnet/practices.asp">http://www.nyec.org/pepnet/practices.asp</a>.</p> <p><b>Contact:</b> Phil Matero, Deputy Director  Tel: (213) 747-1872, ext. 310  Fax: (213) 747-2944  Email: <a href="mailto:pmatero@lacorps.org">pmatero@lacorps.org</a>  Address: 3655 S. Grand Avenue, Suite 280, Los Angeles, CA 90007  URL: <a href="http://www.lacorps.org">www.lacorps.org</a></p>
14-18	Career and Leadership Development	<p><b>Title:</b> <u>Mayor's Youth Employment and Education Program (MYEEP)</u></p> <p><b>Description:</b> The MYEEP is a collaborative of 12 community-based youth serving organizations in San Francisco. MYEEP targets City youth who are attending school and are work eligible but have barriers (age, language, academic achievement, lack of work experience, involvement in the juvenile justice system, parenthood) that limit their employability. It serves over 1200 young people each year, who participate on average for one year. MYEEP receives funding from the City and County, the State, and Federal Workforce Investment Act. It also receives a small amount of money from regional tobacco settlement funds.</p> <p><i>Evaluation Findings:</i> Positive results achieved in the areas of job readiness, education, and SCANS skills. Results available at <a href="http://www.nyec.org/pepnet/practices.asp">http://www.nyec.org/pepnet/practices.asp</a>.</p> <p><b>Contact:</b> Alvin Woo, MYEEP Director  Tel: (415) 202-7903  Fax: (415) 563-7137  Email: <a href="mailto:Info@MYEEP.org">Info@MYEEP.org</a>  Address: 1596 Post Street, San Francisco, CA 94109  URL: <a href="http://www.MYEEP.org">www.MYEEP.org</a></p>

Age(s)	Task Forces	Summary & Contact Information
14-25	Career and Leadership Development	<p><b>Title:</b> <u>Project Paycheck</u></p> <p><b>Description:</b> Project Paycheck was developed in 2000, as a way for various organizations and agencies to work together to reach their program goals and serve as many youth as possible. It is an initiative of the Laramie County Youth Services Council's At-Risk Services Committee, which determined what youth services were being provided, what each member needed and where overlaps and gaps existed. The Council consists of leaders from the business community, the Chamber of Commerce, private and public organizations that serve youth, schools, the military and faith-based organizations. Project Paycheck serves non-parenting youth.</p> <p><i>Evaluation Findings:</i> Positive results achieved in the areas of education, employment, and academic and life skills. Results available at <a href="http://www.nyec.org/pepnet/practices.asp">http://www.nyec.org/pepnet/practices.asp</a>.</p> <p><b>Contact:</b> Chris Wiederspahn, Job Corps Admissions Counselor  Tel: (307) 632-3657  Fax: (307) 632-0109  Email: <a href="mailto:Wiederc@jcdc.jobcorps.org">Wiederc@jcdc.jobcorps.org</a>  Address: 1510 East Pershing Boulevard, Cheyenne, WY 82001</p>
17-24	Career and Leadership Development	<p><b>Title:</b> <u>San Jose Conservation Corps and Charter School (SJCC)</u></p> <p><b>Description:</b> The initiative offers a wide variety of youth intervention, education, vocational training and leadership training for youth. The hub of the program is the charter school, where students earn credits for a high school diploma or prepare for the GED. SJCC delivers direct service to approximately 130 unemployed youth daily and about 500 annually. Most have dropped out of high school and many are recent immigrants. Most lack basic English language and literacy skills and cannot read above the sixth grade level. Members of the Board of Directors include prominent community business and political leaders, members of local school boards, community service providers, job developers and members of the judicial and criminal justice systems.</p> <p><i>Evaluation Findings:</i> Positive results achieved in the areas of employment and community service. Results available at <a href="http://www.nyec.org/pepnet/practices.asp">http://www.nyec.org/pepnet/practices.asp</a>.</p> <p><b>Contact:</b> Dorsey Moore, Deputy Director  Tel: (408) 918-1012  Fax: (408) 288-6521  Email: <a href="mailto:Dorsey@sjcccharterschool.org">Dorsey@sjcccharterschool.org</a>  Address: 2650 Senter Road, San Jose, CA 95111  URL: <a href="http://www.sjcccharterschool.org">www.sjcccharterschool.org</a></p>

Age(s)	Task Forces	Summary & Contact Information
All	Career and Leadership Development	<p><b>Title:</b> <u>"Taking Stock: A Review of U.S. Youth Unemployment and Policy Prospects."</u> Thomas J. Smith. Public/Private Ventures. November 2002.</p> <p><b>Description:</b> This paper examines youth unemployment demographics, policies to increase and support youth employment, and the most appropriate and feasible policies to pursue.</p> <p><b>Contact:</b> URL: <a href="http://www.ppv.org/ppv/publications/assets/150_publication.pdf">http://www.ppv.org/ppv/publications/assets/150_publication.pdf</a>.</p>
16-25	Career and Leadership Development	<p><b>Title:</b> <u>The Work Group's Youth Corps Program</u></p> <p><b>Description:</b> The Youth Corps is a voluntary, full-time education and training program, serving approximately 140 young people a year. It operates year-round and admits students four times a year. Corps members are enrolled full-time for approximately eight months. At the end of the eight months, youth are transitioned to placement in college, training or employment accompanied by two years of structured retention and support services.</p> <p><i>Evaluation Findings:</i> The Work Group's Youth Corps program operates a comprehensive management information system which collects a variety of data which measure concrete program results in five areas: educational growth outcomes, skill competency outcomes, employment outcomes, higher education or advanced training programs/placement outcomes and retention in jobs, college and advanced training. A list of selective results is available at <a href="http://www.nyec.org/pepnet/practices.asp">http://www.nyec.org/pepnet/practices.asp</a>.</p> <p><b>Contact:</b> Lori Godorov, Executive Director  Tel: (856) 486-7390  Fax: (856) 486-7287  Email: <a href="mailto:lgodorov@theworkgroup.net">lgodorov@theworkgroup.net</a>  Address: 3720 Marlton Pike, Pennsauken, NJ 08110</p>

Age(s)	Task Forces	Summary & Contact Information
<b>Youth Leadership Initiatives</b>		
All	Career and Leadership Development	<p><b>Title:</b> <u>"Lessons on Leadership Development: Developing a Comprehensive Approach."</u> McKinney, David and Paul Schmitz. Public Allies. April 19, 2005.</p> <p><b>Description:</b> This document asserts that creating a leadership development program requires clarity on leadership values as well as competencies, clarity on the purpose for which a program is developing leaders, intentionality about reinforcing leadership development throughout all aspects of the program, and efforts to model and practice the leadership internally that programs are seeking to develop among members.</p> <p>Document available at <a href="http://epicenter.nationalservicerresources.org/index.taf?_function=abstract&amp;Layout_0_uid1=33615">http://epicenter.nationalservicerresources.org/index.taf?_function=abstract&amp;Layout_0_uid1=33615</a></p> <p><i>Evaluation Findings:</i> Evidence of success can be found at the URL provided above.</p> <p><b>Contact:</b>  David McKinney, Continuous Learning Officer, Public Allies  Tel: (414) 273-0533  Fax: (414) 273-0543  Email: <a href="mailto:davidm@publicallies.org">davidm@publicallies.org</a>  Address: 633 W. Wisconsin Avenue, Suite 610 Milwaukee, WI 53203  URL: <a href="http://www.publicallies.org">http://www.publicallies.org</a></p>
All	Career and Leadership Development	<p><b>Title:</b> <u>"The Environmental Service-Learning Research Project."</u> Madigan, Patricia. Washington, DC: Corporation for National Service, 2000.</p> <p><b>Description:</b> This 2000 study by National Service Fellow Patricia Madigan identifies five common traits of high-quality environmental service-learning programs: 1)encourages youth leadership and decision-making, 2)integrates and values the community voice, 3)fosters civic stewardship, 4)provides opportunity for cross-cultural connections, and 5)plans for the long-term sustainability of the program. The study includes frameworks for program planning and sustainability and four case studies.</p> <p>Document available at <a href="http://epicenter.nationalservicerresources.org/index.taf?_function=abstract&amp;Layout_0_uid1=32926">http://epicenter.nationalservicerresources.org/index.taf?_function=abstract&amp;Layout_0_uid1=32926</a>.</p> <p><b>Contact:</b> Corporation for National and Community Service, National Service Fellowship Program  Tel: (202) 606-5000, ext. 571  Email: <a href="mailto:fellowships@cns.gov">fellowships@cns.gov</a>  URL: <a href="http://www.cns.gov/jobs/fellowships/">http://www.cns.gov/jobs/fellowships/</a></p>