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Topic Bibliography on Resiliency and "At Risk" Youth Topic Bibliography

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Topic Bibliography on Resiliency and “At Risk” Youth Topic Bibliography

By

**Ann Treacy
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January 2001

(Update of bibliography by Robin Vue-Benson and Robert Shumer, March, 1994)

The Learn and Serve America National Service-Learning Clearinghouse is a collaborative project between the University of Minnesota and thirteen other organizations and institutions, funded by the Corporation for National Service under Cooperative Agreement No. 98CAMN0001.

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Resiliency and "At-Risk" Youth

Introduction

This publication is the result of a comprehensive review of the literature on resiliency and at-risk youth. Some of the most frequently asked questions at the National Service-Learning Clearinghouse are geared toward service-learning as it relates to working with at-risk youth. Often the questions are about research on impacts of service-learning on at-risk youth, or about materials that have been developed to help start service-learning programs for at-risk youth. Information on program examples and national organizations is also in demand. The purpose of this bibliography is to direct you to some of the most reliable, innovative, and popular resources currently available in these areas. The resources are organized as follows:

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NSL C# 3905

I. PROGRAM/PROJECT EXAMPLES

ERIC NO: ED393494

TITLE: A Climate Created: Community Building in the Beacon College Project.

AUTHOR: Barnett, Lynn

PUBLICATION DATE: 1995

PAGES: 97

ABSTRACT: From 1989 to 1995, the American Association of Community Colleges implemented the Beacon College Project to help community colleges develop creative and practical community-building strategies through collaborative initiatives. This report reviews the philosophy behind the project and describes goals and outcomes for the 26 institutions selected as primary Beacon colleges. Following introductory materials, including a map of project locations and a brief description of the project mission, is an overview of project outcomes, indicating that the 26 Beacon colleges engaged nearly 600 institutions, including 250 community colleges, in community-building efforts in 36 states and leveraged approximately \$7 million in Beacon funds. This section also reviews key factors in community building. The next three sections describe Beacon initiatives for community building in the classroom, highlighting efforts related to teaching and learning, international education, and technology; in the college, focusing on diversity, leadership, and assessment; and in the community, reviewing school partnerships, workforce partnerships, and service learning. Following conclusions and recommendations from the project, the initiatives, successes, and resulting spinoff programs are described for the 26 Beacon colleges, including programs promoting peer-assisted learning, intercultural awareness, academic and business partnerships, ethics, hazardous materials technology, international education, leadership, multimedia technology, literacy, at-risk student intervention, student diversity, and child development training. (Contains a list of 66 selected readings and an index of colleges. (TGI)

ERIC NO: EJ536849

TITLE: A Constructivist Teacher Education Program That Incorporates Community Service To Prepare Students To Work with Children Living in Poverty.

AUTHOR: DeJong, Lorraine; Grooms, Freddie L.

PUBLICATION DATE: 1996

JOURNAL CITATION: Action in Teacher Education; v18 n2 p86-95 Sum 1996

ABSTRACT: Describes a preservice program that prepares students to work in schools with children at risk due to poverty. The program integrates university classroom instruction with relevant community service to develop a strong knowledge base for students. It is structured around a systematic constructivist pedagogical model that contributes to high quality design and organization of curriculum and instruction. (Author/SM)

ERIC NO: EJ578953

TITLE: A Learning-Service Community Partnership Model for Pediatric Student Experiences.

AUTHOR: Kataoka-Yahiro, Merle; Cohen, Jayne; Yoder, Marian; Canham, Daryl

PUBLICATION DATE: 1998

JOURNAL CITATION: Nursing and Health Care Perspectives; v19 n6 p274-77 Nov-Dec 1998

ABSTRACT: A community service project involved nursing faculty and students in providing primary health services. One core activity had nursing students conducting vision screening for preschoolers in at-risk populations. (SK)

ERIC NO: EJ383836

TITLE: At-Risk Youth Can Succeed.

AUTHOR: Green, Richard R.

PUBLICATION DATE: 1989

JOURNAL CITATION: School Administrator; v46 n1 p13-16 Jan 1989

ABSTRACT: "Skills for Adolescence," a program for middle and junior high schools, includes (1) increased parent involvement; (2) inservice training for classroom teachers; (3) service learning opportunities for students; (4) community partnerships with schools; and (5) teaching students skills in critical thinking, problem solving, and goal

setting. (MLF)

ERIC NO: ED424504

TITLE: Creating Opportunities for Service Learning through the Applied Psychology Course.

AUTHOR: Grimes, Tresmaine R.

PUBLICATION DATE: 1998

PAGES: 8

NOTE: Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).

ABSTRACT: Through a partnership with a large research institution, an historically Black university in the rural southeast transformed its Applied Psychology course from the traditional lecture format to a service learning experience. This new format integrates community service with academic instruction and focuses on developing critical thinking skills and civic responsibility in students. This article describes how the course was redesigned and the impact the course had on the undergraduate participants. Fourteen junior and senior level psychology majors (all African-Americans with a mean age of 22.7 years) registered for the course. During the course, students were trained to mentor at-risk, African-American middle school children in the community adjacent to the university. When surveyed at the end of the course, all of the course participants agreed that this was one of the best courses they had taken in college, and the majority of the students agreed that the course increased their interest in public service activities. The benefits of partnerships between research institutions and smaller colleges, and the importance of service learning experiences for undergraduate psychology majors are discussed. (EMK)

ERIC NO: ED415317

TITLE: Cushing Public Schools Comprehensive Local Education Plan. Alternative Education.

PUBLICATION DATE: 1996

PAGES: 6

ABSTRACT: The Cushing (Oklahoma) Public Schools have had an annual dropout rate of 3.3% in recent years (40 students in 1995-96), but their goal is to decrease the number of dropouts by at least 50%. The school district has had several alternative programs for dropout reduction in place. Needs assessment has shown that all of Cushing's dropouts were in high school, and that many students have a particularly difficult time in grades eight and nine. The school district plans to reduce dropouts by having in place an alternative classroom for high-risk high school students, who will sign contracts specifying their individual graduation plans and behavioral requirements. Programs that are presently in place, and that will be continued if funds are available are: (1) Advantage Academies, alternative classes at the middle school and the high school that incorporate telecommunications, service learning, and arts in education; (2) the Student Alternative Center, an informal center at which the at-risk high school student can learn in a nonthreatening environment; (3) Peer-Leadership Retreats at which sessions on drug and alcohol resistance, leadership training, and group interaction provide opportunities for at-risk students; (4) after school enrichment for elementary school students 4 days a week; and (5) a summer school program for elementary school students. Evaluation of all these programs will be based on student performance and the reduction in risk factors. (SLD)

ERIC NO: EJ541925

TITLE: Doing Sociology: Connecting the Classroom Experience with a Multiethnic School District.

AUTHOR: Calderon, Jose; Farrell, Betty

PUBLICATION DATE: 1996

JOURNAL CITATION: Teaching Sociology; v24 n1 p46-53 Jan 1996

ABSTRACT: Describes an undergraduate sociology course where college students helped develop and teach multicultural lesson plans to high school students in a multiethnic district of Los Angeles (California). Discusses the origin and organization of the project and addresses some of its inherent structural and substantive challenges. (MJP)

ERIC NO: ED269210

TITLE: Experiential Education as an Integral Part of Day Treatment for Adjudicated Delinquent Youth.

AUTHOR: Gaus, Charles

PUBLICATION DATE: 1981

PAGES: 29

NOTE: Paper presented at the Annual Conference of the Association of Experiential Education (9th, Toronto, Ontario, Canada, October 2, 1981).

ABSTRACT: The role of experiential education is the focus of this paper describing the treatment program at De La Salle Vocational, a day vocational high school for adjudicated delinquent youth. The paper begins by discussing the characteristics and needs of the students and describing the Off-Campus Program, a 3-year research model designed to address the students' need for life skills. Four off-campus, experience-based learning modules are explained: (1) stress/challenge courses adapted from Outward Bound; (2) service learning courses based on the work of the National Commission of Resources for Youth and the National Student Volunteer Program; (3) adventure learning courses combining active experiences with traditional subject areas; and (4) community based learning that combines intensive study of one topic area while interacting in the community. The overall treatment program is illustrated through the example of a fictitious student named Rich whose experiences are used to demonstrate the integration of academic and vocational skills with experiential learning. The final part of the paper reports preliminary findings of the project evaluation, which show significant changes in both drug use and legal involvement following the treatment program. Pre- and post-treatment results are discussed for frequency of drug use, number of arrests, interpersonal maturity, family roles, self-esteem, and school problems. A list of selected references is provided. (JHZ)

ERIC NO: EJ504973

TITLE: From Desert to Garden: Reconnecting Disconnected Youth.

AUTHOR: Sandler, Linda; And Others

PUBLICATION DATE: 1995

JOURNAL CITATION: Educational Leadership; v52 n8 p14-16 May 1995

ABSTRACT: Describes a traditional Yaqui garden created by 13 at-risk teens participating in Arizona's innovative Pascua Yaqui Educational Group Effort, combining basic skills and pre-employment skills instruction. Participants are from an Indian reservation, nearly one-third of whose students drop out of Tucson high schools yearly. Students' attitudes toward their communities have improved markedly. (MLH)

ERIC NO: EJ557595

TITLE: Growing in Character: A Garden Learning Center.

AUTHOR: Bailey, Laura

PUBLICATION DATE: 1997

JOURNAL CITATION: Social Studies Review; v37 n1 p60-63 Fall-Win 1997

ABSTRACT: Recounts the successes of Project HAWK (Habitat Alliance and Wildlife Keepers) in Northern California. HAWK consists of various at-risk students brought together for a service learning project constructing and maintaining community gardens. Discusses how the garden was related to traditional curriculum instruction and provides information for interested schools. (MJP)

ERIC NO: EJ552432

TITLE: Language, Culture, and Violence in the Education Crisis of U.S. Latino/as: Two Courses for Intervention.

AUTHOR: Aparicio, Frances R.; Jose-Kampfner, Christina

PUBLICATION DATE: 1995

JOURNAL CITATION: Michigan Journal of Community Service Learning; v2 p95-104 Fall 1995

ABSTRACT: Discusses the educational crisis of United States Latino/as and argues for recognition of the extent to which schools exercise institutional racism and violence against this cultural sector. Describes a University of Michigan course that trains future Spanish teachers in Latino cultural competence and a community service-learning course offering tutoring and emotional support to high-risk middle school students. (Author/MSE)

ERIC NO: ED361877

TITLE: Linking Community Service and "At-Risk" Education. Arizona Serve-America Program. Briefing Paper #2.

AUTHOR: Vandegrift, Judith A.; Sandler, Linda

PUBLICATION DATE: 1993

PAGES: 6

AVAILABILITY: Morrison Institute for Public Policy, Arizona State University, School of Public Affairs, Box 874405, Tempe, AZ 85287-4405 (free).

ABSTRACT: Based on the premise that school reform efforts must consider the needs of at-risk children, this paper discusses parallel reform efforts that focus on community service. The first part discusses logical linkages between community service and "at-risk" education and describes how Arizona is attempting to formalize these linkages within the state context of school reform. The Serve-America program, which arose from passage of the National and Community Service Act of 1990, allocates funds to states for school-based community-service programs in grades K-12. Through formalized school-community agency and youth organization/community agency partnerships, Arizona's Serve-America project is designed to: (1) encourage school-age and out-of-school youth to volunteer their services for the benefit of others in their communities; (2) increase the number of adult volunteers in Arizona's schools; (3) provide productive, meaningful experiences for participants; and (4) emphasize coordination of community agencies to avoid duplication and maximize utilization of local resources. Together, Arizona's Serve-America programs have involved over 3,300 youth and adult volunteers who provided over 11,500 hours of community service in the areas of education, community improvement, human services, public safety, and conservation. Participants reported positive changes in their attitudes and behaviors as a result of their community service and service learning participation. (LMI)

TITLE: LRE in a Community Service Setting

AUTHOR: Susan Phillips

DATE: 1991

PAGES: 2

AVAILABILITY: LRE Project Exchange v8 n2 p9-10 Sum 1991

ABSTRACT: The article describes the program Learning and Serving Together (LAST), a Pocatello, Idaho program in which adjudicated youth are paired with high schoolers to select a community issue, organize a service project around it, and learn about how the political and legal systems are addressing the problem. (SH)

ERIC NO: ED422774

TITLE: Mount St. Mary's College. Policy Perspectives. Exemplars.

AUTHOR: Iannozzi, Maria

PUBLICATION DATE: 1998

PAGES: 9

AVAILABILITY: Institute for Research on Higher Education, 4200 Pine Street, 5A, Philadelphia, PA 19104-4090; phone: 1-800-437-9799; e-mail: pp-requests@irhe.upenn.edu

ABSTRACT: This report describes the efforts of Mount St. Mary's College (California) to extend the benefits of a strong, traditional baccalaureate program to an underserved population of women in an urban region, including substantial numbers of minority and first-generation college students. To help realize its service mission and increase access to students from the college's inner-city community, the college opened its Doheny Campus in South Central Los Angeles in 1962. As increasing numbers of women from inner-city schools began arriving underprepared for college-level work, the college established the Alternative Access program in 1984 to help Doheny students achieve high educational standards and persist to graduation. The hallmarks of the college's other educational innovations--multicultural multicultural education, service learning, leadership, and assessment--have their foundations in the college's "whole student" approach. Further, the college's programs are not limited to learning support; through applied service learning activities and co-curricular experiences, students are not only given an opportunity to relate theory with practice but also to make contributions to their own communities. The most tangible reason for student success, however, is the faculty's commitment to their students--to teaching,

learning, and continual inquiry and improvement. Mount St. Mary's College stresses, up front, the roles of teachers and mentor to current and prospective faculty. Institutional statistics and a list of milestones on the school's path to reform are included. (MAB)

ERIC NO: EJ586611

TITLE: New Attitude: Linking Kids to the Larger Community Can Turn Lives Around.

AUTHOR: Moores, Samantha

PUBLICATION DATE: 1999

JOURNAL CITATION: Northwest Education; v4 n3 p34-39,55 Spr 1999

ABSTRACT: Describes three Oregon school-community programs that improve student attitude and behavior: community-service learning projects for previously disruptive students, after-school programs that provide exciting group activities for students who maintain decent grades and stay out of trouble, and adult mentoring and group activities for high-risk adolescent girls. Sidebar describes the 21st Century Community Learning Centers program. (SV)

ERIC NO: ED433063

TITLE: Our Lives in Community: A Learning Community Pilot Project for At-Risk Students.

AUTHOR: Bennin, Hope E.

PUBLICATION DATE: 1999

PAGES: 32

NOTE: Paper presented at the NISOD International Conference on Teaching and Leadership Excellence (Austin, TX, May 1999).

ABSTRACT: This document describes the experiences of three teachers who jointly taught a course entitled "Our Lives in Community" using the framework of a learning community to structure the course. Included in the document are the background for creating the course, a memorandum to the dean at Prestonburg Community College proposing the course, the class syllabus, a list of assignments, a copy of the course evaluation, a profile of the 15 students who enrolled in the course, and profiles of the individual students by the three instructors. The course mission was multifold: a teaching experience that would enhance learning, improve retention, help students understand how courses fit together, and increase student interaction. The course encouraged active involvement of students during class discussions and the completion of course activities, and prompted students to form meaningful relationships with other students and faculty, as well as to make clear connections between disciplines, participate in service learning, and complete credit hours of General Education coursework. Despite the extensive planning needed to design the course, the benefits far outweighed the disadvantages. The paper stresses that three things are necessary for such courses to succeed: (1) support from the college administration; (2) commitment on the part of participating faculty; and (3) an adequate amount of time for planning, preparation, and scheduling. (JL)

TITLE: Self Esteem through Service: an Intergenerational Service Learning Experience for At Risk Students and Isolated Senior Adults.

AUTHOR: Barbara Hammack

DATE: 1993

PAGES: 48

AVAILABILITY: Interages, 3950 Ferrara Dr, Silver Springs MD 20906-4708; Phone: 301-949-3551; Fax: 301-949-3190

ABSTRACT: Self-Esteem Through Service (SETS) is an intergenerational service-learning intervention targeted to involve at-risk middle school students with isolated and often frail adults in activities designed to enhance the self-esteem of both groups, provide supportive relationships, change stereotypes, and give both groups the opportunity to engage in community service projects to help yet other needy populations. The implementation and evaluation of this project makes it clear that the SETS program enhanced feelings of self-esteem in both age groups. Changes in attitude, especially regarding what the two populations have in common, took place. Teachers reported positive changes in the behavior in the students involved, and the seniors commented on their improved feelings of self-worth. As a result of this intervention, two populations (at-risk youth and elders) were able to help each other

overcome the labels society had given them as being unproductive members of the community. Through the development of meaningful relationships, each learned they had value as a person, and had the ability to relate to and be accepted by another person.

ERIC NO: ED417890

TITLE: Serve To Learn: Making Connections in Rural Communities.

AUTHOR: Davis, Mary T.; Emery, Maggie J.; Lane, Cheryl

PUBLICATION DATE: 1998

PAGES: 9

NOTE: In: Coming Together: Preparing for Rural Special Education in the 21st Century. Conference Proceedings of the American Council on Rural Special Education (18th, Charleston, SC, March 25-28, 1998).

ABSTRACT: The Center of Excellence for Rural Special Education at Clemson University (South Carolina) has developed a field-based undergraduate preservice teacher training program. During the fall and spring semesters of their senior year, preservice teachers are matched with a mentor special education teacher for 2 weeks in a rural school district of the type in which they are likely to find employment. Differing markedly from areas near the university, these districts have poor health care, large African American populations, and high rates of poverty and at-risk factors for school failure. The preservice teachers stay in homes of community families, and through the implementation of a service learning project, identify community needs and incorporate them into a meaningful school curriculum. Much of the impact of schools in rural communities depends on the strength of the school-community connection, and service learning can strengthen the interaction between classroom and community. The four stages of service learning projects are discussed, as well as how service learning uses the rural community as a curriculum resource, provides students with an opportunity to participate in job development, addresses community social and welfare needs, helps adults realize that schooling is a lifelong activity, enhances intergenerational ties, and demonstrates that caring for others and the community are characteristics of responsible adults. Figures depict the integration of service learning into the IEP and service learning responses to community problems. (TD)

ERIC NO: ED397890

TITLE: Service Learning: A Summary of a Semester.

AUTHOR: Garman, Sarah

PUBLICATION DATE: 1996

PAGES: 8

NOTE: Paper presented at the National Conference of the Campus Compact National Center for Community Colleges (5th, Scottsdale, AZ, May 29-31, 1996).

ABSTRACT: At Florida's Miami-Dade Community College, a service learning component was implemented in a reading course designed to prepare students to pass the statewide test required to obtain an associate degree. In the service learning option, students were required to perform 15 hours of tutoring in reading to at-risk elementary students or adults, maintain a journal, participate in reflection sessions, and prepare a final project. Journal assignments consisted of a brief description of daily activities, reflections, responses to articles, evaluations of their tutoring by site teachers, and samples of work from the individuals they tutored. The reflection sessions provided students with an opportunity to share their feelings and experiences with the class. For their end projects, students were able to choose from writing a two-PAGES summary of their experience, presenting a 3- to 5-minute oral report, or submitting a creative response project. The challenges for the instructor in implementing the component included ensuring student placement in tutoring positions, balancing the service learning component with the class material needed to cover the course competencies, training students to tutor, dealing with the changes in the scope of student tutoring made by the individual schools and teachers, and measuring the students' success. Benefits included continued interaction with the individuals tutored; the discovery of the importance of volunteer work to the community; and for the instructor, meeting other teachers and feeling closer to the students. (TGI)

ERIC NO: ED414130

TITLE: The Apache Rescue Team.

AUTHOR: Denali, David Line

PUBLICATION DATE: 1997

PAGES: 6

NOTE: In: Deeply Rooted, Branching Out, 1972-1997. Annual AEE International Conference Proceedings.

ABSTRACT: Experiments in using outdoor education to affect juvenile development and deter crime abound. Most of these outdoor adventure programs use a setting of developed challenges and perceived risk situations in order to create a life-changing experience. However, these "adventures" remain contrived events and require significant interpretive skills to connect with reality. In contrast, the Apache Rescue Team provides a framework for success in situations of real-life significance. The team is an experiential education program that trains at-risk and probationary youth to respond to technical and medical search and rescue (SAR) situations. Team members, aged 12 and up, are trained in basic first aid, survival, and technical rope rescue techniques. As experience allows, members complete emergency medical technician, advanced technical rescue, and command training as well. The local school allows participants to make up academic work missed because of rescues, and the program provides after-school tutoring. The team makes itself available to all primary agencies organizing SAR responses that the team could respond to. High-profile activity in National Parks boosts participant self-esteem and increases awareness of occupational opportunities. This approach breaks new ground in long-term youth treatment and educational opportunities by challenging professional stereotypes. The team has met with success both in its goals for juvenile crime prevention and in providing first-class search and rescue services. (Author/SV)

TITLE: The Use of Service Learning to Promote Understanding of Gang Related Issues Faced by Adolescents.

AUTHORS: Patrice Paul; Kathy Sexton-Radek

DATE: 1999

PAGES: 5

AVAILABILITY: NSEE Quarterly v25 n2 3-7; National Society for Experiential Education, 3509 Haworth Dr, Ste 207, Raleigh, NC 27609-7229; Phone: 919-787-3263; URL: <http://www.nsee.org>

ABSTRACT: This article describes a service-learning project in Chicago, where students from a local suburban college worked with ninth grade students from a special academy for students at risk. Each college student worked with a small group of high school students on conflict management and pro-social skills. (Lesson plans are included.)

ERIC NO: EJ579072

TITLE: University Students Learn by Helping At-Risk Elementary School Students: "Team Lincoln."

AUTHOR: Butcher, Dawn Anderson; Hall, Evelyn

PUBLICATION DATE: 1998

JOURNAL CITATION: Social Work in Education; v20 n3 p191-202 Jul 1998

NOTE: Special issue: "Linking Education, Health, and Human Resources. Part 2."

ABSTRACT: Team Lincoln was created to foster collaboration between the university and the school and to provide a program of organized recess activities for 450 at-risk children in grades 1-6. This school-based service-learning program is described, and an evaluation of the program is presented including two case studies. (Author/EMK)

ERIC NO: EJ572762

TITLE: When Everyone Gets What They Want: A Description of a Physical Education-Teacher Education Service-Learning Project.

AUTHOR: Kahan, David

PUBLICATION DATE: 1998

JOURNAL CITATION: Action in Teacher Education; v19 n4 p43-60 Win 1998

ABSTRACT: Describes a partnership between preservice physical education (PE) teachers and at-risk alternative high school students in which preservice teachers provided PE at the school, where there was no PE faculty or facility. Participant surveys and interviews indicated that the program was very effective, pupils appreciated and enjoyed the program, and preservice teachers valued the experience. (SM)

ERIC NO: ED402132

TITLE: YES in Action: Youth Environmental Service Program Summary.

PUBLICATION DATE: 1996

PAGES: 48

AVAILABILITY: Juvenile Justice Clearinghouse/NCJRS, P.O. Box 6000, Rockville, MD 20849-6000; phone or FAX: 800/638-8736.

ABSTRACT: The Youth Environmental Service (YES) aims to rehabilitate adjudicated delinquents and to prevent at-risk youth from entering the juvenile justice system by engaging them in environmental work and education programs on federally owned land. YES is a joint program of the U.S. Department of the Interior (DOI) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP). Partnerships are formed among federal, state, local, and private agencies to develop these environmental work programs. States and localities have broad flexibility to design programs suitable to their communities. Six pilot programs are described: two each in Washington D.C., Utah, and Florida. They range from weekend volunteer activities for at-risk preteens to a long-term residential program for serious juvenile offenders. Two programs are nonresidential and four are residential. For each program, information is given on the partners involved, program profile, target population, organizational structure, work or volunteer experience, program results, program costs, and program outlook. A table lists key characteristics of each program. Six factors contributing to successful program implementation are: a mutually beneficial partnership, team effort by partners in planning and implementation, prior experience in youth work programs, assignment of primary supervisory responsibilities to the youth service provider, ability of youth service agencies to absorb some program costs, and meaningful projects. Seven other issues to consider in planning a YES program are given, as are sources for additional information. (TD)

ERIC NO: EJ502593

TITLE: Young Leaders Mentoring Troubled Children.

AUTHOR: Schneider, Shayne.

PUBLICATION DATE: 1995

JOURNAL CITATION: Journal of Emotional and Behavioral Problems; v3 n4 p31-33 Win 1995

ABSTRACT: Traditional mentoring programs match a mature adult with an at-risk youth. A mentoring organization in Washington, D.C., practices a creative variation of this approach by training high school students to mentor troubled elementary school students. Considers the possibilities and problems of this model which blends cross-age youth mentoring with service learning. (Author)

ERIC NO: ED440290

TITLE: Minnesota Youthbuild Program Overview, 1999.

PUBLICATION DATE: 2000

PAGES: 21

AVAILABILITY: Workforce Services Branch/Office of Youth Development, Minnesota Department of Economic Security, 390 North Robert Street, St. Paul, MN 55101. Tel: 651-296-6064; Tel: 800-456-8519 (Toll Free); Tel: 651-296-2796 (TTD/TTY).

ABSTRACT: Minnesota's Youthbuild program helps at-risk youths gain useful job skills while building safe, affordable housing in their neighborhoods and working toward their high school diploma or General Educational Development (GED) certificate. In 1999, the Minnesota Legislature appropriated 751,000 dollars per year in Youthbuild funds. The program demonstrates substantial leveraging of matching funds through its coordination with local community, housing, educational, and law enforcement agencies; unions; technical schools; and court services. Youthbuild's quality and compliance with state statutes and labor laws are ensured through regular site visits by representatives of Minnesota's Department of Economic Security. Because it targets youths involved with the criminal justice system and gangs, Youthbuild is not just an excellent school-to-work transition model but also a model program for restorative justice. In 1999, Youthbuild served 399 young people who constructed or renovated 530 units of affordable housing. According to follow-up data collected over 5 years, 70 percent of Youthbuild participants eventually obtained their high school diploma or GED certificate. Participants also improved their leadership skills and self-esteem and reduced their negative attitudes and behaviors regarding school, work, and

social interactions. (Case studies of 12 Youthbuild sites throughout Minnesota and a table detailing participants' characteristics and outcomes are included.) (MN)

ERIC NO: EJ594885

TITLE: Positive Peer Solutions: One Answer for the Rejected Student.

AUTHOR: Rosenberg, Steven L.; McKeon, Loren M.; Dinero, Thomas E.

PUBLICATION DATE: 1999

JOURNAL CITATION: Phi Delta Kappan; v81 n1 p114-18 Oct 1999

ABSTRACT: Positive Peer Groups (PPG) is a leadership training program that helps alienated and disengaged students bond to school via participation in school-oriented service activities stressing work, discipline, and responsibility. Students form affiliations with peers involved in the same efforts. Results in Ohio schools are encouraging. (MLH)

II. RESEARCH/REPORTS

TITLE: Characteristics of Environmental Restoration, Service Learning Projects in Selected, California Watersheds, and the Perceived Gains by Participating At Risk High School Students and Their Teachers.

AUTHOR: Peter Scott Moras

DATE: 1999

PAGES: 360

NOTES: A dissertation submitted in partial fulfillment of the requirements for the Degree Doctor of Education at University of La Verne.

AVAILABILITY: UMI Dissertations, 300 N. Zeeb Rd. Ann Arbor, MI, USA 48106-1346; Phone: 800-521-3042 or 800-521-0600; URL: <http://www.umi.com/hp/Products/Dissertations.html> (on-line ordering is available)

ABSTRACT: This study describes the characteristics of environmental restoration service-learning projects in selected California watersheds that produced gains for at-risk high school students who were enrolled in the programs. Results suggest that effective programs function to create communities of support for at-risk youth. These characteristics meet student needs and bring relevance to their lives. Small, flexible school environments and cultures of inclusion and accountability have been found to be effective in helping at-risk youth to reset themselves and advance learning and goals.

ERIC NO: ED359661

TITLE: Community Service & Service Learning in Arizona: 1993 Evaluation Report for Arizona's "Serve-America" Program.

AUTHOR: Sandler, Linda; Vandegrift, Judith A.

PAGES: 86

PUBLICATION DATE: 1993

ABSTRACT: Arizona's Serve-America Project is a K-12 community service program funded by the National and Community Service Act of 1990. Through formal school/community agency and youth organization/community agency partnerships, the project is designed to: (1) encourage school-age and out-of-school youth to volunteer their services; (2) increase the number of adult volunteers in Arizona's schools; (3) provide productive, meaningful educational experiences for participants; and (4) emphasize coordination of community agencies. This report describes outcomes achieved by 15 out of the 17 participating projects for 1993. Based on self-reports, programs identified their strengths, some of which include effective student learning components, individualized volunteer service, community involvement, volunteer empowerment, staff commitment, and public recognition. Improvement is needed in the following areas: use of advisory committees; volunteer recruitment; staff reflection; staff/volunteer training; and interagency coordination. It is recommended that evaluators develop clear, operational definitions of terms and work more closely with programs in refining their service learning elements. Two tables and two figures are included. Appendices contain program descriptions, evaluation directions and forms, and demographic data.

(Contains 30 references.) (LMI)

ERIC NO: ED322461

TITLE: Effective Strategies for Dropout Prevention: Twelve Successful Strategies To Consider in a Comprehensive Dropout Prevention Program.

AUTHOR: Duckenfield, Marty; And Others

PUBLICATION DATE: 1990

PAGES: 27

ABSTRACT: Students leave school for many reasons. Pregnancy, family circumstances, economic necessities, substance abuse, lack of academic success, or disciplinary actions can influence a young person's decision to quit school. There is no single solution to the dropout crisis. Just as there are a variety of causes behind a student's decision to drop out of school, a great many different strategies exist to prevent this event from occurring. In an effort to determine the most successful approaches within a comprehensive strategy, the National Dropout Prevention Center conducted an analysis in 1990 of current research and practices in more than 350 dropout prevention programs. The result is a synthesis of 12 strategies that have had the most positive impact on the dropout rate in communities across the nation. These 12 strategies are summarized in this document, focusing on expected benefits, program ideas to consider, organizations with additional resources, and additional readings and references. The strategies are: (1) parental assistance and involvement; (2) quality early childhood education; (3) concentrated reading and writing programs; (4) individualized instruction; (5) utilization of instructional technologies; (6) mentoring and tutoring; (7) workforce readiness and career counseling; (8) summer enhancement programs; (9) flexible schedules and alternative programs; (10) staff development programs; (11) school-based management; and (12) community and business collaboration. (ABL)

ERIC NO: EJ569653

TITLE: Effects of Service Learning.

PUBLICATION DATE: 1997

JOURNAL CITATION: Journal of At-Risk Issues; v4 n1 p43 Sum-Fall 1997

ABSTRACT: Outcome data are provided for a national evaluation of Learn and Serve America School and Community-Based Programs and the Florida Learn and Serve program for 1995-96. Both national and Florida state data show positive effects, including improved attendance, improved academic achievement, and better attitudes for Learn and Serve participants. (SLD)

ERIC NO: ED221606

TITLE: Evaluation of Two Alternatives Programs for Junior High School Students.

AUTHOR: Malvin, Janet; And Others

PUBLICATION DATE: 1982

PAGES: 27

ABSTRACT: Based on the alternatives approach to drug abuse prevention, two service opportunity courses were offered to 8th and 9th grade students. Students in Cross-Age Tutoring were taught tutoring and communication skills and spent one period, 4 days per week tutoring elementary students. Students in School Store (a service opportunity developed for this study) were taught business and interpersonal skills and operated an on-campus store. Students who volunteered for either course were matched and one student from each pair was randomly assigned to receive the course while the other served as a control. All students were pre- and post-tested via a self reporting Student Questionnaire, observations and interviews, and most students participated in follow-up testing 1 year later. Affective and drug-specific measures were collected, with positive effects of the courses hypothesized for self-esteem, attitudes toward school, attendance, locus of control, and discipline problems. Results indicated negligible effects for either course, although students rated the courses favorably. Discussion of results is in terms of shortcomings of the courses themselves and limitations of the school-based model of alternatives to drug abuse and calls into question the efficacy of incorporating service opportunity prevention strategies within the school curriculum. (Author/PN)

ERIC NO: ED298234

TITLE: Facts and Faith: A Status Report on Youth Service.

AUTHOR: Lewis, Anne C.

PUBLICATION DATE: 1988

PAGES: 56

ABSTRACT: Research supports the value of youth service, but indicates concerns about the diminishing interest of young people in giving of themselves. New justifications for community service include the following: (1) documentation of the educational value of service; (2) greater understanding of environmental and human needs; and (3) greater understanding of the connection between community service and participation in civic life and interest in others. New approaches to youth service include the following: (1) mandated school-wide or district-wide programs; (2) programs interwoven throughout the curriculum; (3) city-wide programs; (4) magnet school programs; (5) value of service opportunities in helping at-risk youth develop self-esteem; and (6) incorporation of service projects into job training programs. Many states and communities have developed comprehensive urban and rural service programs that emphasize both environmental and human services work. Colleges participate through the College Compact and the Campus Outreach Opportunity League. Components of successful programs include the following: (1) clearly stated, useful goals; (2) an intense experience; (3) good supervision; and (4) time for reflection. Jane C. Kendall, executive director of the National Society for Internships and Experiential Education, expands on the relationship between youth service and learning in a six-PAGES commentary. A short list of references, and profiles of conservation and service corps are included. (FMW)

ERIC NO: ED414276

TITLE: Linking Title I and Service-Learning. A Model To Promote Authentic Teaching.

AUTHOR: Kraft, Nancy P.; Billig, Shelley H.

PUBLICATION DATE: 1997

PAGES: 24

ABSTRACT: To create a model linking Title I and service learning, researchers conducted: (1) focus groups with service learning and Title I practitioners to determine their understanding of practices promoting authentic learning for disadvantaged students; (2) a literature review on effective education for disadvantaged children and a study of relationships between service learning and academic performance; (3) a design of the Title I service learning program model; and (4) implementation of the model. A final study phase will determine its impact on student learning. Linking Title I and service learning allows disadvantaged children to increase academic knowledge and skills, connect learning theory and practice, learn how to learn, and develop caring, responsible attitudes. Authentic learning and a service learning philosophy help children see connections between curriculum and their own lives and may boost student achievement. This study's six participating urban, rural, and suburban schools had varying poverty levels. Common program components included motivating learning environments, an accelerated reading program, peer tutoring, and professional development. Preliminary findings suggest that the schools had varying success. A critical mass of teachers at each site carried the initiative forward, committing to quality teaching and learning for all students. Findings suggest that grounding Title I programs within service learning philosophy provides greater opportunities for students to achieve states' high performance and content standards. (SM)

ERIC NO: ED392376

TITLE: Responding to Violence and Abuse: Educating Minnesota Professionals for the Future. A Report of the Statewide Task Forces.

PUBLICATION DATE: 1995

PAGES: 64

ABSTRACT: In response to a 1993 Minnesota crime bill, four task forces reviewed violence education in professional higher education programs and made recommendations for legislation and law enforcement. The four task forces--in Law, Health Services, Human Services, and Education--made several critical recommendations that applied across professions: interdisciplinary violence education should be taught by knowledgeable faculty for all students in professional education programs; victims and offenders should participate as speakers, panelists, and community resources; protocols should be developed in all professions for dealing with violent or abusive members;

cultural competency should be stressed for students and practitioners; pre-admission standards should screen students at risk for violent or abusive behavior; and opportunities for service learning should be provided all students. Among the 10 recommendations for legislation and 6 recommendations for law enforcement were the following: appropriate certification boards should create a specialization in law relative to crimes of violence; law enforcement schools should create experiential learning opportunities in areas related to violence and abuse; and the Peace Officer Standards and Training Board should define "conduct unbecoming an officer" to include patterns of physical, sexual, or emotional abuse or harassment. Appendixes contain a list of task force members and tables showing the evaluation of graduate professional education programs. (JB)

ERIC NO: ED435511

TITLE: Rethinking Violence in the Educational Crisis of U.S. Latinos. JSRI Working Paper No. 38. JSRI Research & Publications Working Paper Series.

AUTHOR: Jose-Kampfner, Christina; Aparicio, Frances

PUBLICATION DATE: 1998

PAGES: 36

ABSTRACT: Little attention has been given to institutional violence exercised by schools as a major stressor leading to Post-Traumatic Stress Disorder (PTSD) and high dropout rates among Latino students. Institutional violence is defined as the norms, values, and structures of institutions that exclude and discriminate against individuals of disadvantaged and culturally different groups, making their needs invisible. This paper describes a research project, an intervention strategy, and an educational approach that focus on the role of institutional violence in Latino student attrition, ways that institutional violence can be diminished, and the role of university scholars in bridging theory and practice. Focus groups on perceptions of neighborhood and institutional violence were conducted with secondary school students, dropouts, parents, and teachers in Southwestern Detroit, and student participants completed the Children's PTSD Inventory. The intervention, Youth Helping Youth, addressed both academic and affective needs of students through a tutoring program plus a psychologist-facilitated discussion group for high-risk middle school students in a predominantly Latino school. Tutors for the intervention were provided by a community service learning course at the University of Michigan; a second course focused on the politics of language and cultural identity among U.S. Latinos. Course assessment examined the development of cultural competence among participants. Recommendations are offered for teacher education related to cultural competence and the effects of institutional violence. (Contains 75 references.) (SV)

ERIC NO: ED387714

TITLE: Risk and Resiliency in Adolescence: The Current Status of Research on Gender Differences.

AUTHOR: Clark, Pat

PUBLICATION DATE: 1995

JOURNAL CITATION: Equity Issues; v1 n1 Win 1995

PAGES: 13

ABSTRACT: By understanding at-risk youth, resilient youth, and the characteristics and behaviors of each, teachers and school personnel can create effective school connectedness and positive learning environments. This document focuses on resiliency factors in adolescence and how gender differences affect adolescent resiliency. Current research on environmental, behavioral and individual factors that may limit healthy adolescent development is discussed. Adolescent risk and protective factors are addressed by the following categories: (1) individual-related; (2) family-related; (3) peer-related; (4) school-related; and (5) community-related. Recommendations for schools related to adolescent risk and resiliency factors are provided. They include: assess the real problems; personalize schools; pay attention to girls' troubles; ensure extra-curricular activities; enhance academic achievement; expect students to do well; emphasize service learning programs; model respect and concern; increase parental involvement; and develop community collaborations. A portion of the document explores future research needs in adolescent development and concludes that more research is needed on the risk factor of academic failure as it related to gender, and how gender needs are addressed in the school setting. Contains 30 references. (SR)

ERIC NO: ED413509

TITLE: School-to-Work Opportunities in the Middle School: Concepts and Issues.

AUTHOR: Finch, Curtis R.; Mooney, Marianne

PUBLICATION DATE: 1997

PAGES: 87

AVAILABILITY: NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-1096: \$8.50).

ABSTRACT: A study questioned 26 administrators, counselors, and teachers at 6 middle schools regarding School-To-Work (STW) curriculum implementation. It asked about conceptual, organizational, and operational reasons for implementation; curriculum focus; student benefits; and issues and concerns. Five national associations were questioned about their views on including STW curricula at the middle school level. Reasons for implementing STW were as follows: enhance curriculum relevance; improve responsiveness to the needs of at-risk students; enhance student development; develop career awareness and exposure; support systemic change and school reform; build community linkages; and improve transition to high school. Over half of the interviewees had no known conceptual reasons for adopting a middle school STW curriculum; several referred to the middle school philosophy and the Carnegie "Turning Points." Interdisciplinary training was most often cited as the organizational reason for implementation. Curricula focused on career exploration and awareness, self-awareness, contextual learning, service learning, and integrated themes. Students benefited by enhanced personal development. Categories of issues and concerns about implementation were participant "buy-in," program logistics, resources, and program quality and outcomes. STW curriculum issues and concerns of association representatives highlighted philosophical differences among them. (Appendixes contain 42 references and participant lists.) (YLB)

ERIC NO: ED348622

TITLE: Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report.

AUTHOR: Duckenfield, Marty; Swanson, Lorilei

PUBLICATION DATE: 1992

PAGES: 31

AVAILABILITY: Publications Department, The National Dropout Prevention Center, 205 Martin St., Clemson University, Clemson, SC 29634-5111.

ABSTRACT: Service learning has been found to be a potentially powerful dropout prevention tool. Service learning combines community service with learning activities. Participating students must be engaged in significant, well-planned, and genuine service. Second, they must reflect on their experiences of serving others to ensure a complete learning experience. These requirements are vital to a successful service learning experience. Many favorable outcomes occur in each of the following developmental areas through participation in service learning activities: personal growth; social growth; intellectual growth; citizenship; and preparation for the world of work. Service learning can be integrated into the organizational structure of a school through four progressively complex levels of implementation: extracurricular; curricular unit; mandatory or elective courses; and school-wide integration. Essential components of service learning include preparation, action, and reflection. The service learning continuum can be implemented at all grade levels. Research has shown that the integration of service learning into the school curriculum is an extremely effective strategy in meeting the many developmental needs of all students. Service learning is a teaching methodology that revitalizes the classroom and provides the kind of learning and experiences students need to lead a successful life. (ABL)

ERIC NO: ED300515

TITLE: The Link between Learning and Earning: A Comprehensive Service Delivery Model Designed To Improve the Quality of Life of High School Dropouts and "At-Risk" Youth.

AUTHOR: Jackson, Cheryl D.

PUBLICATION DATE: 1987

PAGES: 24

ABSTRACT: Many youth face the following educational and economic barriers to success: (1) increased high school dropout rates; (2) adolescent pregnancy; (3) chronic unemployment; (4) poverty; (5) drug abuse; (6) suicide;

and (7) crime and delinquency. The Atlantic Community College (New Jersey) Youth Corps Program, a successful conservation and service corps program serving out-of-school youth between the ages of 16 and 25, illustrates the important link between earning and learning. The program is the newest of 15 New Jersey Youth Corps programs, developed by the State to combat unemployment and illiteracy. Participants are exposed to comprehensive educational and vocational experiences, including significant contact with caring and committed adults. Project components include the following: (1) Intake; (2) Orientation and Screening; (3) Breakaway Curriculum; (4) Community Service Projects; (5) Basic Skills; (6) Supportive Services; (7) Student Council and Alumni Association; and (8) Graduation and Achievement Awards Ceremony. Among other cited benefits to students and employers, participants who were tested after competing 100 hours of the program showed a general improvement in grade equivalency levels ranging from .01 to 2.0. A brief list of references is included. (FMW)

ERIC NO: ED389497

TITLE: Youth Leadership. IDRA Focus.

PUBLICATION DATE: 1995

JOURNAL CITATION: IDRA Newsletter; v22 n9 Oct 1995

PAGES: 21

ABSTRACT: This theme issue focuses on motivating young people to learn by providing leadership opportunities in school. "Coca-Cola Valued Youth Program: Assessing Progress" (Josie Danini Supik) examines the program's success. This program, which trains high-risk middle and high school students as tutors of younger children, has dramatically lowered dropout rates and discipline problems among participants while increasing their achievement and self-esteem. "Youth Leadership: Great Works in Progress" (Aurelio M. Montemayor, Josie Danini Supik) proposes a new leadership training program to create local teams of students who would participate in community service learning projects and in school decision making and reform efforts. "How Do I Value You? Let Me Count the Ways" (Aurelio M. Montemayor) describes traditional and nontraditional ways of valuing students and offers examples of student-centered activities that enhance student self-worth and provide incentives for staying in school. "Valued Youths: Six Years Later" (Conchi Salas) profiles two student success stories from the Coca-Cola Valued Youth Program. This issue also contains two articles unrelated to the theme. "IDRA's Latest Attrition Analyses Show Worsening Dropout Problem" (Roy Johnson) reports that the percentage of students lost from Texas public high school enrollment between their 9th-grade and 12-grade years was 40 percent for the period ending 1994-95, compared to 33 percent for the period 1985-86. This finding contradicts the Texas Education Agency's recent report of steadily declining dropout rates. Tables detail high school completion and dropout rates for the states; attrition rates for Blacks, Whites, and Hispanics in Texas counties; and Texas attrition and enrollment data for racial/ethnic groups. "Silent Partners in Education" (Conchi Salas) discusses the importance of schools recognizing and valuing the educational contributions of parents and families. Nine additional readings on youth leadership are listed. (SV)

III. GENERAL DISCUSSION

ERIC NO: ED384465

TITLE: Alternatives to Incarceration: Prevention or Treatment. Monograph on Youth in the 1990s. Issue #4.

AUTHOR: Richards, Anthony, Ed.; Bocarro, Jason, Ed.

PUBLICATION DATE: 1995

PAGES: 141

AVAILABILITY: Youth Research Unit, Dalhousie University, Halifax, Nova Scotia B3H 3J5, Canada (\$10 Canadian).

ABSTRACT: The articles in this collection address various definitions, viewpoints, and treatments for youth at risk and youth offenders. Articles not only examine alternatives to incarceration, but also provide examples of value-forming experiences beneficial to all young people. The articles and authors are: (1) "Introduction" (Anthony Richards); (2) "The Roots of At Risk Behavior" (Brenda Robertson); (3) "Youth At-Risk for Violence and Delinquency: A Metaphor and a Definition" (B. T. McWhirter, J. Jeffries McWhirter); (4) "I'm Okay, You're At Risk: Beyond Ephebiphobia and Toward Research" (Kirk Astroth); (5) "Who Is At Risk: The System or Youth?"

(Jason Bocarro); (6) "Partners in Programming: Concordia University Inner City Youth Project" (Lisa Ostiguy, Robert Hopp, Randy Swedburg); (7) "The Black Church and Youth At Risk for Incarceration" (Roger H. Rubin, Andrew Billingsley, Cleopatra Howard Caldwell); (8) "Making the Connection Between Leisure and At-Risk Youth in Today's Society" (James Calloway); (9) "Under Pressure Program: Using Live Theatre To Investigate Adolescents' Attitudes and Behavior Related to Drug and Alcohol Abuse Education and Prevention" (L. Arthur Safer, Carol Gibb Harding); (10) "Adventure Family Therapy: An Innovative Approach Answering the Question of Lasting Change with Adjudicated Youth?" (Michael A. Gass); (11) "Adolescent Female Offenders: Program Parity Is Essential to Meeting Their Needs" (Ilene R. Bergsmann); and (12) "Characteristics of Adventure Programs Valued by Adolescents in Treatment" (Jeffrey P. Witman). (KS)

ERIC NO: EJ553485

TITLE: Building Purpose through Service.

AUTHOR: O'Flanagan, Bill

PUBLICATION DATE: 1997

JOURNAL CITATION: Journal of Emotional and Behavioral Problems; v5 n4 p223-25,228 Win 1997

ABSTRACT: Describes the development of service learning in a special school for students with learning, emotional, and behavioral challenges. Discusses the poor self-image that many troubled youth possess and suggest ways to help students refocus on their good qualities through service work. Outlines service partnerships and a service culture. (RJM)

ERIC NO: ED372904

TITLE: Cultivating Resilience: An Overview for Rural Educators and Parents. ERIC Digest.

AUTHOR: Finley, Mary

PUBLICATION DATE: 1994

PAGES: 4

AVAILABILITY: ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

ABSTRACT: Resilience is a quality that characterizes children who, though exposed to significant stress and adversity in their lives, do not succumb to the school and life failures predicted for them. Recent research suggests ways that schools and communities can protect children from the threats that confront individuals and families. This digest interprets such findings for application in rural areas. The notion that schools and communities can nurture students' resilience and competence constitutes a radical shift away from the concept of "at risk" and its negative implications. Key protective factors found in families, schools, and communities include caring, supportive relationships; high expectations; and opportunities for social participation. Protective factors help develop resilient children who exhibit social competence, problem-solving skills, and a clear sense of personal autonomy and purpose. Because of their comparatively greater social capital, rural communities may have a head start on developing local efforts to nurture resilience. The development of such efforts includes several elements: (1) assessing local threats and setting priorities; (2) assessing and enhancing existing support systems; (3) promoting and celebrating mentoring relationships between children and adults; and (4) collaborating across agency and institutional boundaries. Resources on resilience, mentoring, and service learning, in the literature and on the Internet, are recommended. (Contains 15 references.) (SV)

ERIC NO: EJ578208

TITLE: Educating Citizens: By Helping Students See How They Fit into the Community, We All Stand To Gain.

AUTHOR: Kruger, Linda

PUBLICATION DATE: 1998

JOURNAL CITATION: Northwest Education; v4 n2 p50-51 Win 1998

NOTE: Theme issue title: "Community Building: Imagining New Models."

ABSTRACT: Programs that educate students about their local community's history and ecology, and enable student interaction with the community through service and experiential learning are helpful to high-risk students, promote socially responsible citizenship, instill a sense of place, and can develop local funding and resources. Gives

examples of local resources that can be identified through a community study. (TD)

ERIC NO: EJ554737

TITLE: Enhancing the Middle School Curriculum through Service Learning.

AUTHOR: Schukar, Ron

PUBLICATION DATE: 1997

JOURNAL CITATION: Theory into Practice; v36 n3 p176-83 Sum 1997

ABSTRACT: This paper emphasizes the relationships between middle school science, social studies, and service learning, showing how service learning supports many national science and social studies content standards. Positive results from research on the National Science Foundation service learning project are included. (SM)

TITLE: Everybody Can Be Great Because Everybody Can Serve.

AUTHORS: K. Lynne Mainzer; Patricia Baltzley

DATE: 1990

PAGES: 2

AVAILABILITY: Educational Leadership p95-96 Nov 1990

ABSTRACT: The authors cite cooperative learning as the impetus for 150 low achieving high school students practicing service and becoming better leaders and citizens. By practicing a cycle of preparation, action, and reflection, students are most able to capitalize from their community service experience. (SH)

ERIC NO: EJ367937

TITLE: Helping At-Risk Youth through Intergenerational Programming.

AUTHOR: Ventura-Merkel, Catherine; Freedman, Marc

PUBLICATION DATE: 1988

JOURNAL CITATION: Children Today; v17 n1 p10-13 Jan-Feb 1988

ABSTRACT: Discusses and reviews intergenerational programs designed to help some of society's most at-risk young citizens and simultaneously enrich the lives of the older adults involved. (BB)

TITLE: Linking Title IV and Safe Drug Free Schools and Communities: Service Learning.

AUTHOR: RMC Research Corporation

DATE: 1997

PAGES: 6

AVAILABILITY: Learn and Serve America National Service-Learning Clearinghouse, University of Minnesota, R460 VoTech Building, 1954 Buford Avenue, St. Paul, MN 55108-6197; Phone: 800-808-7378; Email: serve@tc.umn.edu; URL: <http://umn.edu/~serve>; or RMC Research Corporation, 1512 Larimer ST, Ste 540, Denver CO 80202; Phone: 800-922-3636; Fax: 303-825-1626; Email: rmc@rmcdenver.com; URL: <http://www.rmccres.com/index.html>

ABSTRACT: The brochure defines service learning and describes how Title IV supports service learning by relating learning to developing students' sense of community and valuing of a drug and violence free lifestyle. Three examples are cited from a middle school, junior high school, and public school district which show how service learning models could be adopted by Title IV. (SH)

ERIC NO: ED406079

TITLE: Pathways from Poverty Educational Network.

PUBLICATION DATE: 1996

PAGES: 140

ABSTRACT: Pathways from Poverty is a public policy education and research initiative organized by the Rural Sociological Society's Task Force on Persistent Rural Poverty and the four regional rural development centers. This publication focuses on project efforts in the Northeast and includes three sections. The first section describes the Pathways from Poverty Workshop for the Northeast Region (Boston, Massachusetts, September, 1995); reviews the history of the project, which aims to create innovative pathways from poverty for rural people and places through

collaborative state teams; and profiles four researchers and visionaries. These profiles describe the life and work of Gene Summers ("Up from the Bottoms," by Eileen Zuber); Virginia Schein ("Dancing with Words: An Afternoon with Virginia Schein," by Eileen Zuber); John Gaventa ("Searching from Within," by Pete Saba); and Leif Jensen ("Bridging the Gap," by Steve Nelson). The second section includes seven presentations from the 1995 workshop: "Working from the Margins: Voices of Mothers in Poverty" (Virginia E. Schein); "Working Together for a Change: Social Capital As a Pathway from Poverty" (John Gaventa); "Demographics of Rural Poverty" (Leif Jensen); "Work and Income Overview" (Ann Tickamyer); "Poor Kids in a Rich Nation: Eating the Seed Corn" (Patricia Garrett); "Human Capital and Poverty in Rural America" (Daniel Lichter); and "Where Do We Go from Here?" (Kenneth E. Martin). The final section describes the state Pathways from Poverty teams and 64 poverty programs in Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and West Virginia. These programs provide leadership training, summer educational opportunities for youth and children, support for community development, support for small business development and entrepreneurship, adult literacy and computer literacy, community supported agriculture, community health services, parenting education for youth and high-risk families, services for migrant families and children, job skills training, family services, rural housing development, nutrition education, support for postsecondary attendance, opportunities for community service learning, and temporary shelter. Includes a program index. (SV)

ERIC NO: ED397236

TITLE: Peer Helping: A Model for Service Learning.

AUTHOR: Carr, Rey Alexander

PUBLICATION DATE: 1996

PAGES: 12

ABSTRACT: Focusing on student experience rather than distinguishing between vocational or academic education is essential to preparing students for future society. Seven trends are influencing the future for adolescents preparing for the work world: (1) a shift from employment where manual labor, physical dexterity, and minimal education are needed for jobs where reading, writing, and calculating abilities are essential; (2) a baby bust; (3) employer reliance on an employee's ability to reason and communicate; (4) employers' desire for employees who can learn new skills rapidly, shift gears, and adapt and work under pressure; (5) changes in family patterns and income that have led people to seek out alternative approaches to full-time employment; (6) improved policies to attract and keep qualified employees; and (7) the need for successful workers to be computer literate, be able to solve problems, interact with others, or use extensive cognitive skills. Service learning, and particularly the roles students can play in providing support to each other, is an essential component of school-to-work transition programs. Nine specific roles peer helpers can play in service learning are mentors, tutors, climate builders, at-risk group members, career assistants, transition agent, dilemma manager, re-entry agent, and mediator. (Contains 35 references.) (YLB)

TITLE: Performance of At Risk Youth As Tutors.

AUTHOR: Marty Duckenfield

PAGES: 8

AVAILABILITY: <http://www.dropoutprevention.org/effstrat/performance.htm>; or National Dropout Prevention Center, Clemson University, 205 Martin St, Box 345111; Clemson SC 29634-5111; Phone: 864-656-2599; Fax: 864-656-0136; URL: <http://www.dropoutprevention.org/>

ABSTRACT: Duckenfield outlines the factors contributing to at-risk status for youth and describes cross-age tutoring as an approach to reach at-risk youth. Cross-age tutoring projects, including those involving at-risk youth, can be successful for both tutor and tutee. The service-learning framework can ensure success for all such tutoring projects.

ERIC NO: ED424893

TITLE: Promoting Good Health for Community College Students. ERIC Digest.

AUTHOR: McKinney, Kristen J.

PUBLICATION DATE: 1998

PAGES: 4

AVAILABILITY: ERIC Clearinghouse for Community Colleges, University of California at Los Angeles, 3051 Moore Hall, Los Angeles, CA 90095-1521.

ABSTRACT: This digest discusses a variety of methods that community colleges have employed to integrate health care into the curriculum and campus services. Providing health care in community colleges is particularly challenging due to the lack of institutional resources, as compared with four-year colleges and universities where the residential living situation necessitates on-campus health care facilities. Since community colleges have so few resources, they are often unable to support any kind of clinical structure. The few existing facilities are rarely comprehensive and unlikely to maintain full-time staffs. In addition, community colleges have the largest populations of low-income and minority students, who are generally more at risk for health problems due to their economic and social circumstances. Competent prevention strategies, such as promoting health in curricular content, peer education, and service learning opportunities, should be pursued by community colleges. Partnering with local organizations and hospitals might also be an effective means of providing health care on campus. Finally, making students aware of what is available in the community, or bringing those services to them, may be the most responsible way a community college can offer health services to its students. (Contains 11 references.) (EMH)

ERIC NO: EJ554736

TITLE: School-Based Service: Reconnecting Schools, Communities, and Youth at the Margin.

AUTHOR: Schine, Joan

PUBLICATION DATE: 1997

JOURNAL CITATION: Theory into Practice; v36 n3 p170-75 Sum 1997

ABSTRACT: Service learning addresses many developmental needs of early adolescents that may be neglected in academic curricula, a particularly urgent need for inner city youth. This paper describes the urban National Helper's Network, noting ways that service learning empowers both the servers and the served, who are both in need. (SM)

ERIC NO: EJ522429

TITLE: Service-Learning and School-to-Work Strategies for Revitalizing Urban Education and Communities.

AUTHOR: Gomez, Barbara

PUBLICATION DATE: 1996

JOURNAL CITATION: Education and Urban Society; v28 n2 p160-66 Feb 1996

ABSTRACT: Discusses, on a national level, how service learning relates to the school-to-work transition programs. The author specifically examines service-learning and school-to-work strategies for revitalizing urban education. Examples are provided to illustrate urban school/community cooperation in preparing students for careers, college, or immediate employment and for responsible citizenship. (GR)

TITLE: Service Learning as a Tool for Violence Prevention: an Annotated Topic Bibliography.

AUTHOR: Ann Treacy

DATE: 1999

PAGES: 5

AVAILABILITY: National Service Learning Clearinghouse, R460 VoTech Ed Bldg, 1954 Buford Ave, University of Minnesota, St Paul MN 55108-6197; Phone: 800-808-7378; Fax: 612-625-6277; Email: serve@tc.umn.edu; URL: <http://umn.edu/~serve>.

ABSTRACT: This is a bibliography of books, articles, and organizations on how service-learning can serve as a tool to prevent violence. Items are grouped into three sections, reports and discussion, guides and curricula, and organizations to contact for further information.

ERIC NO: EJ590158

TITLE: Service Learning as Experiential Education's Bridge to Mainstream Education.

AUTHOR: Berv, Jason

PUBLICATION DATE: 1998

JOURNAL CITATION: Journal of Experiential Education; v21 n3 p119-23 Dec 1998

ABSTRACT: Experiential learning generally, and service learning specifically, can teach citizenship skills

necessary to a democracy, unify the curriculum, better serve at-risk students, and accommodate different learning styles. Gives arguments and criteria for integrating service learning into mainstream education and examples of programs utilizing service learning. Contains 26 references. (TD)

TITLE: Service Learning in Alternative Education Settings.

AUTHOR: Susan Meyers

DATE: 1999

PAGES: 1

AVAILABILITY: The Clearing House Nov 1999 v73 i2 p114

ABSTRACT: The author discusses service learning as a pedagogical process for teachers serving students defined as "at-risk" in alternative education settings.

ERIC NO: ED330469

TITLE: The Adventure of Adolescence: Middle School Students and Community Service.

AUTHOR: Rolzinski, Catherine A.

PUBLICATION DATE: 1990

PAGES: 157

AVAILABILITY: Youth Service America, 1319 F Street, N.W., Suite 900, Washington, DC 20004 (\$14.00; discount on orders of 20 or more copies).

ABSTRACT: This book presents seven case studies of middle school youth service programs that challenge their participants to change from takers to givers and from observers to active members of the community. Chapter 1 discusses new ways for responding to the needs of middle school youth and promoting community service. Chapter 2 describes a tutoring program in which Hispanic "at-risk" middle-school students tutor Hispanic "at-risk" elementary school students. Chapter 3 describes a combined academic and community alternative for potential drop-outs, and chapter 4 describes a program that helps keep middle-school youth from being recruited into gangs. Chapters 5, 6, and 7 describe, respectively, programs that bring youth into nursing homes to enrich the lives of the elderly and to increase the understanding of the old by the young; involve junior high school students in community service projects; and place students in a school-based community service program. Chapter 8 describes the integration of community service with learning in 40 schools, while Chapter 9 discusses lessons learned from the case studies in terms of youth services issues and new directions for middle-school students. The book contains two brief forewords by Senator Dave Durenberger and Senator Edward M. Kennedy respectively. Related materials and a directory of case study programs are appended. (RH)

ERIC NO: EJ548172

TITLE: The Challenge of Youth Violence: Finding Our Role, Doing Our Part.

AUTHOR: Sausjord, Ingrid; Friedman, Lisa

PUBLICATION DATE: 1997

JOURNAL CITATION: Social Studies Review; v36 n2 p48-50 Spr-Sum 1997

ABSTRACT: Examines factors contributing to youth violence and suggests ways that service learning can mitigate their influence. Community-based programs can fill the void of unstructured, unsupervised time tempting many youth. Peer education and cross-age teaching can help create positive attitudes towards cooperation and responsible behavior. (MJP)

ERIC NO: ED351425

TITLE: Urban Youth in Community Service: Becoming Part of the Solution. ERIC/CUE Digest, Number 81.

AUTHOR: Lewis, Anne

PUBLICATION DATE: 1992

PAGES: 3

AVAILABILITY: <http://ericae.net/db/digs/ed351425.htm>; or ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

ABSTRACT: This monograph looks at the field of youth service broadly and provides examples of the range of

programs available for urban youth. A review of statistics on urban youth involvement nationally notes that most young people are not involved in community service, African American students perform more community service annually than any other racial group, urban schools do not push community service, and many agencies look to community service to engage low-income urban youth in positive action. Special issues for urban programs are covered, including the value of community service for overcoming the alienation and hostility of many youth toward their community, the focus of youth corps for low-income youth on experiences directed toward job preparation, and problems of maintaining diversity in programs. Also noted are the benefits of urban service programs for youth in the form of increased academic achievement, competence, self-confidence, and self-esteem. Several programs are briefly profiled, including in-school programs, out-of-school programs, and the growth of urban youth corps. Also addressed are various federal legislative initiatives and their role in fostering these programs. (Includes 12 references.) (JB)

TITLE: Violence Prevention and Service Learning.

AUTHOR: Diana Hess

DATE: 1997

PAGES: 3

WHERE TO OBTAIN: Social Education v61 n5 p279(3) Sep 1997

ABSTRACT: Educators are increasingly concerned about the problems of violence in US schools and communities. Some are looking into service learning programs which can reduce violence. Such programs should be aligned with the Social Development Strategy and should be characterized by meaningful activities, recognition of student effort, skills-based instruction and defined expectations for non-violent behavior. (Expanded Academic ASAP)

ERIC NO: EJ522433

TITLE: What We Know about Service Learning.

AUTHOR: Shumer, Robert; Belbas, Brad

PUBLICATION DATE: 1996

JOURNAL CITATION: Education and Urban Society; v28 n2 p208-23 Feb 1996

ABSTRACT: Highlights the body of available service-learning knowledge in the United States as found via a literature review of the National Clearinghouse for Service-Learning. The authors show that, while urban, suburban, and rural programs are often similar, urban programs focus more on disadvantaged youth and at-risk students and deal more with literacy training activities. (GR)

TITLE: Youth Serving the Young. A Policy Blueprint for Youth Service to Educationally At Risk Children.

AUTHOR: Anne Lewis

DATE: 1987

PAGES: 31

AVAILABILITY: Youth Service America, 1101 15th ST NW, Ste 200, Washington DC 20005; Phone: 202-296-2992; Email: feedback@servenet.org; URL: www.servenet.org

ABSTRACT: This is an information booklet on service-learning and the impact youth can have when they work with younger children at-risk. The background, need, research findings, and a list of grassroots organizations and efforts are discussed.

ERIC NO: ED433619

TITLE: Youth Violence. The Progress of Education Reform 1999-2001.

AUTHOR: Weiss, Suzanne

PUBLICATION DATE: 1999

JOURNAL CITATION: The Progress of Education Reform 1999-2001; v1 n2 Jul-Aug 1999

PAGES: 5

AVAILABILITY: ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Stock No. SI-99-10; subscription is \$20.00 per year plus postage and handling and includes six bimonthly publications). Tel: 303-299-3692; E-mail: ecs@ecs.org

ABSTRACT: This article examines three strategies that seem to hold particular promise in addressing the root causes of aggressive, violent behavior among young people. These strategies are improved health and counseling services for expectant and new mothers, particularly those at risk for child abuse or neglect; school reform that emphasizes the importance of smaller, more personalized learning environments for students, particularly in high school; and the use of service learning (linking classroom learning to community service) to promote the intellectual, psychological, and moral development of young people. It has been found that the earliest months of life are a time in which violent behavior can be cultivated. Fortunately, prenatal and infant-care programs can dramatically reduce cases of child abuse, welfare dependency, alcohol and drug abuse, and maternal and juvenile arrests. For older children, smaller schools have been shown to improve attendance rates, lower dropout rates, and lessen discipline problems. These schools bring students closer to adults, meaning that young people are less likely to fall through the cracks. Other strategies, such as service learning, can result in significant improvement in student achievement, especially when that learning is combined with an academically rigorous classroom education. (RJM)

IV. GUIDES

TITLE: Best Practices in Campus Based Mentoring: Linking College Students with Youth At Risk.

AUTHOR: Campus Compact

PAGES: 9

AVAILABILITY: Campus Compact, Box 1975, Brown University, Providence RI 02912-1975; Phone: 401-863-1119; Fax: 401-863-3779; Email: campus@compact.org; URL: www.compact.org

ABSTRACT: The pamphlet defines mentoring and describes why it should be campus based, who benefits from mentoring programs, what are the best practices in campus based mentoring, what has been learned from research in mentoring, how to start a mentoring program, mentoring resource centers, mentoring program models, and campus partners in learning. (SH)

ERIC NO: ED339940

TITLE: Building Life Options: School-Community Collaborations for Pregnancy Prevention in the Middle Grades.

AUTHOR: Archer, Elayne; Cahill, Michele

PUBLICATION DATE: 1991

PAGES: 147

AVAILABILITY: Academy for Educational Development, 1255 23rd St., N.W., Washington, DC (\$19.95).

ABSTRACT: This handbook was written to encourage and assist school districts, schools, and community-based organizations to respond to the growing need for adolescent pregnancy prevention activities in the middle grades. It reflects the experiences of adolescent pregnancy prevention programs across the country, particularly those of the eight Urban Middle Schools Adolescent Pregnancy Prevention Program projects. It describes many of the lessons learned in these projects about appealing to at-risk youth, overcoming the barriers to implementation, working collaboratively, and dealing with controversy. Part 1 looks at why adolescent pregnancy prevention should take place in the middle grades. Implications for risk prevention strategies are discussed. Changes are looked at for meeting developmental needs in middle grades education. Elements of an effective pregnancy prevention program are outlined, and collaboration is discussed as a means to better meet the needs of adolescents. Part 2 contains information about pregnancy prevention strategies, including family life and sexuality education, postponing sexual involvement, counseling, peer education, school-based clinics, service learning, mentoring, and multicomponent programs. Part 3 discusses program implementation and includes information about planning, handling controversy, promoting effective collaborations, staff development, funding, and evaluation. Appendices include a case study, a summary of evaluation of pregnancy prevention strategies, a summary of statistics on teenage sexuality and pregnancy, and a list of resource organizations. (LLL)

ERIC NO: ED372499

TITLE: How To Implement Extended Services in Your School.

PUBLICATION DATE: 1994

PAGES: 96

ABSTRACT: In 1993, the North Carolina General Assembly enacted legislation to encourage schools to implement extended services to meet the needs of students, giving at-risk students first priority. In this manual, the North Carolina Department of Public Instruction explains how extended services can be implemented at the school level. It identifies and provides an overview of 11 models of service, which fall into the following 3 categories: (1) those that occur during nonschool hours; (2) those that occur during the school day but provide a mechanism for nonschool hours; and (3) those provided during nonschool and traditional hours. The 11 models include the following: accelerated schools; alternative educational programs; before-and-after school programs; the Corner School Development Program; the Comprehensive School Improvement Management Concept; Family Resource Centers and Youth Services Centers; Parents As Teachers; service learning; Student Services Management Teams; teen parenting and pregnancy prevention; and year-round education. Sections on each model describe its program components, possible funding sources, steps for implementation, cost, and evaluation protocol. Local education agencies (LEAs) that have implemented the models and their contact persons are also listed. (LMI)

ERIC NO: ED356917

TITLE: Islands of Healing. A Guide to Adventure Based Counseling.

AUTHOR: Schoel, Jim; And Others

PUBLICATION DATE: 1988

PAGES: 322

AVAILABILITY: Project Adventure, Inc., P.O. Box 100, Hamilton, MA 01936 (\$20.50).

ABSTRACT: Based on techniques of experiential learning, outdoor education, and group counseling, adventure-based counseling aims to improve the self-concept of participants by enhancing trust in others and confidence in self. Groups move through a sequence of carefully orchestrated activities, including trust exercises, games, problem-solving exercises, ropes courses, community service and learning projects, and expeditions. This sequence combines practical physical activities with a responsible and responsive group process. Adventure-based counseling may serve learning-disabled students, physically disabled persons, at-risk students, psychiatric patients, court-referred youth, and healthy intact students. This book explores the theory and practice of adventure-based counseling. Section 1 outlines the origins of adventure-based counseling and explores how its key elements are supported by leading theorists and practitioners. Section 2 discusses objectives, training issues, intake procedures, considerations in group formation, curriculum development and planning for specific groups, briefing the group and establishing group and personal goals, leadership strategies, conflict resolution, and debriefing and terminating the group. Section 3 describes specific applications of adventure-based counseling in schools, hospitals and treatment facilities, and programs for court-referred youths. Appendices include results of program evaluations, charts for activities selection, and descriptions of Project Adventure services and publications. This book contains 59 references and resources and an index. (SV)

TITLE: Learning by Serving: A Guide to Service Learning and Other Youth Community Service Programs.

AUTHOR: Florida Department of Education

DATE: 1990

PAGES: 91

AVAILABILITY: Office of Policy Research and Improvement Education Resource Center, Florida Department of Education, 325 West Gaines Street, Suite 424, Tallahassee FL 32399-0400; Phone: 904-487-1078.

ABSTRACT: This guide addresses several issues important to leaders who are implementing service-learning program or projects. Chapters include the following: an overview of service-learning and other youth community service, youth community service and at-risk youth, establishing service-learning and other community service programs, and resource organizations.

ERIC NO: ED430173

TITLE: Peaceful Solutions: Teacher's Guide. Conflict Resolution and Violence Prevention Strategies. Professional Development, Grades 5-12.

AUTHOR: Cochran, Kathleen Mayo; Kathleen Mayo

PUBLICATION DATE: 1997

PAGES: 29

AVAILABILITY: Accompanying videotape available from The Bureau for At-Risk Youth, 135 Dupont St., P.O. Box 760, Plainview, NY 11803-0760; Tel: 800-999-6884 (Toll Free); Fax: 516-349-5520; Web site: www.at-risk.com (\$179.95; order No. BAC2788).

ABSTRACT: This teacher's guide has been developed for use with the Peaceful Solutions video series. It provides information for educators who want to learn more about how to prevent or reduce youth violence. Through video, print, and on-line components, Peaceful Solutions is intended to increase awareness about educational practices that help promote peace. It provides opportunities for discussion, activities, and next steps for involvement with violence reduction programs. One of the goals of the program is to help students develop attitudes and abilities that will have a lifelong value. Peaceful Solutions consist of four programs. Program 1 and Program 2 show educational approaches with societal or global perspectives. The first features community service learning and the Model United Nations program; the second focuses on bias awareness and media literacy. The strategies in Program 3--communication skill building and academic controversy--and Program 4--changing habits of thought and mediation--are techniques for reducing interpersonal conflicts. These segments are intended to be used in professional development workshops with teachers and may be shown and discussed with students. This guide provides an introduction to each strategy; a video summary of each segment; activities to be used with students; lists of resources; and workshops for teacher sand administrators. (MKA)

TITLE: Service Strategies and Programs to Help Incarcerated youth: A Training Program for Volunteers.

AUTHOR: Terresita Bolivar

DATE: 1999

AVAILABILITY: http://www.nationalservice.org/research/fellows_reports/99/bolivar.pdf; Corporation for National Service, 1201 New York Ave NW, Washington DC 20525; Phone: 202-606-5000; Fax: 202-565-2786; URL: <http://www.nationalservice.org>.

ABSTRACT: This training is for volunteers helping with incarcerated youth and focuses on the following results: Implement the "risk classification system;" make sure the punishment fits the crime; teach juvenile offenders survival skills as well as academic and vocational subjects; and introduce AmeriCorp*VISTA members, and strengthen Foster Grandparents projects, within the administration of Juvenile Institutions.

ERIC NO: ED402112

TITLE: YES Youth Environmental Service: Technical Assistance Package.

PUBLICATION DATE: 1996

PAGES: 68

AVAILABILITY: Juvenile Justice Clearinghouse/NCJRS, P.O. Box 6000, Rockville, MD 20849-6000; phone or FAX: 800/638-8736.

ABSTRACT: The Youth Environmental Service (YES) aims to rehabilitate adjudicated delinquents and to prevent at-risk youth from entering the juvenile justice system by engaging them in environmental work and education programs on federally owned land. Key elements of the program are involvement of at-risk or delinquent youth; a partnership between a youth-serving agency and a federal land management agency; availability of federal land; a provider experienced in working effectively with at-risk or delinquent youth; a clear allocation of responsibilities; and the provision of meaningful opportunities for youth to learn new skills, develop a sense of accomplishment, and make contributions to the environment. This document includes an overview of the YES initiative; what the program can offer; developing YES partnerships; steps to becoming a YES site; implementation issues; technical assistance resources from OJJDP and DOI, including required information sharing; federal contacts for the program; and resources for further assistance. Appendices include the memorandum of understanding between the U.S. Department of Justice and DOI, profiles of YES programs in action, definitions, sample memorandums of understanding and agreement, information on state resources, a list of contacts at current YES sites, and a technical assistance request form. (TD)

V. ORGANIZATIONS

Bureau for At-Risk Youth

135 Dupont Street, PO Box 760, Plainview, New York 11803-0760

Voice: 1-800-999-6884' Email info@at-risk.com; URL: [http:// www.at-risk.com/](http://www.at-risk.com/)

The Bureau for At-Risk Youth is an educational publisher and distributor of programs, videos, publications and products for youth at-risk and their caregivers. Started in 1990, the Bureau has quickly become the nation's leading supplier of innovative, high-quality, user-friendly resources that help children, teens, parents, educators, and other cope with the many vital issues facing today's youth. Areas of concern and publishing activity include substance abuse, teenage sexuality and pregnancy, violence prevention, conflict resolution, child abuse, self-esteem, and much more.

Communities in Schools

1199 North Fairfax Street, Suite 300, Alexandria, VA 22314

Phone: 703-519-8999; email: cis@cisnet.org; URL: www.cisnet.org

Communities in Schools is a nationally recognized dropout prevention program that is making a significant difference in communities throughout the country. Their mission is to bring resources together to help youth become successful.

Junior Achievement Incorporated

One Education Way, Colorado Springs, CO 80906

Phone: 719-540-8000; URL: <http://www.ja.org>

Junior Achievement Incorporated give young people the knowledge and skills necessary to create opportunities, make good choices, and have a sense of hope for the future.

National Community Education Association

3929 Old Lee Highway, Suite 91-A, Fairfax, VA 22030-2401

Phone: 703-359-8973; email: ncea@ncea.com; URL: www.ncea.com

Community Education is a process that brings local citizens, agencies, and institutions together as active partners to identify and link community needs and resources in addressing education and community concerns. One national organization, the National Community Education Association, promotes this concept by bringing all the stakeholders together.

National Dropout Prevention Center

Clemson University, 209 Martin Street, Clemson, SC 29634-0726

Phone: 864-656-2599; URL: www.dropoutprevention.org

NDPC serves as the Regional Information Center for the south and provides access to the National Dropout Prevention Network, a major source of information on the use of service-learning programs to help young people succeed in school.

National Indian Youth Leadership Project

814 S. Boardman, Gallup, NM 87301-4711

Voice: 505-722-9126; Fax: 505-722-9794

Email: waldenco@ix.net.com; URL: <http://www.niylp.org>

The NIYLP is a grassroots, non-profit, service organization that has developed a variety of national and local programs for Native youth and communities. Project Venture is a nationally recognized NIYLP programs that provides direct services to high risk Navajo youth; disseminates their unique experiential, servant leadership model to other tribal entities through a national training initiative; and researches and documents program impacts.

Office of Juvenile Justice and Delinquency Prevention's National Youth Network

U.S. Department of Justice

Phone: 202-466-6272, ext. 141; URL: <http://www.usdoj.gov/kids/getinvolved/8.htm>

The mission of the National Youth Network is to act as a catalyst for youth across the country to prevent crime and victimization and to make a difference in their communities. The National Youth Network provides youth people with a unique opportunity to share perspectives with other teenagers on issues related to delinquency prevention and juvenile justice. The National Youth Network is made up of youth, ages 12 to 20, designated by participating sponsor organizations. Young people representing local nonprofit, community-based, school or juvenile justice organizations are also invited to join.

Youth In Action Network

URL: <http://www.mightymedia.com/planetweb/mentorship/>

The Youth In Action Network is an interactive online service for youth, educators, and organizations who want to learn about, and participate in, social action. Using this public service, people from all over the world come together to learn, communicate, and take positive action on issues related to such topics as the environment, human rights, mentoring, service-learning, and more.