



THE EXCHANGE

News from FYSB and the Youth Services Field

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A NEW LOOK AT POSITIVE YOUTH DEVELOPMENT

Those who work with youth already know. Young people have a lot of energy. When adults—like community members and policymakers—can harness that positive energy, good things happen. Kids graduate. They avoid risky behaviors. Families grow stronger. Communities flourish. That's called Positive Youth Development, or PYD.



“The Family and Youth Services Bureau has been encouraging families and communities to embrace Positive Youth Development for more than 30 years,” says Curtis Porter, acting associate commissioner of the Bureau. “A new year is a great opportunity to take stock of how far we have come and refocus ourselves for the future.”

We asked longstanding experts in the field—advocates, practitioners, researchers, and educators—to reflect on the current state of PYD policy and practice and to provide insight on how we can continue to move forward. You'll find their contributions spread throughout this issue.

We also take a look at youth master plans: city- and region-wide strategies to enhance services for youth, involve them in decision making, and improve the quality of life for young people and their families. Youth workers involved in such efforts give advice on how urban and rural youth development groups can lend their support to government leaders. ■



When adults harness young people's positive energy, good things happen.

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LET YOUNG PEOPLE TAKE CHARGE AND THEY GROW UP TO BE LEADERS

“Once a young person finds their voice and discovers their capacity to affect change, those traits become permanent,” says Steven A. Culbertson, president and CEO of Youth Service America, a national organization that promotes community service among young people.

“The adults were surprised to learn that we didn’t drive—and even more shocked when they found out that we were only 13 years old!” says Wheeler, who years later is president of the Innovation Center for Community and Youth Development in Takoma Park, Maryland.

genuine respect that I received encouraged me to take on a leadership role in the organization, and it changed my thinking about how young people and adults can work together,” she says.

Joyce Walker, a professor at the University of Minnesota’s Youth Work Institute, made another kind of discovery—one less influenced by adult expectations or approval—during a grueling YWCA canoe trip with 10 other girls when she was in the ninth grade.

As a day-camp organizer, Wendy Wheeler

DISCOVERED

“a bold side to myself that I never dreamed possible”

Several of our PYD experts report having experienced that kind of indelible self discovery as adolescents.

As a middle-schooler, Wendy Wheeler volunteered to run a day camp with a friend. Together, they planned a summer’s worth of activities and assigned roles to the grown-up volunteers, who, assuming the girls were young adults, never questioned their leadership.

The day before camp started, the two girls asked an adult to give them a lift to the grocery store.

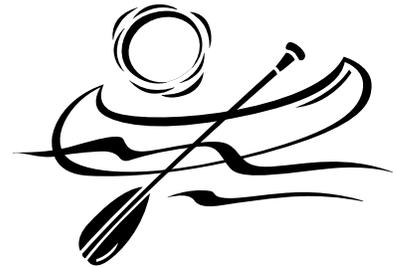
Wheeler’s colleague Carla Roach, senior director of the Innovation Center, shared a similar tale of youth empowerment.

In her very first job out of college, at a national youth development organization, Roach’s title was Youth Program Assistant. She thought the title referred to the “youth programs” that the group supported, but soon she learned otherwise. “The ‘youth’ in the job title actually referred to me,” she says—in other words, a youth staff member.

Roach was slow to understand her title’s meaning because her colleagues never made her feel like anything less than an equal partner. “The consistent and

“Probably the YWCA hoped I’d gain outdoor skills and discover a love of nature. My parents hoped I’d find friends.”

Instead, what she discovered, she says, was “a bold strong side of myself that I never dreamed possible. For years after, when faced with physical challenges and obstacles, I would say to myself, ‘Hey, you toted those canoes and packs—you can do this!’” ■



IDENTIFY PRIORITIES FOR YOUTH DEVELOPMENT PROGRAMS

Joyce A. Walker, Professor and Assistant Center Director, Youth Work Institute, University of Minnesota

Positive Youth Development is a dynamic movement that means different things to different people. It’s something young people do; it’s a philosophy or ethos that guides work with youth; and it’s a term organizations and programs use to describe themselves. Research is definitely affirming youth development approaches. PYD promotes optimism and hope working from a stance that builds strengths and promotes positive decisions as opposed to defining youth work in terms of problems and problem behavior.

One important conversation in the PYD community today explores whether it’s best to emphasize program quality or youth outcomes at the point of service if the goal is to stimulate youth-centered learning opportunities that promote their individual learning and development. At issue is whether positive youth development programs should concentrate on quality experiences focused on what young people want and need or should direct experiences to reflect adult-determined priorities? Or some combination of the two. It’s complicated since funders, organizations and community systems as well as youth weigh in on what happens in youth development programs. Despite differences in thinking, the future for youth development is bright with promise. ■

WHEN CITIES MAKE A PLAN FOR YOUNG PEOPLE, YOUTH WORKERS ARE PART OF THE PROCESS

The idea that communities should take responsibility for the wellbeing of their young people is gaining ground in towns and cities across the Nation, from Newport News, Virginia, to Portland, Oregon. Encouraged by the National League of Cities, in Washington, DC, these municipalities are creating “youth master plans”: city-wide strategies to enhance services for youth, involve them in decision making, and improve the quality of life for young people and their families.

Cities—and sometimes counties—create youth master plans through a collaborative process that involves government leaders and agencies, youth-serving organizations and other nonprofit groups, community members, school systems, and young people.

“There’s definitely a seat at the table for youth-serving organizations,” says Kate Sandel, senior program associate at NLC’s Institute for Youth, Education, and Families. “The big thing is getting everybody on board.”

The goals of youth master planning mesh nicely with the missions of youth programs, say youth workers who have participated in citywide efforts. The projects, they say, can yield tangible results, like a youth center or new parks, and intangible ones, such as greater respect for young people across the community.

Stage 1: Preplanning

Before youth master planning begins, a community’s leaders might hold public meetings or create a taskforce to study the need for such a plan, Sandel says. They might also begin to recruit volunteers for the overall planning committee and for subcommittees, she says.

In the preplanning stage, youth-serving organizations can help by



- ❖ Advising city leaders. Youth workers can inform their mayors, council members, or city managers about the state of youth services in the community. Which services are successful and which are not? In what areas do strong collaborations already exist? For instance, the city may have a strong afterschool system because of cooperation between the schools and the local Boys & Girls Clubs, but little in the way of mental health services for youth.
- ❖ Being the voice of Positive Youth Development. Youth workers who have experience using positive approaches to working with youth can share their expertise with city leaders, community members, and their colleagues at other youth-serving organizations. They can also ensure that city leaders understand the importance of involving youth in leadership roles and giving them true decision making power throughout the planning process.
- ❖ Tipping city leaders off to already existing coalitions. If the community already has a strong coalition of groups collaborating on afterschool programs or mentoring, youth workers can let their municipal leaders know that, Sandel says.

Stage 2: Planning

The heart of putting together a youth master plan, Sandel says, is a cooperative process in which people who care about youth—and youth themselves—meet to come up with a shared vision and concrete ways they can work together to make their city or town a better place for young people.

In the planning stage, youth-serving organizations can help by

- ❖ Surveying or mapping the community. Knowing what services are available to youth and what gaps need to be filled can guide a city’s planning, Sandel says. Youth-serving organizations can assist city leaders in conducting community surveys or a youth-mapping project.
- ❖ Serving on committees or task forces. These groups do the bulk of the work in creating a youth master plan. Youth workers should be aware that joining a committee means a significant time investment, says Eileen Wasserbach, executive director of Southern Ute Community Action Programs in Ignacio, CO, especially if decisions are made by consensus. Wasserbach co-facilitated a task force on neighborhoods and communities during the youth-master-planning process in La Plata County, CO. “Because consensus was a big part of it, it took a lot of time,” she says.



❖ Engaging youth. “Youth-serving organizations are that bridge to connecting youth with the planning process,” Sandel says. Youth workers can recruit their own clients and other youth for committees and encourage them to attend forums,

development people understand youth culture, the diversity of youth, and the points of access for reaching young people,” Johnson says. For instance, she says, municipal officials often don’t look beyond schools when they seek to gather youth

ment. “You have to make it workable and implement it and use it.”

In addition, many cities and towns revisit their youth master plans after several years, Sandel says, to ensure that the goals of the plan continue to match the needs of the community.

In the implementation and revision stage, youth-serving organizations can help by

“Youth-serving organizations are that bridge to

CONNECTING YOUTH

with the planning process”

as well as helping determine how youth can be engaged throughout the planning process, she says. Youth programs also can prepare youth for participating in youth master planning and other types of community service by training them, says Kathy Johnson, executive director of Alternatives Incorporated, a youth development organization in Hampton, VA.

❖ Helping city leaders understand how to work and connect with young people. “Youth development professionals can help community

opinions. Talking to youth in after-school programs and drop-in centers might generate different feedback than approaching them at school, she says.

Stage 3: Implementation and revision

“You can make a plan, but without a next step, it’s just another piece of paper on your bookshelf,” says Harry Bruell, CEO of Southwest Conservation Corps, in Durango, CO, and a co-facilitator of the La Plata County task force on youth develop-

❖ Marketing the plan. When a city unveils a new plan, youth-serving organizations can help inform the public and their clients by hosting an event or public forum or displaying marketing posters at their facilities, Sandel says.

❖ Setting organizational goals. Nonprofit groups can help the city meet its targets by setting their own internal deadlines for realizing the goals of the plan, in collaboration with the city and other partners.

❖ Staying involved. Youth workers can volunteer to serve on a task force that oversees the plan’s implementation or updates the plan after several years, Sandel says. They also can stand ready to take part in new activities when called upon by city leaders, she says.

Recognizing the accomplishments of young people. It can take years to change government policies, Johnson says, so it’s important to help youth celebrate victories both small and large. For instance, in an effort to convince a school board to create seats for youth, one could celebrate changing one board member’s mind or presenting at a board meeting with tea and cookies, high fives, or a debriefing that focuses on the positive, she says. On a larger scale, each year Alternatives Incorporated hosts a celebration at which they honor all the young people serving the City of Hampton and award a scholarship to one especially deserving youth. ■



CALL YOUTH TO SERVE

by Steven A. Culbertson, President and CEO, Youth Service America



Positive Youth Development is increasing in importance among nonprofit education and youth organizations. In particular, we see an increasing number of programs where youth are called upon to serve, instead of the traditional model of them being served. More schools are seeking creative community partnerships, and community organizations are tailoring their programs towards school curricula. We see this integration in a variety of fields such as service and the arts.

This collaboration of community and academia stems from the effects of No Child Left Behind (NCLB).

With additional pressure that educators face to increase test scores, community organizations have stepped up their services by tying programs to State standards, providing teachers the opportunity to incorporate creative community problem-solving into lesson plans. In the service community, the integration of community service and curricula is called “service learning.” Youth Service America, along with many other service organizations, promotes this process. Research from the RMC Research Corporation shows that service learning, over the course of a semester, increases educational outcomes, as well as the impact of the service on the community.

This paradigm shift toward increased collaboration among schools and community organizations comes at a time when the education process is changing. Classrooms today look very similar to their counterparts of 150 years ago, but as our 21st century culture moves forward as a result of interactivity, schools are responding both digitally and physically. More schools are hiring community partnership and service-learning coordinators in an effort to connect youth to their communities. This not only benefits the youth by developing a civically engaged generation, but it also benefits the community by showing them the positive accomplishments youth can achieve. NCLB will most likely be adjusted in the new administration; however support to schools is even more pressing than ever as many States continue to cut education budgets. Moving forward, there needs to be open dialogue between education institutions and community organizations. In these tough economic times, service organizations will play a particularly important role as the nation calls upon us to have the infrastructure ready to accommodate the millions of U.S. citizens in need due to lost jobs and increased debt. Additionally, service learning prepares us for a stronger economy in the future as it provides workforce development opportunities for youth by offering authentic learning about careers, community development, and leadership skills. ■



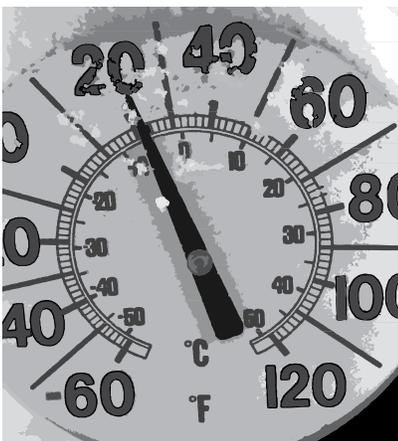
MASTER PLANNING FOR YOUTH IN RURAL COMMUNITIES

Youth master planning isn't just for cities and towns. It can work in rural places, too. But rural planners must take into account the unique challenges and opportunities that go along with life in the country.

While rural areas confront many of the same problems as urban centers, they also face some that are distinct, including the variable nature of the rural economy, the relative isolation of rural areas, and the lack of easy-to-get-to support services. At the same time, people who live and work in rural places say, these areas boast a strong sense of community and neighbors willing to work together to make things better.

Prepare for hard times

In many rural areas, people live in economic realities that are simply out of their control. In agricultural communities, self-sufficiency can hinge on something as unpredictable as the weather. An early frost that ruins the crops, for example, can devastate a farming community.



And in areas outside resort towns, where people support tourism, working in hotels and restaurants, the national economy can have a profound effect. When the national economy goes south, tourism slows, and people lose jobs.



Similarly, mining communities tend to be “boom or bust,” says Bob Coulson, who administers the Colorado Department of Human Services’ programs for adolescents. Young people flock there because they hear they can earn a lot of money. But the work is usually short-term, and when it dries up, youth can become homeless.

In all of these places, then, planners need to prepare for the hard times, even in prosperous periods.

No cookie cutters

Coulson, who works with the Family and Youth Services Bureau’s Support Systems for Rural Homeless Youth (SSRHY) demonstration project (see sidebar) in Colorado, says each rural community has a unique character, and planners need to recognize that

people living in these areas have diverse needs. There is no one-size-fits-all approach, he says.

Steve Michael, who works with the Iowa State Division of Child and Family Services, says creating a plan that fits the community means tapping into an area’s biggest asset: the people who live there. “We need to get the right people around the table,” he says. “We need to make sure that the community develops priorities and a plan that will work for them.”

Understand the issues

While each has different needs and resources, most rural places lack public transportation and have limited Internet access and few home computers—factors that lead to the relative isolation of young people in rural areas.

This remoteness means that youth problems, in general, and youth homelessness, in particular, may be hidden. Folks may be unaware of homeless youth in their communities. “Kids might have a roof over their heads, but it’s not their own,” says Michael. And it may be a different roof from night to night.

Knowing and communicating the extent of the problem is crucial, rural youth workers say. Michael, along with Becky McCalley, who work with the SSRHY demonstration project in Iowa, are conducting community meetings, stakeholder interviews, and readiness assessments in two rural communities to understand each place’s needs, what services are available to youth, and what gaps need to be filled. This surveying or

Each rural community has a unique character, and planners need to recognize that people living in these areas have

DIVERSE NEEDS

What rural communities may lack in formal resources, they make up for in **INFORMAL NETWORKS,** a sense of community, and the desire to “help each other out”



mapping of the community will help inform their selection of a community for the demonstration project and the planning process as well.

Use existing connections

The nature of the rural economy and the wide open spaces characteristic of rural areas lead to another challenge faced by young people living outside the city—fewer support services.

Indeed, young people living in rural communities encounter both economic and physical barriers that prevent them from receiving the social support and opportunities typically essential to Positive Youth Development.

Because of the sheer numbers of youth in urban areas, it makes sense that there would be more services there, like street outreach and residential services, Michael says.

In rural communities, there are fewer people to provide needed services. And

fewer people serve in formal leadership roles in helping the community. “In rural areas, folks tend to know each other and work together,” Michael says. Rural planners should take advantage of these existing connections.

Work Together

What rural communities may lack in formal resources, they make up for in informal networks, a sense of community, and the desire to “help each other out,” Coulson says. Rural folks are more likely to “roll up their sleeves and help” instead of waiting for others to do what needs to be done, says McCalley, Transitioning Youth Coordinator with the Iowa State Division of Child and Family Services.

For instance, when word got out that the Colorado State agency was looking for a local partner for the SSRHY demonstration project, six rural communities pooled their resources and applied together.

They knew they couldn’t all be selected, Coulson says, but they didn’t want to compete. One site would be selected, and the other five would at least have a plan.

“You know how in real estate, it’s all about location, location, location?” Coulson says. “In rural communities, it’s relationships, relationships, relationships.”

Master planning in rural areas might take three times as long as in urban areas, Coulson says, because you must take the time to build real relationships. He believes it’s a strong rural value.

McCalley also sees the positive effects. In rural communities, people get involved because they want to help their friends and neighbors, she says. They may not be service providers, but they certainly offer support and guidance. In rural communities, in particular, then, planners should include among the stakeholders the laypeople—including youth—who serve the community every day in non-paid positions.

A final tip for rural planners: “Once rural communities get engaged, they will work hard as a community,” McCalley says. “But you have to ask people.” ■



KEEPING KIDS INCORPORATED

Nothing empowers a community more than inclusive planning, where its members create the better place they want to live, work, and learn.

When it comes to youth master planning, municipal leaders all over the country are recognizing the importance of bringing youth to the table and letting them have their say. We sampled several master plans and found some innovative approaches to reaching and inspiring young people.

Make it Fun. Several cities offered social opportunities for youth to talk to each other and elected officials. Grand Rapids, Mich., for example, hosts an annual Youth Night Out where young people get to mix and mingle with the mayor and ask questions. In planning for its youth master plan, Claremont, Calif., hosted a youth Fun Day with activities from rock climbing to a hip hop concert and dance interspersed with teen surveying and information sharing on the master plan.



Meet Youth Where They Are. Youth want their voices heard, but kids are busy and so are their parents. That's why planners in Charleston, S.C., Lakewood, Ohio, and Temecula, Calif., held several youth focus groups in venues like school libraries and cafeterias. Others held community workshops outside of schools to spread as big a net as possible. To encourage participation, cities held raffles for iPods, skateboards, gift cards, and other prizes kids valued.

Appoint Youth as Decision Makers and Leaders. Appoint young people to the team responsible for developing the youth master plan. Some areas had planning committees on which one or two youth sat; others convened a special steering committee made up of a couple dozen youth from middle and high schools. Even better, offer leadership roles to young people on the planning team.

Ask Young People. Every municipality we reviewed had some systematic way of polling young people, by sending home questionnaires from school or mailings from youth-serving programs. The surveys asked what activities youth like, what hinders them from participating in out-of-school activities and what issues—from drugs to finding an afterschool job—they feel are most important to youth in their community.

Empower All Youth. It's easy for youth to feel disenfranchised and as if their voices aren't being heard. It's also easy for a small group of youth (especially those who are very popular or known for excelling academically) to be routinely picked for opportunities to speak out. When it comes to youth master planning, engaging a diverse group of youth with different perspectives is critical. Remember to consult students outside mainstream schools to ensure voices of at-risk and special needs students are considered.



Leverage Technology. Youth tend to embrace the latest technology, and the best planners found a way to infuse technology to engage young people in the process. Claremont used "live voting" at its Fun Day so youth could register their opinions on issues in the master plan. Nearly all of the cities with master plans created a Web site for the plan, some of which allowed youth to make comments. Youth workers can also use some of the new social networking sites, like Facebook, make a page for their organizations, and ask young people to become friends, to keep them updated on youth master planning.

Young people provide a fresh voice to the planning dialogue and serve as important partners in the process. In fact, youth can contribute to all aspects of youth master planning, from initial meetings to generating enthusiasm and publicity for the plan. ■

DISMANTLE THE SILOS

by Marguerite W. Kondracke, President and CEO, America's Promise Alliance



Helping our young people lead healthy, productive, and successful lives requires that we approach their development in a holistic sense. All too often youth development is approached in silos with healthcare and healthy development in one silo and education in another. I've been really pleased to see the gradual movement over the last several years, led by our Alliance partners, to an approach that focuses on the needs of the entire child.

This holistic approach is the centerpiece of who we are and what we do at America's Promise Alliance and our partners. We believe there are five essential life, health, and academic resources that all young people need in their lives in order to develop positively. We call them the Five Promises:

- ◆ Caring adults
- ◆ Safe places
- ◆ A healthy start
- ◆ Effective education
- ◆ Opportunities to help others

We know that it's going to take more than what goes on in the classroom for our young people to graduate from high school and be successful in life, (though I'm not diminishing the importance of the classroom). The success of a holistic approach to youth development is reinforced in our research report *Every Child Every Promise*. We found that when young people experience at least four of the Five Promises they were

- ◆ twice as likely to get A's
- ◆ 40 percent more likely to volunteer
- ◆ twice as likely to avoid violence



Experiencing at least four Promises also eliminated academic achievement gaps between White and minority students.

What this tells us is that a holistic approach to youth development is a powerful way to ensure that all our children, regardless of ethnicity or background, reach their full potential.

One more critical element to mention: to be truly successful, we have to ensure that our young people experience these resources throughout their young lives. Often we'll see that research, programs, and funding are concentrated in early childhood and in the high school years. This is what our friend Governor Bob Wise at the Alliance for Excellent Education calls "the missing middle." We are exhausting the bulk of our resources at the beginning and end of a young person's education and leaving a large discrepancy during those critical middle years. We need to fill that gap and make sure that our young people have these resources holistically and consistently. ■

SUPPORT SYSTEMS FOR RURAL HOMELESS YOUTH: A COLLABORATIVE STATE AND LOCAL DEMONSTRATION

The Family and Youth Services Bureau (FYSB) recently awarded grants to three States – Colorado, Iowa, and Minnesota – to carry out demonstration projects helping young people in rural areas (including Tribal lands and other rural Native communities) who are approaching young adulthood and independence but have few or no connections to a supportive family or community resources.

Specifically, grant awards provide funding to States to collaborate with local community-based organizations to influence policies, programs, and practices that affect the design and delivery of services to runaway and homeless youth, ages 16-21, in Transitional Living Programs (TLP), as well as youth aging out of State child welfare systems and into Independent Living Programs (ILP).

Focusing on Three Areas

The demonstration focuses on improving coordination of services and creating additional supports for rural youth, especially in three vital areas:

- ◆ Survival support services, such as housing, health care, substance abuse, and/or mental health
- ◆ Community, such as community service, youth and adult partnerships, mentoring, peer support groups, and/or Positive Youth Development activities
- ◆ Education and employment, such as high school/General Equivalency Diploma (GED) completion, postsecondary education, employment, training, and/or jobs

Involving Youth in All Phases

The demonstration is being conducted in two phases: planning and implementation. Currently, grantees are in the planning phase: identifying, convening and consulting with local FYSB-funded agencies providing services to youth in TLP and ILP programs in rural communities.

FYSB sees youth participation as fundamental to the success of the projects. Each project will emphasize youth participation and leadership development in the planning and implementation of project strategies and activities. ■



CONNECT PEOPLE AND IDEAS TO CREATE CHANGE

by Wendy Wheeler, President and CEO, Innovation Center for Community and Youth Development



The PYD movement has matured and is stronger than ever. Today, positive youth development advocates have a strong conceptual foundation for their work. The publication of *Community Programs to Promote Youth Development* by the National Academies Press, for example, was a major turning point in the PYD movement; it provided a comprehensive, research-based framework from which to view youth development programs.

We can continue to move the PYD movement forward by developing and using common frameworks to guide research and evaluation. Over time, the consistent use of standard tools and measurements will deepen our collective understanding of PYD. Also, in addition to tracking outcomes for young people, PYD research can also expand its focus by asking questions about how adults facilitate positive youth development. Adults play significant roles in the effectiveness of programs; their ability to work in partnership with young people is critical to program success. Further, our research has shown that PYD organizations can work better with older youth by incorporating youth-driven social justice initiatives. The initiative may focus on any issue—safe streets, good schools, open space, or others that the youth identify. Young people are inspired, engaged and effective when they work on issues that are important to them. ■

EXPERTS' FAVORITE PYD RESOURCES

NCFY asked the experts, "What are some of your favorite PYD resources?" Here's what they told us:

Marguerite W. Kondracke, President and CEO, America's Promise Alliance

My all-time favorite is Dr. Seuss's *Oh the Places You'll Go*. But to be serious, there are several Web sites and research organizations that we've worked with at America's Promise Alliance that I find to be particularly strong:

- ◆ Institute for Applied Research in Youth Development at Tufts University (<http://ase.tufts.edu/iaryd>)
- ◆ The Forum for Youth Investment (www.forumforyouthinvestment.org/)
- ◆ Alliance for Excellent Education (www.all4ed.org)
- ◆ Editorial Projects in Education Research Center (www.edweek.org/rc)
- ◆ Child Trends (www.childtrends.org) and the Child Trends Databank (www.childtrends.databank.org)
- ◆ Search Institute (www.search-institute.org)
- ◆ Afterschool Alliance (www.afterschoolalliance.org)
- ◆ Casey Family Programs (www.casey.org)

On our own 15 in 5 Campaign Network Web site (<http://15in5.americaspromise.org>), we have a resources area that lists reports and toolkits from many of our partners that can be helpful to anyone working in the positive youth development space. (It takes just a minute to register for access to all the features of the site.)

I also like Peter Benson's new book, *Sparks: How Parents Can Help Ignite the Hidden Strengths of Teenagers*, and also from the Search Institute I like, *What Do Children Need to Flourish?* (edited by Kristin A. Moore and Laura Lippman). And there's always the classic, *From Neurons to Neighborhoods* (edited by Jack P. Shonkoff and Deborah A. Phillips).

Steven A. Culbertson, President and CEO, Youth Service America

I would be remiss if I did not suggest the newly released *Semester of Service Strategy Guide* by Youth Service America. Based upon research that demonstrates that semester-long service-learning projects have the greatest educational impact, YSA will launch Semester of Service in January 2009. The strategy guide provides instructions on how to plan and implement service-learning projects that last the duration of a semester. It is a great program that connects key service dates: Martin Luther King, Jr. Day in January and Global Youth Service Day, YSA's own flagship program, in April. The strategy guide is available for free on YSA's Web site (www.ysa.org).

Joyce A. Walker, Professor and Assistant Center Director, Youth Work Institute, University of Minnesota

While I have had many roles in youth work, as an educator, the resources I prefer now tend to emphasize education policy and research.

One of my favorites is www.infed.org, a Web site started by Mark Smith, a British educator at George Williams College in the United Kingdom. What I call nonformal education or youth development education, Mark refers to as informal education, hence the "infed" in the URL. Here you can find histories of youth organizations, learn about the lives and work of influential people in the field, and explore ideas like praxis, community building, and associational life. I refer all my students to this site.

In daily work, I use the Forum for Youth Investment Web site (www.forumforyouthinvestment.org) to keep up with State and national youth development practice, research, and policy. It's a great one-stop site for practitioners.

The Youth Work Institute (www.extension.umn.edu/YouthWorkInstitute), the professional development unit at the University of Minnesota Extension Center for Youth Development, where I work, supports the education, training, and professional development of adults who work with and on behalf of young people. ■

MORE PYD RESOURCES FROM FYSB'S NATIONAL CLEARINGHOUSE ON FAMILIES & YOUTH

Visit <http://ncfy.acf.hhs.gov> to view or order.

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THE EXCHANGE

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