



Bridging Refugee Youth & Children's Services

Growing Up in a New Country:



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A Positive Youth Development Toolkit for Working with Refugees and Immigrants

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BRYCS is a joint project of Lutheran Immigration and Refugee Service (LIRS) and the United States Conference of Catholic Bishops/Migration and Refugee Services (USCCB/MRS)

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Bridging Refugee Youth and Children's Services (BRYCS), a joint project of Lutheran Immigration and Refugee Service (LIRS) and the United States Conference of Catholic Bishops (USCCB), provides national technical assistance to "bridge the gap" between public child welfare and other mainstream organizations, refugee serving agencies, and refugee communities. BRYCS' overarching goal is to strengthen the capacity of service organizations across the United States to ensure the successful development of refugee and newcomer children, youth, and families through targeted training, consultation, development of cutting-edge resources, and a web-based clearinghouse. Please visit <http://www.brycs.org> for more information.

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Section I. Introduction

Bridging Refugee Youth and Children's Services (BRYCS) has developed ***Growing Up in a New Country: A Positive Youth Development Toolkit for Working with Refugees and Immigrants*** in order to support service providers in their efforts to develop quality programming for the newcomer youth in their communities.



Refugees and immigrants between the ages of 13 and 19 are an important and growing part of American society, and they have a vital role in the future of this country. More than a third of all refugees resettling in the United States today are under the age of 18, and children of immigrants now number close to one-quarter of all children and youth in this country. Recent research has not only identified unique risk and protective factors for these youth, but some studies indicate that how well these youth do today will affect the success of future generations.¹ Culturally competent, effective programming that helps to develop the strengths of these youth is therefore critically important.

Although the refugee and immigrant youth services field is still developing, great strides have been made in the past few years. This progress is reflected in the resources currently available for working with newcomer youth, the youth projects documented by agencies specializing in serving refugee and immigrant youth, and those mainstream programs that have been successfully adapted to serve these youth.

Since BRYCS promotes a “strengths approach” to working with refugee children and youth, the growth in use of the “Positive Youth Development” approach—or one that emphasizes helping kids grow into successful and mature adults rather than just preventing problem behaviors—is promising in many ways. This approach helps service providers to:

- Recognize and build on refugee and immigrant youth’s unique strengths in addition to the potential they share with all youth
- Engage successfully with refugee and immigrant communities, since programs that focus on assets are more appealing to newcomer communities, as well as to youth in general
- Create youth services that make a difference, since recent research has demonstrated that “the programs that are most effective are framed in terms of the constructive assets they seek to build, rather than the negative behaviors they seek to avoid”²

¹ Dennis Hunt, Lyn Morland, et.al. (January 2002). [Understanding, Preventing, and Treating Problem Behaviors Among Refugee and Immigrant Youth](#). The Center for Multicultural Human Services. See page 16 of this Toolkit for this resource, which includes an overview of research on refugee and immigrant youth.

² Thaddeus Ferber, Elizabeth Gaines, and Christi Goodman (October 2005). [Positive youth development: State strategies](#). *Strengthening State Policy: Research and Policy Report*. National Conference of State Legislatures: Author. P. 3.

This “Toolkit” pulls together articles, resources and programs which can assist agencies in adopting a Positive Youth Development (PYD) approach to working with newcomer youth.

Mainstream and newcomer service providers alike should benefit from these resources and examples of “promising practices” in youth programming. The Resource Charts are organized according to stages of the program development cycle, and include the following “Toolboxes”:

TOOLBOX #1: *Background on Positive Youth Development*

TOOLBOX #2: *Assets and Needs Assessments*

TOOLBOX #3: *Program Planning*

TOOLBOX #4: *Program Design*

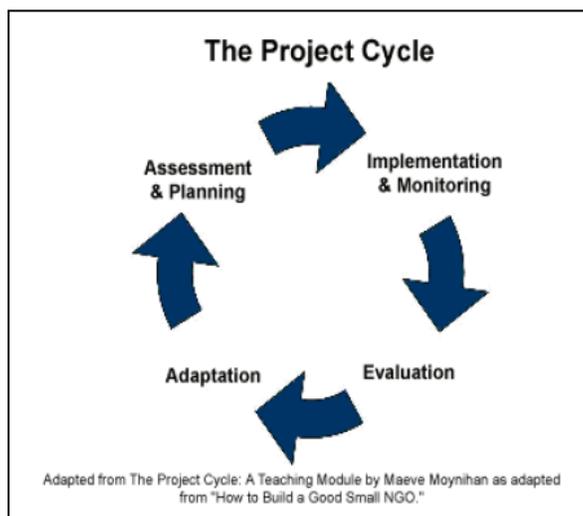
- 1) *Leadership/Empowerment*
- 2) *Afterschool*
- 3) *Mentoring*
- 4) *Employment*

TOOLBOX #5: *Fundraising*

TOOLBOX #6: *Program Implementation*

TOOLBOX #7: *Program Evaluation*

TOOLBOX #8: *“Promising Practices”*



It is important to keep in mind that, although these sections are listed as discrete stages, they are actually integrated processes. For example, Program Evaluation is listed last; however, it should be integrated into Program Planning and every stage thereafter.³ The majority of the resources in this Toolkit are brief, practical, and available for free download to encourage ease of use by busy practitioners.

BRYCS is providing this Toolkit to enable service providers to learn more about the Positive Youth Development approach, to develop new programs, and to enhance and sustain existing programs. Most of all, it is hoped that this effort will encourage and support the development of more effective programming for refugee and immigrant youth, so that all youth may reach their potential.

³ See the BRYCS publication, “Fundraising for Refugee-Serving Agencies”, listed on page 32 of this Toolkit, for more information about the program development cycle.

Section II. Overview: Positive Youth Development with Refugees and Immigrants

A. *Defining Positive Youth Development*

The field of “Positive Youth Development” (PYD) has developed over the last several decades as a contrasting approach to youth programming focused on problems or deficits. Where some youth programming may have focused on behaviors for youth to avoid (such as gang involvement, early pregnancy, delinquency), PYD programming typically emphasizes strengths or assets to be encouraged and developed in young people. This approach does not ignore such problems, which can actually have quite tragic consequences for youth, their families, and communities; rather it approaches prevention and treatment of these problems through building on youth strengths. The effectiveness of this approach is supported by a growing body of research.

“To promote achievement among youth from various ethnic groups, programs that focus on youth strengths and potential rather than concentrating on preventing specific negative outcomes have been found to be more successful.”⁴

An issue brief released by Chapin Hall Center for Children describes the following three assumptions as common to the various PYD frameworks:

1. **Focusing on strengths and assets rather than deficits and problems.** For example, emphasizing the skills and competencies that will be needed in the transition to adulthood.
2. **Acquiring strengths and assets through positive relationships, especially with pro-social and caring adults.** For example, emphasizing relationships with trusted adults such as parents and family, teachers, neighbors, business owners, and mentors.
3. **Developing and acquiring youth assets in multiple contexts and environments.** For example, schools, workplaces, community organizations, social programs, and neighborhoods all offer opportunities to acquire developmental resources.⁵

B. *PYD as a Culturally Appropriate Approach*

A deficit-focused approach can alienate the very people a program or agency desires to reach. A recent SAMHSA-funded publication describes the “PEACE” program in Salt Lake City, Utah.⁶ This “violence prevention” program worked closely with parents from several refugee communities, who organized into “Work Groups” to plan and implement a curriculum in the public schools. The first recommendation by the refugee parents was to shift the focus from “violence prevention” to “success in school.” These parents felt that the focus on violence singled out their children as violence-prone, while the

⁴ Jennifer G. Roffman, Carola Suarez-Orozco, and Jean E. Rhodes (2003). “Facilitating Positive Development in Immigrant Youth: The Role of Mentors and Community Organizations,” in *Community Youth Development: Programs, Policies and Practices*. Francisco A. Villarruel, Daniel F. Perkins, Lynne M Borden, Joanne G. Keith (Eds). Thousand Oaks, CA: Sage Publications. P. 112, endnote 3.

⁵ Jeffrey Butts, Susan Mayer, Gretchen Ruth (October 2005). “Issue Brief: Focusing Juvenile Justice on Positive Youth Development.” Chapin Hall Center for Children at the University of Chicago: Author. P. 5. See page 14 of this Toolkit for this resource.

⁶ Ibid, Note 1, pp. 36-44. See page 16 of this Toolkit for this resource.

focus on school achievement was much more in line with their cultural values. Furthermore, they felt the curriculum should be for all youth, not just refugees. Once this decision was implemented, the parents embraced the program and continued to remain involved with the schools after the program ended, a successful outcome for the program.

C. Assets for Newcomer Youth

A positive youth development approach has particular relevance to work with refugee and immigrant youth, since they can potentially draw on the heritage of two cultures. This bicultural background can be an added strength for youth preparing for adulthood; however adolescents may need support and encouragement to see their mixed heritage positively since many teens wrestle with a desire to “fit in” with their peers. Unfortunately, too many programs may see only the barriers faced by refugee and immigrant youth, rather than the strengths on which they can build.

The West African Teen Outreach Program (WATOP) hosts a West African meal twice weekly, has sports teams organized by national heritage, has included African dance instruction, has employed West African staff (Liberian and Sierra Leonean), and provides educational enrichment.

An article on “Creating successful programs for immigrant youth” notes the following four assets of immigrant youth:

1. **Values** of the family’s culture of origin, such as the importance of extended family, the valuing of community needs over individual needs, and collective decision-making.
2. **Bilingualism** as an asset in an increasingly global world.
3. **Migration-related challenges** which can help youth mature and develop confidence and leadership skills.
4. **Balancing two cultures** which can help youth develop resiliency, flexibility, insight and exposure to multicultural communities.
5. **Strong religious heritage** which can provide moral support and guidance.⁷

D. Ideal Program Elements for Working with Refugee and Immigrant Youth

Research on general youth needs also has applicability to newcomer youth; however, certain programming elements are particularly relevant and can improve services and outreach to refugee and immigrant youth.

- **Engage refugee/immigrant community leaders, families, and youth in the program:** Involving the community in your program in a meaningful way is important for a number of reasons. Working in partnership with community leaders and parents can increase the likelihood that the program will address concerns felt to be important by families, in a culturally appropriate manner, and communicates that their opinions are valued. This, in turn, makes it more

⁷ See: Maud Easter and Dina Refki, “[Creating Successful Programs for Immigrant Youth](#),” *ACT for Youth Upstate Center of Excellence: Practice Matters* (December 2004): 1-2

likely that parents will support their children attending the program. It can also help to bridge the “acculturation gap” for youth by affirming the importance of their cultural heritage and providing a model for integrating cultural values and practices.

Methods for engagement might include a participatory community assessment, a “community advisory committee”, involving parents in activities, and keeping local organizations and families informed regarding youth accomplishments. Examples of youth leadership development strategies from the resources in this Toolkit include “community youth mapping”, a process through which youth identify the resources in their community, activities that focus on identifying and developing future career goals, and youth-led action projects that address community needs.

- **Recruit bicultural and/or bilingual staff:** Employing youth service workers who look and sound like the youth to be served can encourage participation, while helping youth and their parents feel comfortable with a particular youth program. It can also be critical for effective communication with both youth and their families. Translating outreach materials into other languages is helpful but not usually sufficient by itself. Multicultural staff are useful not only for language ability but also as a bridge between cultures and a support for youth with a bicultural identity.

An Asian immigrant parent whose child participates in Brownies stated that, “[O]rganizations have only done part of the job in translating brochures, with no translators or bilingual troop leaders...”⁸

- **Support family relationships:** Many youth programs in the U.S. target children as individuals, rather than focusing on children as part of a larger family unit. Such approaches can be off-putting to newcomer families, who may view programs treating adolescents as independent decision-makers as divisive, rather than supportive, of family unity. Refugee and immigrant

“Effective parent programs strengthen parental support and guidance by involving parents, youth and program staff in communication about cultural expectations.”⁹

families from cultures which value *interdependence* over *independence*, and where parents are the primary decision-makers, will likely want to be involved in programs for their youth. In addition, refugee parents may feel that there are already many forces in this new environment which come between them and their children, leading them to prefer programs and activities which involve the whole family, rather than just youth.

- **Provide socialization, safety and security:** Many newcomer youth struggle with feeling lonely in a strange environment. Typical adolescent desires to “fit in” make these feelings more acute for teens. Immigrant youth need a place that feels safe for them as minorities, and a place where they do not feel “different” from everyone else. Programming for monoculture groups

⁸ Carolyn Y. Johnson. “Found in Translation: YMCAs, Scouts, After-School Groups Adapt to Influx of Asian Families.” (June 30, 2005, Third Edition) *Boston Globe*, p. GS1.

⁹ Ibid, Note 7, p. 3.

(such as Hmong youth) or multicultural groups (such as for mixed refugee populations) can accomplish this.

A Chinese teenager in Massachusetts said that her after-school program at the Episcopal Quincy Chinese Center helped her overcome the loneliness she initially felt in the U.S. With other newcomer youth at the Center, “I can do my homework and play with my friends.”¹⁰

- **Support academic and educational achievement:** For many immigrant families, education is viewed as the key to success in their adoptive homeland. Refugee families may value education highly because of limited access to schooling due to war, flight, discrimination, expense, or civil unrest. Youth programming which helps newcomer students to succeed in school is likely to be popular with refugee families.

The youth program of Interfaith Refugee and Immigration Ministries (IRIM) in Chicago, Illinois, combines education and activities for newly arrived refugee children. As described by the program director:

“When I don't understand things in class, they help us...I don't have a big sister or big brother to help me, so they help me.”¹¹

8-year-old IRIM Program Participant

*The goal is to provide academic assistance to newly arrived children so they can catch up... A lot of children from African countries have no formal education. When they come here, they're placed in a grade [according to] their age. So they're put in 6th, 7th, or 8th grade at school, and it's the first time in their lives they've been in school.*¹²

- **Include adults as role models and mentors:** Adult role modeling is an important element of positive youth development programming. Some researchers suggest that mentoring is especially important for refugee and immigrant youth, since adult mentors can serve as role models and examples of successful integration of two cultures. For example:

*For immigrant youth, mentors and nonparental adults in community agencies may prove to be invaluable for optimal development... They can be a source of explicit information about the rules of engagement in the new society. They may also serve as a valuable source of emotional support, acting as attachment figures in a new context where youth are often socially isolated. The guidance provided by volunteer mentors or adult staff members at community youth organizations represents an important resource to foster the healthy development of immigrant children.*¹³

¹⁰ Ibid, Note 12.

¹¹ William Hageman, “Summer games; For refugee kids at day camp, cultural differences just mean more ways to play. And the end of summer just means an excuse to dance.” (September 4, 2005, Chicago Final Edition). *Chicago Tribune*, p.3.

¹² Ibid, quoting Melineh Kano.

¹³ Ibid, Note 4, pp. 91-92.

- **Advocate for and with refugee students:** It takes time for newcomer parents to understand the educational system in the U.S. and to develop the confidence to speak up for their child. Programming for newcomer youth can help fill this initial gap by serving as an advocate for refugee and immigrant students.

“A lot of parents come to this country and don't know how to support their kids. They don't know how to go to school and advocate for their kids. The kids are left to sink or swim.”¹⁴

One social service provider noted that some children may be erroneously placed in special education classes, if a school is not aware of what a refugee child has been through, including traumatic experiences or disrupted education.¹⁵ Another provider observes that newcomer parents cannot always advocate themselves for their children, which can lead to dropping out of school if not addressed.

Youth programs can help to advocate for children within available systems, while also empowering parents and youth to advocate for themselves.

E. Programming Challenges and Critical Issues

In addition to the rewards of working with refugee and immigrant youth come certain challenges in serving newcomer populations. These challenges are not necessarily unique to serving youth or newcomers but they may be more pronounced with these populations. Many of the challenges mentioned here will also be true for work with newcomers of any age.

- **Transportation:** Finding ways to get refugee and immigrant youth to programs can often be an impediment to participation. Some newcomer families do not have their own transportation and rely on public transit. In some families, the parents may work late hours and therefore are unable to shuttle children to and from after-school or evening activities. Single parents may also struggle with transportation due to other household and childcare responsibilities.

Programs should consider ways to aid families with transportation, such as public transit vouchers, agency coordinated transportation, and/or a centralized location that is easy for youth to access (such as in a school or community center).

- **Bilingual / bicultural staff and materials:** Language and cultural barriers can hinder participation by newcomer families. Translating outreach materials is one aspect of this; involving bilingual and bicultural staff and volunteers is equally critical in bridging cultural differences and developing a sense of trust with newcomer youth and families.

¹⁴ Sandy Dang, as quoted in: Mary Beth Sheridan. “After-School Programs Go Multicultural; Community Groups Reach Out To Kids From Around the Globe.” (April 24, 2005, Final Edition) *The Washington Post*, p.C4.

¹⁵ Ibid, Note 11.

Retention: Retaining bilingual/bicultural employees can also be a challenge, as newcomers seek employment that is welcoming and provides an opportunity for advancement. Listed below are several recommendations for training and retaining bicultural workers.

- If English is not the worker's first language, provide opportunities for language acquisition and more time for, or assistance with, paperwork.
- Provide good supervisory support.
- Value bicultural staff equally with other staff; recognize the contribution they can make to the team (i.e., do not limit them to language interpretation).
- Be flexible with work schedules so that bicultural staff can pursue training or continuing education to qualify for higher level positions; offer assistance in finding financial aid resources.
- When possible, have more than one bicultural staff member on the team for support.¹⁶

Hmong Women's Circle celebrates Hmong heritage and traditions by building personal leadership skills and empowering Hmong young women to be healthy, educated, and engaged in their communities.

- **Effective outreach methods:** Agencies that are developing new youth programming, or are new to serving refugee youth, may experience initial difficulties in recruiting youth participants. Listed below are some outreach suggestions.
 - Interact directly with the community you hope to reach by participating in community activities or meeting with community leaders.
 - Establish linkages with ethnic community-based organizations, refugee resettlement programs and English as a second language (ESL) programs.¹⁷
 - Establish linkages with ethnically based and non-ethnically based houses of worship. Use presentations, fliers in bulletins, and relationships with religious and spiritual leaders.
 - Use language-specific media, such as radio, television and newspapers targeting particular language or cultural groups. Develop public service announcements for mainstream radio or television, particularly for recruiting adult mentors or volunteers.
 - Encourage bicultural staff to recruit within their own community.
 - Develop brochures and translate materials into the language of your target group.
 - Use resource fairs to disseminate information in refugee communities.
 - Recruit through local schools.¹⁸

¹⁶ This section on "Retention" modified from the BRYCS publication, "Developing Refugee Foster Families: A Worthwhile Investment" (2004), p. A-3.

¹⁷ These can be located by contacting the office of your [State Refugee Coordinator](#). To find yours, go to:

¹⁸ Ibid, Note 16, p. A-2.

- **Target Population:** Another consideration in developing youth programming is deciding which age group to target. Certainly, factors to consider include a particular agency's strengths, expertise and resources with respect to the needs of certain developmental ages. Consideration should also be given to the specific needs of youth in your community and to existing service gaps.

In the Young Women's Equity Project (YWEP), refugee/immigrant African and Slavic young women are given academic, and individualized support (includes career planning and portfolio development) over a long term (2 to 3 year) period with the goal of enrolling the women in college, vocational training or to secure science and math career employment.¹⁹

Beyond agency and community considerations, some researchers have identified "transition times" as critical periods in children's lives when they may experience both vulnerability and promise.²⁰ The most common transition periods are when graduating or advancing to a new school: from elementary school to junior high school; from junior high school to high school; and at high school graduation. In addition to other factors, program developers might examine what positive youth development opportunities exist for newcomer youth at these critical periods of change.

One of the most significant times for youth is the transition to adulthood. For more information, as well as extensive resources on this topic, see BRYCS' April/May 2006 Spotlight, *Blessed with a difficult task: Refugee youth and the transition to adulthood*.

Refugee youth and their families have typically overcome great obstacles and hardship by the time they arrive in the U.S., however, we do them a great disservice by only focusing on these challenges. Refugees, as well as immigrants, arrive with strengths, talents and promise awaiting an opportunity to flourish. The resources in this Toolkit can help service providers increase the opportunities available for newcomer youth so that all have the chance to thrive.



¹⁹ See page 51 of this Toolkit for more information on this program.

²⁰ See: Catherine R. Cooper, Jill Denner, and Edward M. Lopez. "Cultural Brokers: Helping Latino Children on Pathways Toward Success" in *Future of Children* issue on "When School is Out", Vol. 9 (2) (Fall 1999).

F. Additional BRYCS resources available in the archives at www.brycs.org:

Juvenile justice and at-risk youth

- Refugee Youth and the Juvenile Justice System [Spotlight October 2004](#)
- Resources addressing [at-risk youth, youth support and intervention within the community, crime prevention, and juvenile justice](#) for service providers working in the youth services field and refugee resettlement.

Mentoring

- Mentoring Refugee Youth [Spotlight January 2005](#)
- New Directions in Mentoring Refugee Youth [Brief June 2010](#)
- Resources that focus on [mentoring programs](#) for refugee youth.

Refugee youth and the schools

- Serving Children With Little or No Previous Formal Schooling [Spotlight March 2005](#)
- Promising Practices in After-School Programming for Refugee Youth and Children [Spotlight July 2005](#)
- Resources for [school administrators, educators, and parents on education-related issues](#)
- Refugee Students and the No Child Left Behind Act - [Spotlight February 2006](#)
- Resources and training available from the Illinois state [School Aged Refugee and Immigrant Services \(RCSIG\)](#) for educators and parents.

Separated children

- Separated Children: Challenges and Opportunities [Spotlight September 2004](#)
- Resources relevant to [separated children](#): children who enter resettlement accompanied by a sibling, a member of the extended family, or family friend, instead of parents.
- [Serving Foreign-Born Foster Children: A Resource for Meeting the Special Needs of Refugee Youth and Children](#)

The resources in the following “Toolboxes” provide background on Positive Youth Development and practical “how to” materials for a step-by-step approach to developing effective programs for refugee youth.

For more assistance, BRYCS offers the following services:

- Web site and Clearinghouse at www.brycs.org with regular updates & over 1500 resources in a searchable database
- Individual consultations by email and telephone
- Cross-service and targeted on-site trainings
- Conference presentations

Section III:

RESOURCE TOOLBOXES

TOOLBOX # 1: BACKGROUND ON POSITIVE YOUTH DEVELOPMENT

1.1	Title	A Look at Immigrant Youth: Prospects and Promising Practices
	Author / Distributor	National Conference of State Legislators (March 2005)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4547
	How to get it	Free download
	Language	English
	Content	This 18-page report addresses the demographics of immigrant youth in the U.S., LEP enrollment by state, school dropout rates, immigrant family dynamics, the No Child Left Behind Act and other federal funding for immigrant students, and several programmatic examples of promising practices.
1.2	Title	Chapin Hall Issue Brief: Focusing Juvenile Justice on Positive Youth Development
	Author / Distributor	Chapin Hall Center for Children at the University of Chicago
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1695
	How to get it	Free copy can be downloaded from Web site above (click on "Issue Brief"), or hard copy can be ordered by calling: (773) 256-5213
	Language	English
	Content	This 9-page article provides a concise and useful description of PYD and applies it to the juvenile justice field, including a helpful chart on page seven that contrasts traditional juvenile justice methods with PYD approaches.
1.3	Title	Effective Truancy Prevention and Intervention
	Author / Distributor	Wilder Research Center
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1698
	How to get it	Free download. You may need to save this document to your computer first in order to open it. Follow the directions in the "Trouble opening this report?" link.

	Language	English
	Content	“A review of research related to effective truancy prevention programs of three types: 1) school-based interventions; 2) community-based interventions; and 3) law enforcement or court-based interventions.” [Web site description]
1.4	Title	National Child Welfare Resource Center for Youth Development
	Author / Distributor	Administration for Children & Families, U.S. Department of Health & Human Services
	Web site	http://www.acf.hhs.gov/programs/cb/tta/ncwrcyd.htm
	How to get it	Entire Web site is a resource
	Language	English
	Content	“The University of Oklahoma National Child Welfare Resource Center for Youth Development (NCWRCYD) increases the capacity and resources of States and Tribes to effectively help youth in care establish permanent connections and achieve successful transitions to adulthood. The Center can help States incorporate youth into all areas of programs and services, implement services that address legislative requirements, prepare for Child and Family Services Reviews (CFSR) and Program Improvement Plan (PIP) development, and implementation. The Center bases its technical assistance and training around the four core principles of, youth development, collaboration, cultural competence, and permanent connections.” [Web site description]
1.5	Web site	National Clearinghouse for Families and Youth – “Positive Youth Development” Page
	Author / Distributor	National Clearinghouse for Families and Youth
	Web Address	http://www.ncfy.com/pyd/
	How to get it	This site offers free materials and information
	Language	English and Spanish; a list of Spanish-language materials regarding adolescents is available at: http://www.ncfy.com/publications/tips/resources-sp.htm
	Content	This page has several resources on Positive Youth Development: <ul style="list-style-type: none"> • Fact Sheet • Outreach materials for youth, parents and communities • “Team up With Youth” Guide series for business, local and state governments, media, and youth service professionals • “Express Yourself: A Teenager’s Guide to Fitting In” • Access to Exchange: A Topical Periodical on Youth Services.

1.6	Title	Resiliency-Based Research and Adolescent Health Behaviors
	Author / Distributor	The Prevention Researcher
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1572
	How to get it	Free Web resource
	Language	English
	Content	"Identifies research on protective factors and resiliency that can lead youth to choose positive health behaviors, and minimize their potential to engage in negative health behaviors." [Web site description]
1.7	Title	Search Institute
	Author / Distributor	Search Institute
	Web site	http://www.search_institute.org/
	How to get it	Entire Web site is a resource; some materials are free and some are available for purchase
	Language	Primarily English, with some resources available in English and French
	Content	The Search Institute has been a pioneer in focusing attention on youth strengths, developing their influential list of "40 Developmental Assets" for healthy youth maturation. "Search Institute's 40 Developmental Assets are concrete, common sense, positive experiences and qualities essential to raising successful young people. These assets have the power during critical adolescent years to influence choices young people make and help them become caring, responsible adults." [Web site description]
1.8	Title	Understanding, Preventing and Treating Problem Behaviors Among Refugee and Immigrant Youth
	Author / Distributor	Center for Multicultural Human Services (CMHS) (2002)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0938
	How to get it	Free download from the BRYCS Clearinghouse
	Language	English
	Content	Provides an in depth review of statistics, concepts and research on adjustment and behavioral problems among refugee and immigrant youth in the United States. Research is examined in light of mainstream theories and interventions, including programs successfully adapted to diverse populations. Concludes with recommendations for future research and programming for newcomer populations.

1.9 Title Understanding the Experiences of Immigrant Adolescents: Acculturation Is Not the Same as Assimilation		
	Author / Distributor	Jennifer Skuza (2005). In P. Witt & L. Caldwell (Eds.), <i>Recreation and youth development</i> . State College, PA: Venture Publishing.
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1706
	How to get it	Free download
	Language	English
	Content	This article distinguishes between acculturation and assimilation, including definitions of relevant terms, discussion of acculturation theory, and analysis of the actual acculturation experiences of six Latina youth. The author examines the implications of her findings for the field of youth development and recreation.
1.10 Title Youth Development Libraries		
	Author / Distributor	National Youth Development Information Center
	Web site	http://www.nydic.org/
	How to get it	Entire Web site is a resource
	Language	English
	Content	Provides free access to the following youth-focused databases: <ul style="list-style-type: none"> • National Youth Development Information Center Library • Virginia Beall Ball Library • Girls Incorporated Library

TOOLBOX # 2: ASSETS AND NEEDS ASSESSMENTS

2.1	Title	Asset Mapping: A Handbook
	Author / Distributor	Canadian Rural Partnership
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4572
	How to get it	Free Web resource
	Language	English
	Content	“Outlines three practical approaches that community leaders can use to engage people in shaping the future of their community. Asset mapping can be used as a starting place for community-based initiatives such as community development, strategic planning and organizational development.” [Web site description]
2.2	Title	Community Toolbox, Chapter 3: Assessing Community Needs and Resources
	Author / Distributor	University of Kansas
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4573
	How to get it	Free Web resource
	Language	English
	Content	Contains information about how to assess community needs and resources (e.g. conducting listening sessions, analyzing problems).
2.3	Title	Community Youth Mapping
	Author / Distributor	American Youth Policy Forum: Bridging Youth Policy, Practice and Research
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4574
	How to get it	Free Web resource
	Language	English
	Content	“Community Youth Mapping (CYM) is a catalyst to mobilize youth and adults as they identify resources and opportunities that exist in their community. Through the CYM process, young people and adults canvass their neighborhoods in search of places to go and things to do. Using this data collection strategy, young people across the nation have identified a host of resources that may not be found in traditional directories.” [Web site description]

		This site allows you to choose cities that have completed community mapping and identify activities/resources that are available.
2.4	Title	Helping America's Youth
	Author / Distributor	Cooperative effort between nine federal agencies of the United States government
	Web site	http://www.findyouthinfo.gov/
	How to get it	Entire Web site is a resource
	Language	English
	Content	"Offers free resources for community youth development. This site is designed to help you determine your community's needs related to children and youth. The site then offers guidance on developing collaborations and designing local solutions based on 'best practices' from other communities." [Web site description]
2.5	Title	Mapping Community Assets Workbook
	Author / Distributor	Northwest Regional Educational Laboratory
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1710
	How to get it	Free download
	Language	English
	Content	"This workbook shows readers how to approach community development from a positive, creative perspective, building on existing strengths and resources. Through a series of questions and exercises, readers first learn to uncover their personal assets, both tangible and intangible. Then they expand to take stock of their community, listing all of its special features. Readers also learn how to design a questionnaire to uncover the hidden assets in their community, those from people or places that are not familiar. Part of the Strengthening Community Education: The Basis for Sustainable Renewal series of four workbooks." [Web site description]

TOOLBOX # 3: PROGRAM PLANNING

3.1	Title	Alternatives for At-Risk and Out-of-School Youth
	Author / Distributor	The National Collaboration for Youth
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1399
	How to get it	Available free in PDF format in the ERIC database at http://www.eric.ed.gov . Search for document by ERIC # ED482327
	Language	English
	Content	“This brief document (7 pages) describes 8 features of effective alternative programming for youth: (1) caring, knowledgeable adults; (2) a sense of community; (3) an assets approach; (4) respect for youth; (5) high expectations for academic achievement and responsible behavior; (6) holistic, comprehensive, multidimensional developmental curriculum; (7) authentic, engaging learning that connects school and work; and (8) support and long-term follow up services, and provides examples of alternative youth programs.” [Web site description]
3.2	Title	Growing Healthy Canadians: A Framework for Positive Child Development - Transition 4, Coming of Age in Canada: Adolescents Who Make a Healthy Transition to Adulthood Are...
	Author / Distributor	Alder Group
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1659
	How to get it	Free download
	Language	English
	Content	Provides brief descriptions of factors that influence the transition to adulthood. Identifies concrete ways that families, schools, communities, businesses, and governments can help young people successfully transition to adulthood.
3.3	Title	Keys to Quality Youth Development
	Author / Distributor	University of Minnesota Extension Service
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4575
	How to get it	Free Web resource, or printed versions available for \$3.00
	Language	English

	Content	Described as a “working tool” or “planning guide,” this is a flexible application of eight key principles for working with youth. Each key (such as “Youth feel physically and emotionally safe”) is presented in the same simple format: premise; building a foundation; selecting outcomes; identifying practices; a case example; things to think about; words of wisdom; questions for youth.
3.4	Title	Making a Difference in the Lives of Youth
	Author / Distributor	The National Collaboration for Youth
	Web site	http://www.nassembly.org/nydic/programming/newideas/MakingaDifferenceintheLivesofYouth.htm
	How to get it	Entire Web site is a resource
	Language	English
	Content	The Web site is divided into a youth development library, sections on funding; staffing and training; programming; research, evaluation and statistics; and policy and advocacy. The Web site also provides ten case studies of programs that are making a difference in the lives of youth. “The intent is not to present an exhaustive collection of programs, but rather to illustrate the scope and impact of programming being offered by NCY member organizations and their partners in local communities throughout the nation.” [Web site description]
3.5	Title	Practice Matters: Creating Successful Programs for Immigrant Youth
	Author / Distributor	ACT for Youth, Upstate [NY] Center of Excellence (December 2004)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4576
	How to get it	Free download
	Language	English
	Content	Four-page newsletter with practical advice for developing programs for newcomer youth; addresses assets for immigrant youth and program strategies for working with youth, their parents and their schools.
3.6	Title	Service-Learning Diversity/Equity Project Research Report Executive Summary (April 2003)
	Author / Distributor	National Youth Leadership Council
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2887
	How to get it	Free download

	Language	English
	Content	“A user-friendly overview of the diversity-related issues facing the service-learning movement. Specific findings center on: mission and culture of the field, missionary ideology, service across cultures, and community-driven partnerships. Report raises many issues and is intended to be a catalyst for change.” [Web site description]
3.7	Title	Wealth of All Nations: Identification of Strategies to Assist Refugee Young People in Transition to Independence
	Author / Distributor	Louise Coventry, Carmel Guerra, David Mackenzie and Sarah Pinkney for the National Youth Affairs Research Scheme; Tasmania, Australia (2002)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1661
	How to get it	Free download
	Language	English
	Content	This 135-page report details the needs of Australia’s young refugees as they prepare to become productive adult members of society. It includes examples of good practice and poignant quotes from refugee youth themselves. Although the setting is Australia, chapter 4 on “Needs in Context” and chapter 6 on “Good Practice” are relevant to U.S. practice as well.

TOOLBOX # 4: PROGRAM DESIGN

1) LEADERSHIP / EMPOWERMENT

4.1.1	Title	A Guide for Engaging Youth in Leadership and Decision-Making in Service-Learning Programs
	Author / Distributor	Corporation for National Service
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4577
	How to get it	Free download
	Language	English
	Content	“The purpose of this guide is to provide service-learning practitioners, including Learn and Serve America programs (School and Community-Based) with basic information on youth voice—how to engage youth in leadership and decision making in programs. This guide highlights what youth voice is, why it is important and models of youth voice that have been implemented by service-learning practitioners. The guide is meant to be a catalyst – to assist programs in engaging youth leadership and decision-making more effectively.” [Web site description]
4.1.2	Title	Girl Scouts
	Author / Distributor	Girl Scouts of the USA
	Web site	http://www.girlscouts.org/ Spanish site: http://www.girlscouts.org/espanol/
	How to get it	Entire Web site is a resource
	Language	English and Spanish
	Content	“Girl Scouts of the USA is the world’s preeminent organization dedicated solely to girls—all girls—where, in an accepting and nurturing environment, girls build character and skills for success in the real world.” [Web site description]
4.1.3	Title	Hmong Women’s Circle
	Author / Distributor	Hmong National Development
	Web site	http://www.hndinc.org and http://www.girlscoutsv.org For more information, contact Amee Xiong at amee.xiong@girlscoutsv.org
	How to get it	Curriculum is available for order from Hmong National Development

		(202.797.9105). Participating agencies must become program partners with HND; the fee is \$12,000 for the first year of replication and \$5,000 in subsequent years; program partners are given joint ownership of the curriculum, training and technical assistance from HND.
	Language	English
	Content	“Hmong Women’s Circle (HWC) is a character-building program that uses an inside-out model to address the needs, concerns, and talents of Hmong female adolescents. HWC celebrates the Hmong heritage and traditions by building personal leadership skills, and empowering Hmong women to be healthy, educated, and engaged in their communities.” [GSSCV Web site description]
4.1.4	Title	Inclusive Recreation Model for Immigrant and Refugee Youth
	Author / Distributor	Ontario Council of Agencies Serving Immigrants
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2056
	How to get it	The full report, provisional model and an abridged version of the model are available for free download
	Language	English
	Content	“Summarizes findings from a literature review on the subject of participation of immigrant and refugee youth in recreation, sport, and leisure. It details, more comprehensively than has been done in the past, the myriad challenges faced by service providers and prospective youth recreation participants. In addition, the report analyzes the benefits of, and gives recommendations for sport, recreation, and leisure programs.” [Web site description]
4.1.5	Title	Institute for Youth Education & Families: Action Kits
	Author / Distributor	National League of Cities
	Web site	http://www.nlc.org/iyef/publications_resources/actionkits.aspx
	How to get it	Free download
	Language	English
	Content	These kits feature a wide-ranging menu of opportunities for municipal leadership based on the latest research and best practices from across the nation. Action Kits are available on a range of topics including: <ul style="list-style-type: none"> • Promoting Youth Participation • Expanding Afterschool Opportunities • Reengaging Disconnected Youth

4.1.6	Title	Involving Young People: Documenting Youth Participation Strategies for Newly-Arrived Communities
	Author / Distributor	Centre for Multicultural Youth Issues; Victoria AUSTRALIA (October 2001)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2888
	How to get it	Free download
	Language	English
	Content	This 24-page “Best Practice Model” examines approaches and barriers to participation by refugee and immigrant youth. The report includes: principles of youth participation, definitions and descriptions of specific program methods, and best practice models.
4.1.7	Title	Outdoor Centers and Camps: A 'Natural' Location for Youth Leadership Development
	Author / Distributor	ERIC Clearinghouse on Rural Education and Small Schools Las Cruces
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4578
	How to get it	Free Web resource
	Language	English
	Content	“With interest growing in positive youth development, a demand has been created for leadership training to prepare youth for expanded community roles. Camps and outdoor programs are well positioned to play an increasingly important part in offering youth leadership programs appropriate to this newfound interest area. This digest offers a framework for designing programs which utilize an outdoor setting as a ‘leadership classroom.’” [Web site description]
4.1.8	Title	Study Circles Resource Center: Youth Issues
	Author / Distributor	The Paul J. Aicher Foundation
	Web site	http://www.everyday-democracy.org/en/index.aspx
	How to get it	Free Web resource
	Language	Discussion guides available in English and Spanish
	Content	This Web site is designed to “help communities develop their own ability to solve problems by bringing lots of people together in dialogue across divides of race, income, age, and political viewpoints.” [Web site description] Resources on, “Youth Voices: Engaging Young People in Dialogue and Problem Solving” are available at:

		<p>http://www.studycircles.org/en/Issue.5.aspx There are also resources to guide dialogue about immigration: http://www.studycircles.org/en/Issue.7.aspx</p> <p>In addition, the Aicher Foundation collaborated with www.tolerance.org (a project of the Southern Poverty Law Center) to create “Mix it up” age-appropriate youth activity packs to help students “identify, question and cross social boundaries within their schools and communities.” Available at: http://www.tolerance.org/teens/?source=redirect&url=mixitup</p>
4.1.9	Title	Targeted Outreach: Boys & Girls Clubs of America's Approach to Gang Prevention and Intervention
	Author / Distributor	Public/Private Ventures
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1374
	How to get it	Free download
	Language	English
	Content	“This study evaluated the effectiveness of the Gang Prevention Through Targeted Outreach (GPTTO) and Gang Intervention Through Targeted Outreach (GITTO) initiatives of the Boys & Girls Clubs of America. The study examined whether the clubs were attracting youth at high risk of gang involvement, whether clubs could keep GPTTO and GITTO youth participating in the club or program, whether GITTO and GPTTO youth were receiving positive supports through participation in the club, and whether participation had positive effects on the lives of GPTTO and GITTO youth.” [Web site description]
4.1.10	Title	YES! Youth Empowerment Strategies
	Author / Distributor	National Clearinghouse for Families and Youth
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2065
	How to get it	Free Web resource
	Language	English
	Content	Offers the following Yes! Youth Empowerment Strategies: <ul style="list-style-type: none"> • Working with Youth who have Developmental Disabilities • Working with Youth who have Mental Health Problems • Working with Youth Who Are at Risk of Gang Activity

2) AFTERSCHOOL

4.2.1	Title	Bridging Cultures with Classroom Strategies
	Author / Distributor	Carrie Rothstein-Fisch, Patricia M. Greenfield and Elise Trumbull in <i>Educational Leadership</i> (Volume 56, April 1999)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1257
	How to get it	This resource is available free in HTML format on the Web in the archives of the journal at the Web site above.
	Language	English
	Content	“Collectivism, stressing family members’ interdependence, is common to Latino cultures. In contrast, schools foster independence and individual achievement. To help teachers understand assumptions underlying these different values, the authors developed the ‘Bridging Cultures Project’ as a research-based professional-development program. Science education applications are described.” [Web site description]

4.2.2	Title	Getting it Right: Strategies for After-School Success
	Author / Distributor	Public/Private Ventures (2005)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4579
	How to get it	Free download
	Language	English
	Content	“This report synthesizes the last 10 years of findings from P/PV’s and other researchers’ work to address one of the most demanding challenges facing today’s after-school programs—how to create and manage programs that stand the best chance of producing specific, policy-relevant outcomes. It examines recruitment strategies that attract young people to activities, the qualities that make activities engaging and motivate participants to attend regularly, and the infrastructure—staffing, management and monitoring—needed to support such activities. The report’s final chapter explores the fiscal realities of after-school programming, considering how administrators might stretch existing dollars to enhance services.” [Web site description]

4.2.3	Title	How Afterschool Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement
	Author / Distributor	Georgia Hall, Nicole Yohalem, Joel Tolman, Alicia Wilson; National Institute on Out of School time (2003)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1135
	How to get it	Free download
	Language	English
	Content	“This report provides: (1) a review of learning theories; (2) explains the features and rationale of the positive youth development approach; (3) provides local and national examples of programs utilizing positive youth development strategies to support youth development and academic achievement; (4) articulates the particular challenges facing Boston in its efforts to build the capacity of after-school programs to promote positive youth development; and (5) offers both short-term and long-term recommendations regarding local actions and policy activities.” [Report excerpt]
4.2.4	Title	Out of School Time Opportunities for Immigrant Youth
	Author / Distributor	Erin Harris, in <i>The Evaluation Exchange</i> , Volume X, Number 1, Spring 2004, p. 12.
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4580
	How to get it	Free download
	Language	English
	Content	One-page article with succinct suggestions and examples of developing extracurricular activities to serve immigrant youth.
4.2.5	Title	What Works in Instruction of Students with Interrupted Formal Education
	Author / Distributor	Challenges and Opportunities in Educating Refugee Children Conference (2004)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4581
	How to get it	Free download
	Language	English
	Content	One page list of 20 suggestions in educating refugee children.

3) MENTORING

4.3.1	Title	Mentoring as a Tool for Positive Youth Development
	Author / Distributor	National Clearinghouse for Families and Youth
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4582
	How to get it	Free Web resource
	Language	English
	Content	Includes sections on the key components of a successful mentoring program and what makes a successful mentor/mentee match; provides questionnaires to rate your mentoring program.
4.3.2	Title	Mentoring Program Development: A Start-up Toolkit
	Author / Distributor	Mark Fulop, M.A., M.P.H for The National Mentoring Center of the Northwest Regional Educational Laboratory (2003)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4583
	How to get it	Free download
	Language	English
	Content	A concise 9-page plan for starting a youth mentoring program, addressing: developing your plan; implementing a mentoring program; and collaborating with other youth service providers.
4.3.3	Title	Same Race and Cross Race Matching
	Author / Distributor	Jucovy, Linda; Public/Private Ventures (P/PV)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1052
	How to get it	Free download
	Language	English
	Content	“Provides guidance to mentoring program administrators and staff on the complex issue of same-race and cross-race matching of mentors and youth. Mentoring practitioners get information about: (1) the arguments in support of same-race matching vs. those in support of cross-race matching; (2) program practices that address mentor-youth matching, including the range of matching criteria besides race, community acceptance of or opposition to cross-race matching, and procedures for monitoring and supporting matches; and (3) suggested approaches for training mentors to understand diversity and respect values that are different from their own.” [BRYCS abstract]

4) EMPLOYMENT

4.4.1	Title	Refugee Youth Employment
	Author / Distributor	RefugeeWorks: The National Center for Refugee Employment and Self-Sufficiency
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0063
	How to get it	Free download from the BRYCS clearinghouse
	Language	English
	Content	“This manual borrows from both the refugee services and the mainstream youth services networks to bring readers the widest array of program models. Together the programs demonstrate the rich dynamics of workings with youth and celebrate the successes achieved by refugee youth and participants.” [BRYCS abstract]
4.4.2	Title	Where and When Is Your Teen Allowed to Work
	Author / Distributor	U.S. Department of Labor
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4584
	How to get it	Free download
	Language	English & Chinese
	Content	A one-page fact sheet about the type of work teens can legally perform.

TOOLBOX # 5: FUNDRAISING

5.1	Title	Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations: Major / Minor Funding Source Descriptions
	Author / Distributor	Harvard Family Research Project
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4585
	How to get it	Free Web resources
	Language	English
	Content	Succinct summaries of federal government programs funding out-of-school youth activities.
5.2	Title	For Organizations: New Funding Opportunities
	Author / Distributor	Corporation for National & Community Service
	Web site	http://www.cns.gov/for_organizations/funding/index.asp
	How to get it	Free Web resource
	Language	English
	Content	“The Corporation for National and Community Service provides grants to national and local nonprofits, schools, government agencies, faith-based and other community organizations and other groups committed to strengthening their communities through volunteering.” [Web site description]
5.3	Title	Funding Opportunities
	Author / Distributor	The Cooperative State Research, Education, and Extension Service (CSREES), U.S. Dept. of Agriculture, which oversees Children, Youth, and Families at Risk (CYFAR)
	Web site	http://www.csrees.usda.gov/fo/fundview.cfm?fonum=1077
	How to get it	Free Web resource
	Language	English
	Content	The CYFAR funding program supports community-based programs serving children, youth, and families in at-risk environments. These grants are available only to cooperative extension services of the 1862 land grant institutions. Eligible institutions can be found at: http://www.csrees.usda.gov/Extension/index.html

5.4	Title	Fundraising and Grant-Seeking for Youth Programs
	Author / Distributor	National Clearinghouse on Families and Youth (NCFY)
	Web site	http://www.ncfy.com/ask/index.htm#fund
	How to get it	Free Web resources
	Language	English
	Content	“One of NCFY’s primary functions is to provide the public with information about the Family and Youth Services Bureau (FYSB) and its grant programs. NCFY can send you information packets about FYSB program grant announcements and refer you to other Federal agency Web sites, program administrative contacts, FYSB program fact sheets, and information about Positive Youth Development.” [Web site description]
5.5	Title	Fundraising for Refugee-Serving Agencies
	Author / Distributor	Bridging Refugee Youth & Children’s Services (BRYCS)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1485
	How to get it	Free download from the BRYCS Clearinghouse
	Language	English
	Content	This resource is the result of a six-part Fundraising Series that appeared on the BRYCS Web site. The contents include: Introduction; the Essential Elements of a Fundraising Plan; Foundations: Giving to Refugee & Immigrant Services; Proposals 101: How to Plan and Write a Proposal for Funding from Foundations; Corporation and Community: Building on Benefits for Both; and The Feedback Loop: Planning, Implementation, Evaluation & Donor Cultivation.
5.6	Title	Guide To Federal Resources for Youth Development
	Author / Distributor	America’s Promise , A Coalition of Communities, Organizations, Businesses, and Individuals Advocating Youth Development Programs.
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1709
	How to get it	Free download
	Language	English
	Content	“Provides easily located information about federal funding sources that help promote, what America’s Promise calls, the five “core” resources needed for good youth development: caring adults, safe places, a healthy start, effective education, and opportunities to serve.” [Web site description]

5.7	Title	TASC After-School Tool Box: After-School Funding Sources
	Author / Distributor	The After-School Corporation (TASC) and the Partnership for After School Education (PASE)
	Web site	http://tascorp.org/section/resources/youth_funders/
	How to get it	Free Web resources
	Language	English
	Content	“The PASE/TASC Youth Funders Database provides the youth services community with the latest public and private funding information, including ongoing funding sources, as well as time sensitive RFPs.” [Web site description]

TOOLBOX # 6: PROGRAM IMPLEMENTATION

6.1	Title	A Resource Guide to Planning and Operating After-School Programs
	Author / Distributor	Southwest Educational Development Laboratory
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4586
	How to get it	Available as a free Web resource or in print for \$16.95
	Language	English
	Content	“The purpose of this guide is to provide a description of resources to support after-school programs. Many of the Resource Guide entries apply to before-school, summer, and community learning center programs as well as after-school programs. These resources meet three basic criteria: they are timely, readily available, and relatively inexpensive. A number of leading professionals in the after-school program field recommended entries for the Resource Guide.” [Web site description]
6.2	Title	A Self-Study Guide for Managers and Staff of Primary Support Programs for Young People
	Author / Distributor	Chapin Hall Center for Children
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4587
	How to get it	Free download
	Language	English
	Content	“This self-study guide is intended to help primary support organizations that serve young people aged six to eighteen years consider how their programs contribute to healthy development and how those contributions might be enhanced. The guide offers four key program components and describes basic qualities within each component. It can help staff set goals and work towards improvements.” [Web site description]

6.3	Title	Focus on Families! How to Build and Support Family-Centered Practices in After School
	Author / Distributor	Harvard Family Research Project
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1646
	How to get it	Free Web resource
	Language	English
	Content	“Developed for after school providers looking to create or expand an existing family engagement program. The guide provides a research base for why family engagement matters, concrete program strategies for engaging families, case studies of promising family engagement efforts, and an evaluation tool for improving family engagement practices.” [Web site description]
6.4	Title	Successful Program Implementation: Lessons From Blueprints
	Author / Distributor	Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Dept. of Justice
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0915
	How to get it	Free download
	Language	English
	Content	“Lessons learned from the Blueprints initiative include the importance of building an environment supportive of the new programs, building organizational capacity through administrative support, and including staff in planning and decision-making. Creating an environment that fosters a positive experience will yield both higher quality implementation and more positive outcomes for youth.” [Web site description]

TOOLBOX #7: PROGRAM EVALUATION

7.1	Title	After-School Initiative’s Toolkit for Evaluating Positive Youth Development
	Author / Distributor	The Colorado Trust
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4588
	How to get it	Free download
	Language	English
	Content	“A compilation of evaluation question sets that can be administered in after-school programs to assess program quality and the following positive youth development outcomes: academic success, arts and recreation, community involvement, cultural competency, life skills, positive life choices, positive core values and sense of self.” [Web site description]
7.2	Title	Building Partnership for Youth Programs Assessment Tool
	Author / Distributor	National 4-H Council and the University of Arizona
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=4589
	How to get it	Free Web resource
	Language	English
	Content	“This tool was created to help administrators and program personnel assess their program’s ability to address each of the 21 elements of youth development and thus make informed decisions regarding future program directions. This on-line assessment provides an immediate feedback report.” [Web site description]
7.3	Title	Evaluation Toolkit
	Author / Distributor	FRIENDS National Resource Center for Community-Based Child Abuse Prevention
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1692
	How to get it	Available as a free interactive tool on the Web
	Language	English
	Content	“Developed to help program managers, administrators and interested others develop and implement evaluation processes that will be useful in day-to-day practice, and to help provide evidence that their programs

		<p>make meaningful differences to children and families.” [Web site description]</p> <p>Includes components on: building your evaluation plan; logic model builder; outcomes and indicators; and annotated measurement tools.</p>
7.4	Title	Harvard Family Research Project (HFRP)
	Author / Distributor	Harvard Family Research Project, Harvard Graduate School of Education
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1571
	How to get it	Free Download
	Language	English
	Content	<p>HFRP has numerous useful resources on program evaluation. Several are listed below, and more are available at their Web site listed above:</p> <ul style="list-style-type: none"> • Out-of-School Time Program Evaluation Database • Measurement Tools for Evaluating Out-of-School Time Programs • Detangling Data Collection: Methods for Gathering Data • Performance Measures in Out-of-School Time Evaluation • Evaluating Out-of-School Time Program Quality
7.5	Title	Planning and Evaluation Resource Center
	Author / Distributor	Innovation Center for Community and Youth Development and the Institute for Applied Research in Youth Development at Tufts University
	Web site	http://www.evaluationtools.org/
	How to get it	Available as a free interactive tool on the Web
	Language	English
	Content	“Designed for practitioners in the field of youth development who are interested in undertaking an evaluation of their program. Designed to be a comprehensive tool, this Web site offers a wide variety of resources for all steps of the evaluation cycle.” [Web site description]
7.6	Title	Pursuing the Promise Toolkit
	Author / Distributor	California Tomorrow (2003)
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1163
	How to get it	Free Download or available for purchase at \$6.95 from Web site
	Language	English
	Content	“This set of tools helps bring the recommendations from our national research report to life at a practical level. Each tool is a clear and easy-

		to-use guide for reflection and dialogue. It provides a set of diversity and equity indicators.” [Web site description]
7.7	Title	Reflect and Improve: A Tool Kit for Engaging Youth and Adults as Partners in Program Evaluation
	Author / Distributor	The Innovation Center
	Web site	http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=3017
	How to get it	Full tool kit available for purchase from the Web site. The Introduction and Samples are available for free download.
	Language	English
	Content	“This practical, easy-to-follow tool kit is designed for adult and youth staff at youth development and youth civic engagement organizations. It guides readers as they: assess their organizational needs for evaluations; design evaluations to fit their organizational goals; use evaluation data to report to funders and other community stakeholders.” [Web site description]

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

BRYCS’ Promising Practices Initiative

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

“Promising Practices” criteria:

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

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

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

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

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

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

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

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

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

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

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

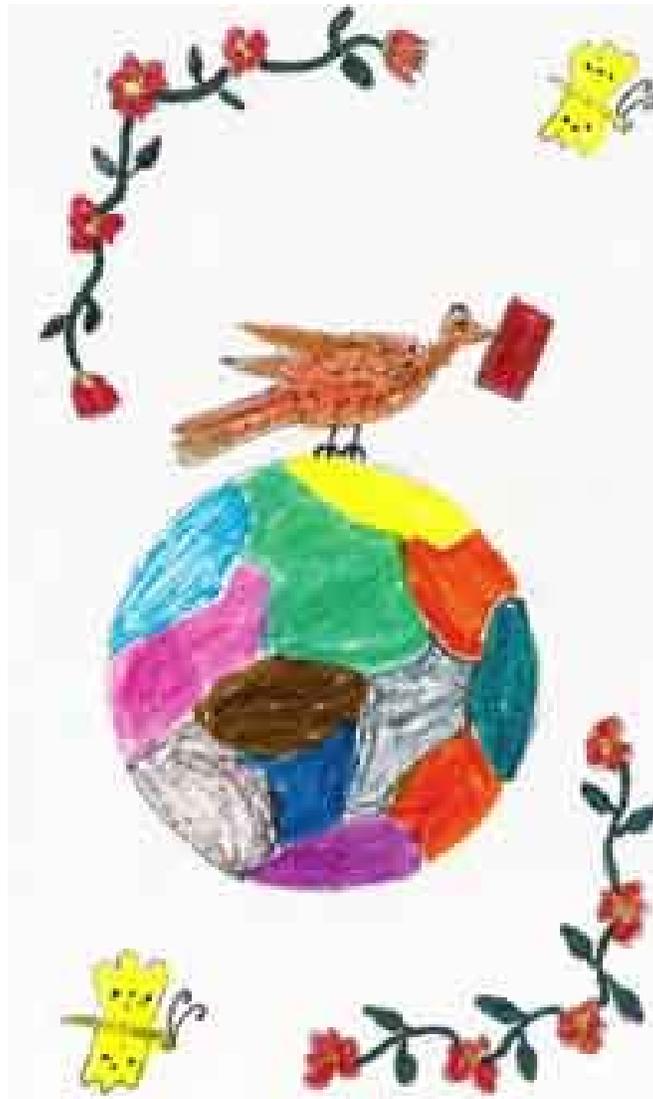
8.11	Program	Wilderness Inner-City Leadership Development (WILD) Program
	Administering Organization	<p><u>Name:</u> International District Housing Alliance</p> <p><u>Website:</u> http://www.apialliance.org/</p> <p><u>Location:</u> Seattle, Washington</p> <p><u>contact:</u> Program Director, (206) 623-5132,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

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

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



Bridging Refugee Youth & Children's Services



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Artwork by an Afghani refugee youth attending the
Migration and Refugee Services Expressive Arts Program,
Catholic Charities Health and Human Services, Cleveland, OH.

For more information on this program, go to
<http://www.brycs.org/promisingpractices/promising-practices-program.cfm?docnum=0014>